

2022-2023

ACADEMIC  
CATALOG

ST. CLOUD   
TECHNICAL & COMMUNITY COLLEGE

A member of Minnesota State





A member of Minnesota State

---

# GENERAL CATALOG

## 2022 - 2023

---

1540 Northway Drive  
St. Cloud, MN 56303-1240

Telephone: (320) 308-5000 (V)

TTY (320) 308-5988

Toll Free: (800) 222-1009

[www.sctcc.edu](http://www.sctcc.edu)

Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the College administration, the Minnesota State Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and the College. The information in this catalog is for use as an academic planning tool and is subject to change at any time.

Upon printing of this catalog, all previous issues are revoked. Published August 2, 2022.

St. Cloud Technical & Community College is referred to as SCTCC throughout this document.

This publication is available in accessible formats upon request by calling Accessibility Services at (320) 308-5064 or 1 (800) 222-1009 or [acc@sctcc.edu](mailto:acc@sctcc.edu). TTY users please call MN Relay Service at 711 to contact the college.



Location of St. Cloud Technical & Community College (SCTCC): 1540 Northway Drive, St. Cloud, MN 56303  
 (320) 308-5000 or 1-800-222-1009 or [www.stccc.edu](http://www.stccc.edu).

The Admissions Office is located in the northwest section of the Northway Building. Parking is available in Lot C adjacent to Northway Drive.

**Driving Directions:**

- **From the southeast on I-94**, take the St. Augusta exit #171, travel Country Road 75 north approximately 1 mile to Clearwater Road. Turn right and follow Clearwater Road until it becomes Ninth Avenue, which will take you through the city to our campus.
- **From the west on I-94**, take the Highway 15 exit, then follow Highway 15 north to 12th Street. Turn right and follow 12th Street east until you reach Northway Drive. Follow Northway Drive to our campus.
- **From the north on Highway 10**, take the Highway 15 exit. Take the Benton Drive exit, turn left on Benton Drive through Sauk Rapids. Turn right at 2nd Street North, go across the Mississippi River bridge, continue straight ahead on Ninth Avenue to our campus.
- **From south on Highway 10 or the east on Highway 23**, at the cloverleaf follow Highway 23 West/Division Street to the Ninth Avenue North exit. Turn right and follow Ninth Avenue North to our campus.
- **From the south on Highway 15 or southwest Highway 23**, follow Highway 15 north to 12th Street. Turn right and follow 12th Street east until you reach Northway Drive. Follow Northway Drive to our campus.



---

# TABLE OF CONTENTS

---

<p>General Information . . . . . 5</p> <p>Accreditations . . . . . 7</p> <p>Admissions</p> <p style="padding-left: 20px;">Admissions Policy . . . . . 9</p> <p style="padding-left: 20px;">Admissions Procedures . . . . . 9</p> <p style="padding-left: 20px;">International Student Admission . . . . . 10</p> <p style="padding-left: 20px;">Visiting Student Admission . . . . . 10</p> <p style="padding-left: 20px;">Declaration of a Major . . . . . 10</p> <p style="padding-left: 20px;">Program Open Enrollment . . . . . 10</p> <p style="padding-left: 20px;">High School Options:</p> <p style="padding-left: 40px;">Articulated Credit Admission Procedures . . . . . 10</p> <p style="padding-left: 40px;">Discovery Academy . . . . . 11</p> <p style="padding-left: 40px;">Post Secondary Enrollment (PSEO) . . . . . 11</p> <p style="padding-left: 20px;">Immunization . . . . . 12</p> <p style="padding-left: 20px;">Minnesota State Residency . . . . . 12</p> <p>Educational Policies</p> <p style="padding-left: 20px;">Ability to Benefit Policy . . . . . 13</p> <p style="padding-left: 20px;">Academic Forgiveness . . . . . 13</p> <p style="padding-left: 20px;">Academic Integrity . . . . . 13</p> <p style="padding-left: 20px;">Academic Standing . . . . . 13</p> <p style="padding-left: 20px;">College Readiness Assessment . . . . . 14</p> <p style="padding-left: 20px;">Credit for Prior Learning . . . . . 15</p> <p style="padding-left: 20px;">Grading System . . . . . 16</p> <p style="padding-left: 20px;">Grade Point Average (GPA) . . . . . 15</p> <p style="padding-left: 20px;">Graduation Requirements . . . . . 15</p> <p style="padding-left: 20px;">Incomplete . . . . . 16</p> <p style="padding-left: 20px;">Program Completion Options . . . . . 17</p> <p style="padding-left: 20px;">Repetition of Courses . . . . . 17</p> <p>Student Services</p> <p style="padding-left: 20px;">Accessibility Services . . . . . 18</p> <p style="padding-left: 20px;">Academic Advising . . . . . 18</p> <p style="padding-left: 20px;">Career Services . . . . . 18</p> <p style="padding-left: 20px;">Center for Academic Success (CAS) . . . . . 19</p> <p style="padding-left: 20px;">Child Care . . . . . 19</p> <p style="padding-left: 20px;">Cyclones Cupboard . . . . . 19</p> <p style="padding-left: 20px;">ESOL Services . . . . . 19</p> <p style="padding-left: 20px;">Housing . . . . . 19</p> <p style="padding-left: 20px;">Library . . . . . 20</p> <p style="padding-left: 20px;">Multicultural Center . . . . . 20</p> <p style="padding-left: 20px;">Security and Crime Reporting . . . . . 20</p> <p style="padding-left: 20px;">Service Learning . . . . . 20</p> <p style="padding-left: 20px;">Student Identification Card . . . . . 20</p> <p style="padding-left: 20px;">Student Life/Sports/Recreation . . . . . 20</p> <p style="padding-left: 20px;">Student Rights, Responsibilities, and Conduct . . . . . 20</p> <p style="padding-left: 20px;">TRIO - Student Support Services . . . . . 21</p> <p style="padding-left: 20px;">Veterans Resource Center . . . . . 21</p> <p style="padding-left: 20px;">Wellness Resources . . . . . 22</p>	<p>Financial Services</p> <p style="padding-left: 20px;">Steps to Receive Financial Aid . . . . . 23</p> <p style="padding-left: 20px;">Disbursement . . . . . 23</p> <p style="padding-left: 20px;">Enrollment Status . . . . . 23</p> <p style="padding-left: 20px;">Types of Financial Aid . . . . . 23</p> <p style="padding-left: 40px;">Grants . . . . . 23</p> <p style="padding-left: 40px;">Loans . . . . . 24</p> <p style="padding-left: 40px;">Workstudy . . . . . 24</p> <p style="padding-left: 20px;">Veterans Assistance . . . . . 24</p> <p style="padding-left: 20px;">Policy for Complete Withdrawal . . . . . 24</p> <p>Tuition, Fees, and Payments</p> <p style="padding-left: 20px;">Parking Fee . . . . . 25</p> <p style="padding-left: 20px;">PSEO Student Parking . . . . . 25</p> <p style="padding-left: 20px;">Parking Violations . . . . . 25</p> <p style="padding-left: 20px;">Health Service Fee . . . . . 26</p> <p style="padding-left: 20px;">LeadMN Fee . . . . . 26</p> <p style="padding-left: 20px;">Refunds, Drops, Withdrawals, and Waivers, Minnesota State Policy 5.12 . . . . . 26</p> <p style="padding-left: 20px;">Senior Citizen Fee . . . . . 26</p> <p style="padding-left: 20px;">Student Activity Fee . . . . . 27</p> <p style="padding-left: 20px;">Technology Fee . . . . . 27</p> <p style="padding-left: 20px;">Transcript Fee . . . . . 27</p> <p style="padding-left: 20px;">Tuition and Fee Policy . . . . . 27</p> <p style="padding-left: 20px;">Tuition Deferment . . . . . 27</p> <p style="padding-left: 20px;">Tuition Payment . . . . . 27</p> <p>Records and Registration</p> <p style="padding-left: 20px;">Registration &amp; Student Records . . . . . 28</p> <p style="padding-left: 20px;">Registration Sessions . . . . . 28</p> <p style="padding-left: 20px;">Transfer of Credit . . . . . 28</p> <p style="padding-left: 20px;">Data Practices Policy . . . . . 29</p> <p style="padding-left: 20px;">Auditing Classes . . . . . 30</p> <p style="padding-left: 20px;">Course by Arrangement . . . . . 30</p> <p style="padding-left: 20px;">Credit Load . . . . . 30</p> <p style="padding-left: 40px;">Internships, Practicums, and Clinicals . . . . . 30</p> <p>Program Majors . . . . . 31</p> <p>General Studies/Developmental Courses . . . . . 112</p> <p>Minnesota Transfer Curriculum (MnTC) Courses . . . . . 113</p> <p>Course Descriptions . . . . . 115</p> <p>Administration, Faculty, and Staff . . . . . 245</p>
--	---

---

# GENERAL INFORMATION

---

## **College Overview**

As a highly recognized institution of technical programs and applied learning, St. Cloud Technical & Community College (SCTCC) is a regional treasure located in the heart of Central Minnesota. SCTCC is a member of the Minnesota State Colleges and Universities system. Located in an urban area with a population of approximately 68,000, just one hour north of the Minneapolis/St. Paul metro area, SCTCC is the second largest higher education institution in the St. Cloud area.

SCTCC was founded in 1948 as a vocational-technical institute and was part of the local school district. In 1966, the College moved from the high school to its present location on Northway Drive. The North Central Association of Colleges and Schools, now the Higher Learning Commission, accredited the college in 1985. In 1995, the college became a member of the newly-formed Minnesota State Colleges and Universities system, now known as Minnesota State. In 2010, SCTCC became a comprehensive technical and community college.

SCTCC offers 50 majors with over 80 certificate, diploma or degree options that can be completed in two years or less. Nearly 5,300 students are enrolled in credit-based classes annually. More than 70% of the student population comes from the surrounding six counties, with the remaining students hailing from around the globe. In the past two years, more than 98% of the College's graduates found employment in their fields of study or successfully transferred to another college or university to continue their education.

## **Mission**

We provide the education, training, and support necessary for equitable participation in our society, economy, and democracy.

## **Vision**

We are a community of learners rooted in meaningful relationships where everyone belongs and thrives.

## **Shared Beliefs**

- Education empowers individuals and transforms generations.
- Every individual has intrinsic value and every voice deserves to be heard.
- Our differences enrich our community.
- An antiracist and antidiscrimination ethos is necessary for advancing social justice and equity.
- It is our responsibility to ensure equitable outcomes for our students. Each student can succeed.
- Innovation, flexibility, and life-long learning are critical for our community to thrive.
- Mutually accountable relationships built on trust are essential for our success.
- Community partnerships strengthen and sustain us.

## **Desired Student Experience**

SCTCC is committed to student success, equity in outcomes, and providing an empowering and transformational student experience of:

- Educational programs that prepare students for the future of work and life through innovative, flexible, and relevant learning experiences;
- Personalized and supportive services that help learners achieve their academic and career goals and meet their non-academic needs;
- A welcoming and engaging environment that fosters a sense of belonging through meaningful connections with employees and other students; and
- Clear pathways to completion, transfer, and a fulfilling career.

SCTCC will promote this experience by providing:

- A caring, inclusive, and culturally responsive community that ensures equitable outcomes for all students;

### **Desired Student Experience (Continued)**

- Streamlined processes that ensure timely communications and delivery of resources and services when students need them;
- Proactive, effective, and ongoing supports that guide students in selecting and progressing through their program of study; and
- A quality and affordable education in a student-ready environment that meets students where they are and serves the whole person.

### **College Outcomes**

#### *• Demonstrate Personal and Social Accountability*

Students will develop a sense of personal and professional responsibility by incorporating values into ethical decision-making.

#### *• Think Critically*

Through consideration of multiple perspectives, students will clarify, analyze, and develop methods that are useful for solving problems and complex issues to make valid, relevant, and informed decisions.

#### *• Communicate Effectively*

Students will use appropriate processes to demonstrate effective communications in a variety of contexts and formats including listening, reading, speaking, and writing.

#### *• Understand Social & Global Perspectives*

Students will demonstrate a global perspective and identify the key components of social responsibility in their profession, their community, and in the rapidly changing world.

#### *• Apply Knowledge*

Students will demonstrate knowledge and skills through interdisciplinary application of concepts and constructs. Application of knowledge takes place through student participation in experiences across all disciplines, which includes practice and demonstration to adapt intellectually and to develop workplace readiness.

### **Equal Opportunity:**

SCTCC is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, disability status, with regard to public assistance or any other group or class against which discrimination is prohibited by State or Federal law. Further, the college will not tolerate acts of sexual harassment/assault within its area of jurisdiction.

SCTCC will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Acts (ADAAA) of 2008, the Americans with Disabilities Act of 1990 and the 1992 Crime Bill.

Inquiries, complaints or grievances concerning the application of affirmative action or equal opportunity at SCTCC should be referred to the affirmative action officer, Kari Matson, located in office the Customized Training Building, or by telephone at (320) 308-3227 or email kari.matson@sctcc.edu; or Debra Leigh, student affirmative action officer at debra.leigh@sctcc.edu (320) 308-5998 located in office 1-313, Northway Building.

Faculty and Staff inquiries or complaints concerning Title IX should be referred to Kari Matson by telephone (320) 308-3227 or email kari.matson@sctcc.edu. Student inquiries or complaints concerning Title IX should be referred to Andrew Pflipsen, Title IX Coordinator, located in office 1-401, Northway Building or by telephone at (320) 308-5580 or email andrew.pflipsen@sctcc.edu.

Inquiries for students and public guests about services provided to maintain compliance with Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should be referred to Accessibility Services. Inquiries can be made in person, in office, 1-454, Northway Building, by telephone (320) 308-5064 or acc@sctcc.edu. TTY users please call MN Relay Service at 711 to contact the college. Employee requests for such considerations can be directed Human Resources, in office 1-402, Northway Building or telephone (320) 308-3227. This publication is available in accessible formats upon request by calling Accessibility Services at (320) 308-5064 or acc@sctcc.edu. TTY users please call MN Relay Service at 711 to contact the college.

---

# ACCREDITATIONS

---

St. Cloud Technical & Community College is accredited by  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602  
[www.hlcommission.org](http://www.hlcommission.org)

In addition to institutional accreditation, all programs offered at St. Cloud Technical & Community College are approved by the Minnesota State System. The following programs are accredited, licensed or approved by national, state, or program specific agencies.

**Automotive Service, Auto Body Repair and Medium/Heavy Truck** are accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org/>

**Cardiovascular Technology** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756. Telephone: (727) 210-2350 Fax: (727) 210-2350, web site: [www.caahep.org](http://www.caahep.org) and Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT), 1449 Hill Street, Whitinsville, MA 01588-1032. Telephone: (978) 456-5594 [www.jrccvt.org](http://www.jrccvt.org).

**Dental Assisting** is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (800) 232-6108 or at 211 East Chicago Avenue, Chicago, IL 60611. [www.ada.org/en/coda](http://www.ada.org/en/coda).

**Dental Hygiene** is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (800) 232-6108 or at 211 East Chicago Avenue, Chicago, IL 60611. [www.ada.org/en/coda](http://www.ada.org/en/coda).

**Diagnostic Medical Sonography Generalist** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [www.caahep.org](http://www.caahep.org) upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355-113th St. N, #7709, Seminole, FL, 33775. Telephone: (727) 210-2350 Fax: (727) 210-2354. [www.caahep.org](http://www.caahep.org) Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), 6021 University Blvd, Suite 500, Ellicott City, MO 21043. Telephone: (443) 973-3251. Fax: (866) 738-3444. [www.jrcdms.org](http://www.jrcdms.org)

**Electrical Construction Technology** is certified by the Minnesota Department of Labor and Industry, 443 Lafayette Road N, St Paul, MN 55155, Telephone: (651) 284-5005.

**Emergency Medical Services (EMS)** courses are approved by the Minnesota Emergency Medical Services Regulatory Board (EMSRB) to teach Emergency Medical Responder (EMR) and Emergency Medical Technician (EMT) initial and refresher courses. The cardiopulmonary resuscitation (CPR) and first aid courses are conducted through the American Heart Association and National Safety Council standards. EMSRB, 2829 University Avenue SE, Suite 310, Minneapolis, MN 55414.

**Health Information Technology** is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 200 East Randolph Street, Suite 5100, Chicago, IL, 60601. Telephone: (312) 235-3255. [www.cahiim.org](http://www.cahiim.org).

**Associate Degree Nursing (ADN)** is approved by the Minnesota Board of Nursing. <http://mn.gov/health-licensing-boards/nursing> The St. Cloud Technical & Community College Associate Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), <https://cnea.nln.org> 2600 Virginia Avenue, NW, Washington, DC 20037. Telephone: (202) 909-2526.

**Nursing Assistant** is approved by the Minnesota Department of Health, 85 East Seventh Place, Suite 300, P.O. Box 64501, St. Paul, MN 55164-0501. Telephone: (651) 215-8705.

**Paramedicine** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [www.caahep.org](http://www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th St. N, #7709, Seminole, FL, 33775. Telephone: (727) 210-2350 Fax: (727) 210-2354. [www.caahep.org](http://www.caahep.org) CoAEMSP: 8301 Lakeview Parkway Suite 111-312 Rowlett, TX 75088. Telephone (214) 703-8445. Fax (214) 703-8992. [www.coaemsp.org](http://www.coaemsp.org)

**Practical Nursing** is approved by the Minnesota Board of Nursing. <http://mn.gov/health-licensing-boards/nursing> The Practical Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) <http://www.acenursing.org/> 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Telephone: (404) 975-5000.

**Surgical Technology** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [www.caahep.org](http://www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th St. N, #7709, Seminole, FL, 33775. Telephone: (727) 210-2350 Fax: (727) 210-2354. [www.caahep.org](http://www.caahep.org)

**Water Environmental Technologies** is certified by the Minnesota Department of Health, 625 Robert Street North, St. Paul MN, 55164 Telephone: (651) 201-5000 and the Minnesota Pollution Control Agency, 520 Lafayette Road, St. Paul, MN 55155-4194 Telephone: (651) 296-6300.



---

# ADMISSIONS

---

## ADMISSIONS POLICY

St. Cloud Technical & Community College (SCTCC) grants admission to all persons 16 years of age or older regardless of race, creed, color, veterans status, religion, gender, physical ability, age, national origin, marital status, sexual orientation, or public assistance status. Admission to courses is based on meeting validated course prerequisites.

Lack of English skills should not be a barrier to admission or participation. In order to eliminate barriers, each student's ability to participate and benefit is assessed through placement testing and academic advising. Based on assessment and academic advising results, students are either connected to campus resources to complete admission to the college or provided a referral to community resources for participation in college preparation programs. Students with completed college-level courses, ACT, SAT, or MCA scores may be exempt from portions of the placement testing requirement.

Applications are taken beginning the third Tuesday in September, one year prior to the start of fall semester. The college has a rolling admission policy, meaning that applications are acted upon and students are notified of admission generally within 14 days of the receipt of all application materials.

Once admitted to SCTCC, students may enroll in any course or program as long as individual course pre-requisites are met and space for effective instruction is available. The college will guide a student's enrollment based on academic skills assessments, interviews, previous achievement, and other criteria as explained in this section.

Admission to the college does not guarantee admission to college-level courses or a desired major. Students applying for programs with selective admissions criteria may be required to complete pre-requisite courses and/or take additional tests prior to admission. Students who do not meet the standards for admission into a certain program may enroll in college readiness courses designed to help them meet program qualifications.

## ADMISSIONS PROCEDURES

Students pursuing a degree, diploma or certificate must complete the following admission requirements:

### 1. Submit a SCTCC Application

Available from the Admissions Office, online at [www.sctcc.edu/application](http://www.sctcc.edu/application) or in most high school guidance offices.

### 2. Pay a \$20 Non-refundable Application Fee

Online payment is accepted with a credit card when

completing the online application. Students who have previously paid the application fee at SCTCC are exempt from payment.

### 3. Submit Transcript/s

Transcripts are required for individuals who have graduated from high school in the previous 10 years. Students who graduated outside the 10 year time frame, and want to access financial aid, are required to submit their high school transcript or GED certificate to verify proof of graduation. Students who cannot provide proof of high school graduation may be eligible for Admission, but may not receive financial aid.

Official college transcripts are required from students with previous college level course work when transferring credits. Official non-Minnesota State transcripts must be sent directly from the previous college in a sealed envelope, or via email to [enroll@sctcc.edu](mailto:enroll@sctcc.edu). Minnesota State transcripts can be obtained electronically by SCTCC, but the Admissions Office must be made aware that the student has previously attended a Minnesota State institution. Transcripts mailed, emailed, or presented by the student are considered unofficial and cannot be used for transfer of credit purposes.

Students with transcripts issued from any country outside of the United States will be required to have their transcripts evaluated by organizations affiliated with National Association of Credential Evaluation Services (NACES). Information can be found at [www.naces.org/members](http://www.naces.org/members). The student will incur any costs associated with having the evaluation completed. For college transcript evaluations, it is recommended that students request a course by course evaluation.

### Unpaid Balance at Previous Institution

#### See Minnesota State Policy 3.4

Students who have an unpaid balance at another system college or university shall not be allowed to register for courses at SCTCC.

### Students Suspended from Other Institutions

#### See Minnesota State Policy 3.4

Students on academic suspension from a Minnesota State College or University shall not be admitted to SCTCC during the term of that suspension unless they demonstrate potential for being successful in the particular program to which they apply. Any student who left their previous college on academic suspension must complete the admissions appeal process to be considered for admission.

Any student who left their previous college on academic

suspension and is subsequently accepted to SCTCC will be accepted on academic warning (whether or not their suspension period has ended or an appeal has been approved). If suspension date and reinstatement dates are posted, those are the dates that will be used. For Minnesota State colleges, it will be assumed that academic suspensions will be posted. If a suspension is posted, but reinstatement date is not noted, eligibility for reinstatement will be considered to be one year.

Students who have been suspended or expelled for disciplinary reasons from any postsecondary institutional may be denied admission to a Minnesota State college or university.

### **Impact of Criminal Records**

Students who have been arrested, charged, or convicted of any criminal offense, should investigate the impact that the arrest, charge, or conviction may have on their chances of employment in the field they intend to study or on their chances to obtain federal, state, and other higher education financial aid.

### **Background Check for Health Programs**

State law requires that any person who intends to provide services that involve direct contact with patients and residents at a health care facility have a background check provided by the state of Minnesota.

An individual who is disqualified as a result of a background check has the right to request reconsideration of the disqualification. It is the responsibility of the student to request reconsideration by the Commissioner of Health. An applicant is considered to be disqualified during the reconsideration process. *A student who has any restriction will not be sent to a clinical site.* Please see individual program handbooks for special procedures.

## **INTERNATIONAL STUDENT ADMISSION PROCEDURES**

International student applicants must submit the following materials and information:

1. A completed international student application form available from the Admissions Office or online at [www.sctcc.edu/international-students](http://www.sctcc.edu/international-students).
2. A \$20 non-refundable application fee.
3. Students with transcripts issued from any country outside of the United States will be required to have their transcripts evaluated by organizations affiliated with National Association of Credential Evaluation Services (NACES). Information can be found at [www.naces.org/members](http://www.naces.org/members). The student will incur any costs associated with having the evaluation completed. Students must provide proof of high school graduation.
4. A completed Confidential Financial Information Form and Affidavit of Financial Support including bank statements.
5. Proof of English Proficiency, if English is a second language

(TOEFL, IELTS, DuoLingo or college transcripts demonstrating a satisfactory level of English proficiency is accepted. Students should contact the DSO or PDSO for more information on this requirement).

6. Health insurance must be purchased through the College upon enrollment.

## **VISITING AND NON-DEGREE SEEKING STUDENT ADMISSION**

Persons who are interested in registering for selected courses, but are not interested in pursuing a diploma or a degree at SCTCC, are designated by the college as visiting and non-degree seeking students. These students are not required to complete the usual application or to submit high school transcripts, but must meet course placement or pre-requisite requirements. Students should consider declaring a major once they have completed 16 credits. Visiting students are responsible for knowing and adhering to all college policies and deadlines. Contact Records and Registration for additional information at (320) 308-5075 or visit [www.sctcc.edu/visiting-students](http://www.sctcc.edu/visiting-students).

## **DECLARATION OF A MAJOR**

To assist with educational planning, it is recommended that non-admitted or visiting students declare a major upon completion of 16 semester credits of coursework as a resident student. The student should submit the college application found at [www.sctcc.edu/apply](http://www.sctcc.edu/apply) to declare a major following the Admissions Procedures outlined in this document. If admitted to the major of choice, for future course registration the student will meet with their assigned academic advisor.

## **PROGRAM OPEN ENROLLMENT**

Programs and courses that have seats available are open for enrollment before the start of each semester. Students must meet course placement or pre-requisite requirements. Some programs require courses to be taken in sequence, and starting a program out of sequence may extend the time required to complete the degree/diploma. Not all courses are offered every semester.

## **HIGH SCHOOL OPTIONS**

### **Articulated College Credit**

SCTCC works with area high school teachers to align select high school courses with college courses. This alignment is evidenced by a signed articulation agreement between the institutions. Students who achieve a grade of “B” or higher in the course and are approved by the high school teacher will be issued a Record of Articulated College Credit and are required to present it to the SCTCC Registration Office for review. Students and teachers can access articulated college credit information at <http://ctecreditmn.com/>.

## Acceptance of Articulation Agreements Non-Member Districts

SCTCC will consider accepting articulated college credit from other Minnesota articulated college credit consortia. The student must submit a Record of Articulated College Credit. The Registrar will review the record to determine if the content is applicable to an SCTCC course and will then forward it to the appropriate faculty member for approval. Records and Registration will contact the student with the results of the review.

## DISCOVERY ACADEMY

Discovery Academy, SCTCC's concurrent enrollment program, is an opportunity for high school students to take college courses. The courses are taught in various cooperating high schools throughout the region. The courses are posted in the high school course catalog, and interested students register through their high school guidance counselor. Occasionally, a course is offered in a neighboring school district and students will need to travel to the site to participate. Most courses are taught by a high school teacher—a few courses are taught by college faculty. More information is available at [www.sctcc.edu/discovery-academy](http://www.sctcc.edu/discovery-academy).

SCTCC's Discovery Academy is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Courses available in 2022-2023 may include:

### Health:

- Emergency Medical Responder
- Certified Nursing Assistant
- Health Care Core Curriculum

### Automotive:

- Engine Performance
- Steering and Suspension
- Brakes
- Electrical/Electronic Systems

### Welding:

- Thermal Welding & Cutting Processes
- Print Reading & Math Applications
- Arc Welding Processes

### Electronics:

- Safety Awareness
- Maintenance Process & Production
- Quality Practice
- Maintenance Awareness

For more information about these courses, where they are offered, and how to apply, please contact Susan Jordahl, Director of K-12 Initiatives at (320) 308-5908 or [susan.jordahl@sctcc.edu](mailto:susan.jordahl@sctcc.edu).

## POST SECONDARY ENROLLMENT OPTION (PSEO)

### See SCTCC Policy S3.30

Students pursuing enrollment in the PSEO program must submit a completed SCTCC PSEO application for enrollment, a

Notice of Student Registration (NOSR) form, and a high school transcript. Application deadlines: (Fall Semester: July 1, Spring Semester: December 1). Students are required to complete the Accuplacer testing (unless exempt) and meet with the PSEO coordinator at SCTCC at (320) 308-6022 to discuss procedures and expectations of the program and register for courses.

### Who is Eligible for PSEO?

The PSEO program is available to sophomores, juniors, and seniors who are enrolled in a Minnesota public or private high school, home school, or alternative learning center. Students must demonstrate evidence of ability to complete college level work.

Students who wish to enroll in courses at SCTCC through the PSEO program must meet the minimum score requirements indicating college readiness on Accuplacer assessment or meet the exemption qualifications found in SCTCC's Assessment for Course Placement Policy.

### Career and Technical Education

Sophomores may enroll in a career or technical education course at a Minnesota State college or university if they have attained a passing score or met the 8th grade standard on the 8th grade Minnesota Comprehensive Assessment in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission, or other requirements.

If a sophomore receives a grade of C or better in the course, the student shall be allowed to take additional career, technical education, or liberal arts and sciences courses in subsequent terms.

A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment.

There is a \$10 charge to retake the Accuplacer test. If testing accommodations are needed, documentation of disability is required in advance. Testing with accommodations is scheduled individually. Contact the Accessibility Services Coordinator at 320-308-5064 or via e-mail [acc@sctcc.edu](mailto:acc@sctcc.edu)

If test scores are not achieved, college readiness courses may be required to prepare for the identified classes. The PSEO program does not cover tuition or book costs for college readiness courses. Students are required to pay tuition and book costs of college readiness courses.

To complete an application to the college, PSEO students must submit a completed SCTCC Graduation Plan. Students also complete the Minnesota Department of Education, Postsecondary Enrollment Option, Program Notice of Student Registration (NOSR) form.

PSEO students are accepted to courses and majors on a space available basis. Some courses may be blocked from PSEO student enrollment. Students will need to meet each semester with their

PSEO advisor to select courses and to provide a PSEO notice of student registration form.

### **PSEO Books**

The costs of books and tuition will be covered by the PSEO program. PSEO books will be available to PSEO students prior to the start of the semester. PSEO students will need a book authorization form to obtain their books. The form is available at the Admissions Office. These books are the property of the college and must be returned to the college bookstore by the last day of finals week each semester. PSEO students withdrawing from the college should return their books immediately. Students will be charged for the cost of unreturned textbooks.

### **PSEO Parking**

PSEO students are responsible to pay a \$3.25 per credit fee each semester to park on campus. The parking fee can be paid at the Financial Services Office, and must be paid prior to obtaining books. PSEO students not driving or parking on campus may have the parking fee waived by stopping at the Financial Services Office. Completely online students do not need to obtain a parking permit or fill out a parking waiver.

### **PSEO Academic Requirements**

PSEO students must maintain a cumulative GPA of 2.0 or better (C average) and cumulative completion of 66.67% to continue enrollment in the program.

A copy of PSEO students' class schedules and grades for those classes are sent to the students' high school each semester.

Students requesting supplemental support services may access 2.5 hours a week of supportive instruction. If additional accommodations are required, the school district and the college will negotiate for the provision of services. Contact the PSEO coordinator for specific information.

For PSEO state statute, refer to MN Statute 124D.09

## **IMMUNIZATIONS**

Minnesota Law (MS 135A.14) requires that all students born after 1956 and enrolled in a public or private postsecondary school in Minnesota must provide evidence of immunization for measles, rubella, mumps, diphtheria, and tetanus. Students graduating from a Minnesota high school after 1997 are not required to provide documentation.

Forms for this purpose are available from the Admissions Office and online at [www.sctcc.edu/admissions-forms](http://www.sctcc.edu/admissions-forms). Students may also submit immunization records maintained by their high school or health care provider. Proof of immunization must be received no later than the 45th day of the term, or the student will not be allowed to register for subsequent terms.

## **MINNESOTA STATE RESIDENCY**

**SEE MINNESOTA STATE POLICY 2.2 AND M.S. 135A.031, SBD2.**

Students may establish eligibility for in-state tuition by demonstrating domicile in Minnesota before the beginning of any term. Students must have resided in Minnesota for at least one calendar year immediately prior to applying for in-state tuition. Residence in Minnesota must not be for educational purposes. Students must provide sufficient evidence of domicile. Resident Tuition Classification Request forms are available in the Admissions Office. Requests submitted without documentation will be returned to the student unprocessed. Students will receive a written response by mail within 30 days of their request.

---

# EDUCATIONAL POLICIES

---

For the complete and most current listing of College Policies and Procedures visit [www.sctcc.edu/policies](http://www.sctcc.edu/policies)

## **ABILITY TO BENEFIT POLICY (ATB)**

### **See Minnesota State Policy 3.4**

Students who do not possess a high school diploma or GED certificate will not be eligible to receive financial aid. The ATB is a standardized, federally approved test. Persons who do not have a high school diploma or GED may take the Accuplacer test at SCTCC to determine their ability to benefit from instruction. This policy does not restrict a student from enrolling in programs at SCTCC, but does apply to receiving financial aid. For more information, please contact the Admissions Office at (320) 308-5089.

## **ACADEMIC FORGIVENESS**

### **SEE SCTCC POLICY S3.5**

Academic Forgiveness may only be granted once and is limited to SCTCC coursework. Students who have earned a cumulative grade point average of less than 2.0 or a completion rate below 66.67% may have the grades and completion rate earned during that period of attendance forgiven. A student seeking academic forgiveness:

- May not be enrolled at SCTCC for at least three consecutive calendar years prior to re-enrollment.
- Must complete one term of full-time enrollment, or equivalent, with a grade point average of 2.0 after re-enrollment.
- Must submit form for academic forgiveness to the Records and Registration with academic advisor's signature.

If students meet the criteria listed above, Records and Registration will make the following changes to the student's academic transcript: All D or F grades earned in courses taken prior to the date of forgiveness will remain on the transcript, but will no longer calculate in the GPA. Additionally, all unearned credits will no longer calculate in the completion rate.

Academic Forgiveness does not extend to financial aid. All credits and all grades attempted will be included when determining satisfactory academic progress. Academic advising is required for students who qualify for forgiveness.

## **ACADEMIC INTEGRITY**

### **See SCTCC Policy 3.28**

Academic integrity is highly valued at SCTCC and throughout higher education. Maintaining academic integrity is the responsibility of every member of the college community: faculty, staff, administrators and students. The objective of this policy and procedure is to ensure that the highest level of respect for intellectual achievement is maintained at every level of college life and across all modes of learning, whether in class,

online, at home, or during collaboration with other students, faculty or staff. Respect for intellectual achievement is upheld through the principles of honesty, fairness and due process established in this policy and procedure.

Definition of Academic Integrity: The production and submission of work as the honest representation of the individual's own intellectual effort.

The following actions are considered academic integrity violations:

- **Cheating:** The use of unauthorized assistance when taking course quizzes or exams.
- **Plagiarism:** The use of another person's work through summary, paraphrase or direct quote without proper acknowledgement. The purchase or solicitation of academic work. The use of a paper you have/had written for another class without permission from your current instructor(s).
- **Fabrication:** Creating fake results in an experiment, paper or clinical report. Otherwise, "making up" something that is presented as true, factual, or real.
- **Collusion:** A formal or informal agreement by two or more individuals to commit an act of academic dishonesty.

## **ACADEMIC STANDING: SATISFACTORY ACADEMIC PROGRESS**

### **See Minnesota State Policy 2.9 and Procedure 2.9.1 & See SCTCC Policy S3.3**

In accordance with federal and state regulations and Minnesota State Policy 2.9, SCTCC monitors all credits for all students and applies the following minimum cumulative standards of progress beginning with the student's first attempted credit. All students must:

- Meet or exceed a cumulative earned grade point average (GPA) of 2.0 (C average).

**AND**

- Meet or exceed a cumulative earned percentage of 66.67% of all attempted credits.

A student who does not meet this standard will, at the end of the term, be placed on academic and financial aid warning. A Success Plan must be completed by students on warning status and a meeting with an academic advisor is required. Students on warning who do not achieve a cumulative 2.0 GPA and 66.67% completion rate during their next term of enrollment will be suspended at the end of the term.

A student on suspension is not eligible to enroll or receive financial aid. An initial academic suspension is for a period of one regular semester (excluding summer). Any subsequent academic suspension(s) will be for one full academic year.

**Notification:** Students failing to maintain the academic progress standards listed above are notified in writing of warning or suspension and the process to appeal suspension status.

**Maximum time frame for financial aid recipients:** Students may continue to receive financial aid through 150% of the published credit length of their declared program. Example: 150% of a 60-credit AA degree equals 90 credits. Changing a major will not extend a student's maximum time frame.

**Appeals:** A student may appeal suspension or maximum time frame based on unusual or extenuating circumstances, including but not limited to death of a family member or student injury or illness. Documentation must be provided to support an appeal. The student is notified of the appeal results by letter and email.

Students with an approved suspension appeal are placed on probation and must meet the cumulative satisfactory academic progress standards (cumulative GPA of 2.0 and 66.67% credit completion) or meet or exceed the term GPA of 2.5 and the term completion rate of 100%. Probationary students failing to meet one of these standards will at the end of the term be suspended. Probation students must complete a Success Plan and meet with the and academic advisor.

**Reinstatement:** A student on warning status is reinstated with academic good standing upon meeting or exceeding the minimum cumulative standards of academic progress. A suspended student may have eligibility to enroll and financial aid reinstated only after an appeal has been approved. Neither paying for one's own classes nor sitting out a period of time is sufficient in and of itself to reestablish eligibility for enrollment or financial aid.

## COLLEGE READINESS ASSESSMENT

**See Minnesota State Policy 3.3 & See SCTCC Policy S3.27** SCTCC requires all applicants, unless exempted, to complete a Minnesota State approved academic assessment test before registering for classes. SCTCC uses the Accuplacer test. Students who have taken the ACT test within three years may be exempt from taking the Accuplacer test. This assessment must be completed within 30 days of application. Failure to take the assessment within this time frame may result in application cancellation. A letter and brochure about the test will be mailed at the time the student is applies to the College. College readiness courses will be required of students earning scores below the minimum standards in Reading Comprehension and Math. Students may retest one or all parts of the test. A fee will be assessed for each retest.

## ACCUPLACER

Generally, students must achieve the following minimum scores on the Accuplacer to take general education/studies classes.

	Gen. Education	Gen. Studies
Reading Comprehension	250 or 78	237 or 62
Arithmetic	<i>scores set by major</i>	
Elementary Algebra	<i>Varies by Course</i>	

Students applying for programs with selective admissions criteria may be required to take additional tests. College readiness courses and program prerequisites must be completed before acceptance into programs with selective criteria.

## Placement Test Exemptions

Students wishing to be exempted from Accuplacer testing must meet the following conditions:

- ACT reading subject area test scores of 21 or higher and ACT mathematics subject area scores of 22 or higher will exempt students from taking related Accuplacer sections if taken within five years, inclusive of the current calendar year, for reading and mathematics. An official ACT assessment College Report is required.
- MCA reading subject area test scores of 1047 or higher and MCA mathematics subject area scores of 1150 or higher will exempt students from taking related Accuplacer sections if taken within five years, inclusive of the current calendar year. An official high school transcript with MCA assessment scores or an official MCA assessment score report is required.
- SAT reading subject area test scores of 480 or higher and SAT mathematics subject area scores of 530 or higher will exempt students from taking related Accuplacer sections if taken within five years. An official SAT assessment College Report is required.
- Students who provide college or university transcripts showing completion of six or more semester credits in reading and writing intensive courses with a grade of C or better may be exempt from taking the Reading portion of the test. Students who have earned these credits more than ten years ago are encouraged to take the placement test.
- Students who provide college or university transcripts showing completion of three or more semester credits of Intermediate Algebra or higher may be exempt from taking all or part of the Math portion of the test. Students who have earned these credits more than ten years ago are encouraged to take the placement test.
- Students who have earned 30 or more college-level technical semester credits from a regionally accredited institution with a cumulative GPA of 2.0 or better, within the last five years, are exempt from the Reading portion of the placement test.

Students with college credits as stated above should request to be exempted and include a copy of the student's college transcript(s), full name, StarID/Tech ID to [enroll@sctcc.edu](mailto:enroll@sctcc.edu). The College and programs may require additional tests.

**Assessment Tests from other Colleges.** Send an official copy of the test results to the Assessment Center at the address listed above at least five weeks prior to registration.



**Testing Accommodations.** Students who need accommodations to take the Accuplacer because of a qualifying disability should contact Accessibility Services at (320) 308-5064 or acc@sctcc.edu. Documentation of disability will be required. Please request accommodations prior to scheduling the test.

**Appeal Procedure.** Students who feel their test scores do not accurately represent their readiness for college may appeal the requirement of a college readiness course. To appeal a college readiness course requirement, a student must fill out the appeal form, available in the Admissions Office, and provide any supporting documentation (i.e., transcripts, letters, test scores, etc.) The form and the documentation must be returned to the Admissions Office. The college readiness appeals will be reviewed regularly by an appeal committee. The student will be notified in writing of the committee's decision.

## CREDIT FOR PRIOR LEARNING

### See SCTCC Policy S3.12

SCTCC recognizes that some students will have had life, occupational or vocational experiences which have given them knowledge in subject field areas sufficient to warrant college credit. Credit for prior learning shall be granted according to the standards and equivalencies of the American Council on Education (ACE) or equivalent.

### Core Criteria

The following govern credit for prior learning at SCTCC:

- Credit for prior learning may only be awarded to students who are admitted and seeking a degree at SCTCC.
- External assessments, military courses, and military occupations credits do not apply towards SCTCC's graduation residency requirement.
- Internal assessment credits apply towards SCTCC's graduation residency requirement.
- Students may not repeat examinations, enroll, or receive credit in a lower sequential course.
- The grade of P shall be used for credits awarded via credit for prior learning where applicable.
- Financial Aid will not be available for prior learning credits.

SCTCC permits students to receive credit for prior learning by means of external or internal assessments. Credit awarded for prior learning may fulfill general, technical, Minnesota Transfer Curriculum (MnTC), program, and/or elective courses.

### External Assessments

- Advanced Placement (AP) – A student who has scored 3, 4, or 5 on an Advanced Placement Program examination will receive credit for an equivalent or elective SCTCC course or for MnTC Goal Areas.
- International Baccalaureate (IB) – Is an internationally recognized program through which a secondary student completes a comprehensive curriculum of rigorous study and demonstrates performance on IB examinations. A student may

present a full IB diploma or a certificate recognizing specific higher level or standard exam level for credit at SCTCC. Accepted scores for credit follow Minnesota State procedure.

- College Level Examination Program (CLEP) – A student may take a college-level examination in a specific subject area and receive credit for the equivalent or elective courses or for MnTC Goal Areas. Accepted scores for credit follow Minnesota State procedure and are based on ACE recommendations.
- DANTES Subject Standardized Tests (DSST/DANTES) – A student may take a college-level examination in a specific subject area and receive credit for the equivalent or elective course or for MnTC Goal Areas. Accepted scores for credit follow Minnesota State guidelines and are based on ACE recommendations.
- World Language Seals and Certifications – Are assessments of foreign language proficiency levels and awards granted by high schools. A student may present their seal or certification on their official high school transcript for credit equivalencies for credit at SCTCC. Course equivalencies follow Minnesota State procedure and are based on the American Council on the Teaching of Foreign Languages.
- Industry Recognized Credentials, Licenses and Certifications, and Registered Apprenticeship Programs - Credit may be given for industry recognized credentials, licenses and certifications, and registered apprenticeship programs that demonstrate college-level learning.
- Customized Training – Credit requested for the successful completion of non-credit coursework through continuing education and/or customized training programs that demonstrate college-level learning.
- Other American Council on Education (ACE) Training– Credit may be given for ACE approved training based on ACE recommendations and faculty approval.

### Internal Assessments

- Credit by Exam (Course Test Outs) - Students may request to challenge a course via a test out. Credit by exam is awarded through assessment based on an examination developed by college faculty for course-specific learning equivalency.
- Life/Work Experience Evaluation (Portfolio) – Students may request to use prior experiential learning to earn credits. The student assembles materials demonstrating evidence of learning outcomes into a portfolio. College faculty assess the portfolio materials as evidence of learning to determine course-specific learning equivalency. The learning may result from a variety of experiences: college classroom, work experience, internships, library, and life experience.

## Military Experience Credit

Credit shall be granted for veterans' military courses and occupations in compliance with Subd. 2 of Minnesota Statute 197.775 – "Higher Education Fairness" according to the standards and equivalencies of the American Council on Education. These credits awarded for prior learning may fulfill general, technical, MnTC, or elective courses.

### Procedure

Students wishing to utilize the credit for prior learning options should review the full procedure found at [www.sctcc.edu/policies](http://www.sctcc.edu/policies). Forms for internal assessments can be found at [www.sctcc.edu/records](http://www.sctcc.edu/records). Questions about credit for prior learning can be referred to the Office of Records and Registration [registration@sctcc.edu](mailto:registration@sctcc.edu) (320) 308-5075.

## GRADING SYSTEM

### See SCTCC Policy S3.21

The achievement of students is recorded using the grades listed here:

- "A" = Superior
- "B" = Very good
- "C" = Average
- "D" = Passing (except specified majors)
- "F" = Failing
- "FN" = Failure due to non-attendance
- "FW" = Failure due to unofficial withdrawal
- "I" = Incomplete
- "IP" = In progress
- "NC" = No credit
- "P" = Pass (indicates a "C" or better)
- "W" = Withdrawal
- "AU" = Audit

### Grade Changes

Grade changes on all courses must be signed by the instructor and approved by the academic dean.

## GRADE POINT AVERAGE (GPA)

### See SCTCC Policy S3.21

GPA is determined by adding all grade points earned and dividing by the sum of all credits attempted in courses where letter grades of A, B, C, D, or F were received. GPA is computed on a semester and cumulative basis. A semester example is shown below.

Grade	Grade Points	Credits	Points
A =	4.00 x	3 =	12.00
B =	3.00 x	3 =	9.00
C =	2.00 x	4 =	8.00
D =	1.00 x	3 =	3.00
F =	0.00 x	1 =	0.00
TOTAL		14 =	32.00
GPA EQUALS		32/14 =	2.28

## GRADUATION REQUIREMENTS

### See Minnesota State Policy 3.36 & See SCTCC Policy S3.2

The College Graduation Requirements Policy governs the awarding of certificates, diplomas and degrees. Students seeking to graduate from SCTCC must:

- Satisfactorily complete the required curriculum.
- Earn at least 15 or 1/3 of the technical credits (whichever is less) at SCTCC for a diploma or certificate.
- Earn 15+ program credits at SCTCC for and AAS degree.
- Earn 15+ credits at SCTCC for an AA, AS, or AFA degree.
  - Maintain a minimum cumulative grade point average of 2.0.
  - Satisfy all general and specific requirements of the College including fulfillment of all financial obligations.
  - Submit an Application for Graduation Form at least one (1) term prior to the anticipated date of graduation. [https://webapps.sctcc.edu/online\\_grad/](https://webapps.sctcc.edu/online_grad/)
  - Petition any exceptions to program graduation requirements by requesting course substitution using a Student Petition form. Forms are available at Financial Services.
  - Participate in exit counseling if a student loan recipient.

## INCOMPLETE

### See SCTCC Policy S3.21

Students who are doing satisfactory work in a course, but cannot complete all requirements, may receive an incomplete "I." An incomplete is given for reasons such as serious illness or family illness. Documentation may be required. Incomplete grades are assigned at the discretion of the course instructor only after the midpoint of the course. The course instructor and the student will develop a contract outlining the remaining work to be done. A signed copy of this contract will be kept on file in the academic division. Students must complete the course requirements within one semester. Incomplete spring semester coursework must be completed by the end of the following fall semester. Incomplete grades that are not changed by the end of the following semester will be changed to "F" for failure.

## **PROGRAM COMPLETION OPTIONS**

### **See Minnesota State Policy 3.36**

It is the student's choice to earn a Certificate, Diploma, Associate of Applied Science (AAS) degree, Associate of Arts (AA), Associate of Fine Arts (AFA), or Associate of Science (AS) degree. Selecting the right option before registering will save time and money. The following options apply:

#### **Certificate**

A Certificate is the basic program option and requires successful completion of the fewest number of credits. It will allow students to gain a skill that may lead to employment.

#### **Diploma**

A Diploma is a comprehensive program with extensive technical coursework to help develop job skills that will lead directly to employment. Students will choose a specific area of study and will complete their education in one or two years. The curriculum may also include general studies or general education courses. Before making a choice, students should be aware that general studies courses do not meet the Minnesota Transfer requirements. At the discretion of the receiving institution, these courses may be accepted as electives. Applicants are encouraged to check in advance if they intend to transfer to a four-year college or university.

#### **Associate of Applied Science Degree (AAS)**

An Associate of Applied Science degree allows students to take not only program specific courses, but their degree will also include at least 15 credits of transferable general education courses selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum. The general education credits may transfer to a four-year college or university. SCTCC has articulation agreements with a variety of colleges and universities that will improve transferability upon completion of the degree. All AAS degrees will take at least two years to complete.

#### **Associate of Science (AS)**

This degree option combines technical education with at least 30 general education credits. An Associate of Science degree is awarded upon completion of a 60 - 64 credit academic program in scientific, technological, or other professional fields. The Associate of Science degree requires a minimum of 30 general education credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. An Associate of Science degree is designed to transfer in its entirety to a related Baccalaureate program by way of a transfer agreement or as a Transfer Pathway.

#### **Associate of Arts (AA)**

An Associate of Arts degree is awarded upon completion of a 60-credit academic program in the liberal arts and sciences. This includes completion of the 40-credit Minnesota Transfer Curriculum and may include a wellness requirement and elective credits. It is designed for transfer to baccalaureate degree-granting institutions.

#### **Associate of Fine Arts (AFA)**

An Associate of Fine Arts degree is awarded upon completion of a 60-credit academic program in particular disciplines in fine arts. This includes a minimum of 24 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. An associate of fine arts degree is designed to transfer in its entirety to a related fine arts discipline baccalaureate degree program.

#### **General Education Course Transfer**

The Minnesota Transfer Curriculum (MnTC) is the means by which students transfer their completed lower division general education work at one public college or university to meet lower division general/liberal education requirements at any public college or university in Minnesota. For more information about the Minnesota Transfer Curriculum, goal areas, and content visit [www.mntransfer.org](http://www.mntransfer.org).

## **REPETITION OF COURSES**

### **See SCTCC Policy S3.4**

A student may repeat courses in an effort to improve their grades. The highest grade earned will be used in calculating the student's GPA. Repeating a course more than once will result in the removal of only one previous grade from the GPA calculation. Regardless of the grade earned, students may only repeat a course two times. All course attempts will remain on the student's permanent academic record and may affect satisfactory academic progress.

**NOTE:** Some majors may have more restrictive policies for repetition of courses. Students may repeat courses at their own discretion. However, financial aid or veteran's assistance funding may not be available if the repeated course has already been completed satisfactorily.

---

# STUDENT SERVICES

---

## **ACCESSIBILITY SERVICES** **See Minnesota State Policy 1B.4**

Accessibility Services, in collaboration with the college community, is committed to ensuring equal access and opportunity to all qualified students. Access means that a qualified individual with a disability will not be excluded from participation in, or be denied the benefits of the services, programs, or activities, nor will the individual be subjected to discrimination.

SCTCC will provide reasonable and appropriate accommodations to qualified students with disabilities, assist students with disabilities in self-advocacy, educate campus stakeholders regarding best practices for creating accessible services, work to identify and remove barriers and ensure legal compliance with state and federal disability law as well as Minnesota State policy 1B.4. Accessibility Services will strive to provide safe, confidential support services to students with disabilities; actively work to reduce barriers by determining appropriate accommodations that address each student's individualized needs; and encourage autonomy, self-efficacy, self-advocacy, and belonging for students with disabilities.

Appropriate and reasonable academic accommodations are determined on an individual basis. Accommodations must be specific to the disability-related barrier(s) encountered. A reasonable amount of advance notice is required by qualified students when requesting accommodations. Some accommodations may require up to a 6-week notice to arrange. In accordance with the Americans with Disabilities Act and the Amendments Act of 2008 (ADAAA), accommodations will not be provided 1) for personal daily living devices or services even though the individual may be a qualified individual with a disability, or 2) that result in a fundamental alternation in a service, program or activity - or - undue financial or administrative burdens. Denial of requested accommodations or services can be appealed by contacting the Office of the Vice President of Academic and Student Affairs at SCTCC.

For Further Information Please Refer to:

- Minnesota State Policy 1B.4
- SCTCC Student Handbook
- [www.sctcc.edu/accessibility-services](http://www.sctcc.edu/accessibility-services)

Or Contact:

Avery Cook, Accessibility Services Coordinator

Email: [acc@sctcc.edu](mailto:acc@sctcc.edu) Phone: (320) 308-5064

## **ACADEMIC ADVISING**

Academic Advising is an integral part of a student's educational experience. It is an ongoing and collaborative process between the student and advisor each semester to assist in the development of an educational plan that is compatible with the

student's interests, abilities, and career goals.

Some students will be assigned to a faculty advisor from their major and other students will be assigned an advisor from the Academic Advising Center. The Academic Advising Center can work in partnership with faculty advisors to provide information to all students.

Faculty advisors provide students with program-specific course selection, industry and career information, course content information, and internship and clinical guidance.

The Academic Advising Center is available to assist students in goal setting and academic planning for transferring or graduation. This includes assessment guidance and course selection. The Academic Advising Center provides professional academic advising services for students in Associate of Arts degree, Minnesota Transfer Curriculum, Environmental Science, Green Energy Certificate, Pathway programs and Pre-Health/Nursing majors.

To schedule an appointment email [advising@sctcc.edu](mailto:advising@sctcc.edu) or call (320) 308-5741. The office is located in the Northway Building, room 1-401. Additional information is available at [www.sctcc.edu/advising](http://www.sctcc.edu/advising)

## **CAREER SERVICES**

SCTCC provides free career advising and placement assistance to all students and graduates. While the primary responsibility of employment rests with the individual, the Career Center provides active support in helping both students and graduates initiate their careers. The Career Center, located in Northway Building room 1-448, provides a variety of reference materials, career and employer information, career exploration tools, computers with internet access, a fax, and a telephone for students and graduates to use.

The professionally staffed office provides student support by:

1. Assisting students with part-time, full-time, and internship employment opportunities.
2. Assisting with personal, career-related needs including job seeking skills, mock interviews, labor market information, relocation assistance, job development, and cover letter/resume development.
3. Employer development to maximize employment opportunities for students.
4. One-to-one career advising assistance in choosing a career field.
5. Planning and facilitating events that enhance career opportunities for students, such as on-campus interviews, employer visits, and hosting an annual job fair for SCTCC students and graduates.

For additional information call (320) 308-5926 or go to: <https://www.sctcc.edu/career-services>.

## **THE MARY STANGLER CENTER FOR ACADEMIC SUCCESS (CAS)**

The Mary Stangler Center for Academic Success (CAS) offers learner-centered tutoring services to all students enrolled at SCTCC. The CAS is located in Northway Building room 1-112 and is open from 7:30 am–5:00 pm Monday–Thursday and from 7:30 am–3:00 pm Fridays during the academic year (summer hours vary).

The CAS's goal is to provide academic assistance in a supportive setting so students may make their studies more efficient and successful. Professional staff and peer tutors support students in both technical and general courses through one-on-one and small group contact. Students may drop in, schedule an appointment for both face to face and online tutoring, or be referred by faculty and student service staff.

Services provided are free to all students enrolled at SCTCC. Tutors help by clarifying textbook assignments, discussing ideas, and reviewing practice problems. Tutors explain and model but do not complete assignments or proofread/edit papers. Tutors for math, writing, ESOL, and science are always on staff, while schedules for the following additional subjects are posted inside the CAS:

- accounting
- logic
- computer programming
- basic computer courses
- physics
- ethics
- critical thinking
- Spanish
- energy and electronics

Along with these core courses, students may request assistance in nearly any other course in which they are enrolled. For students' convenience, the tutoring services of the CAS are delivered mainly on a drop-in basis; however, individual tutorials may be scheduled for certain courses. Synchronous and asynchronous online tutoring is also available for math, science, and writing assignments.

Students also have access to additional online tutoring through Tutor.com. Each SCTCC student gets 15 hours of online assistance each year. These services are available at a variety of hours to help fit student's needs when they may be studying at home or later at night. Some of the most popular subject areas include writing and math. To access Tutor.com, students will log into D2L, go to their course shell, click on the "Resources" tab, and then click on Tutor.com. Once logged into D2L there is direct access to Tutor.com.

The CAS also offers individual coaching on common academic skills that students may need to develop. Students work one-on-one with an academic coach to help them sharpen their skills for success. Examples of areas that are included are:

- motivation toward academic goals
- performance on exams/test anxiety
- time management/organization
- general academic performance
- note taking skills
- reduction in anxiety
- reading comprehension
- memory techniques

Please visit the CAS website at <https://www.sctcc.edu/cas> for more information about our services and recommended tutoring and learning resources.

## **CHILD CARE**

On-campus child care is available for students. Parents must enroll their children before they are allowed to attend the child care center. Enrollment and fee structure information may be obtained by calling the Campus Playhouse at (320) 534-0174. The center operates from 6:00 am to 6:00 pm. The center has a 4 star Parent Aware rating, the highest rating possible. Child care grants may be available through at Financial Services. The Campus Playhouse is located across the parking lot from the Northway Building.

## **CYCLONES CUPBOARD**

Cyclones Cupboard provides FREE nutritious, non-perishable food options and personal hygiene products to students to help support their health, learning, and success. All SCTCC students are welcome and have access to the Cyclones Cupboard.

The Cyclones Cupboard is available through both pre-packaged orders for students as a contactless pickup, or by drop-in service in our Cyclones Cupboard space: Room 1-450 in the Northway Building near Career Services and Door 4. Contact information is [foodpantry@sctcc.edu](mailto:foodpantry@sctcc.edu). The meal request form and additional information can be found here: [www.sctcc.edu/cyclones-cupboard-food-pantry](http://www.sctcc.edu/cyclones-cupboard-food-pantry)

## **ESOL SERVICES**

In addition to offering ESOL courses, SCTCC employs advisors to offer advising and registration support to ESOL students. Our staff support ESOL students by offering extended advising sessions and assistance through the admissions and registration process. Students also have access to tutoring in the Center for Academic Success while enrolled in their courses. More information on ESOL services call (320) 308-5741.

## **HOUSING**

The Admissions Office provides information regarding

housing options on the web at <https://www.sctcc.edu/housing>. Additionally, St. Cloud State University and SCTCC have a cooperative agreement to provide residence hall space for SCTCC students. For SCSU housing, please inquire with St. Cloud State Residential Life for more information (320) 308-2166 or email [reslife@stcloudstate.edu](mailto:reslife@stcloudstate.edu).

## **LIBRARY**

The Library is the college's center for reference and research services. It is located on the main level of the Heartland Building and provides an inviting environment for research, quiet or group study, and leisurely reading, with comfortable seating throughout. The classroom is multi-purpose and used for library instruction, classes, training, and large meetings. The individual and group study rooms are equipped with whiteboards and computer projection connections. The library has equipment for video viewing, printers/copiers, computers, charging stations, and wireless computer capability.

Print and non-print collections are accessible through ExLibris Primo, an integrated library system that allows users to discover many types of library resources in a single search interface called OneSearch. Interlibrary loan services are available for borrowing materials located at other libraries. Access and delivery of materials is provided free to library users.

Academic Year:

Monday – Thursday: 8:30 am to 6:00 pm

Friday: 8:00 am to 4:30 pm

Summer:

Monday – Thursday: 8:00 am to 4:00 pm

Friday: Closed

Closed Saturday, Sunday, and Holidays

Library tours, classroom presentations, and individual research assistance are available. Contact the Librarian to set up any of these, or other, individual services. To access the library website go to <https://www.sctcc.edu/library>

## **MULTICULTURAL CENTER**

SCTCC is a diverse, multicultural, multilingual, multi-abled, multigendered, multigenerational and global community. We embrace diverse perspectives and experiences of race, class, gender, and where they meet.

We provide the education, training, and support necessary for equitable participation in our society, economy, and democracy. We embrace diverse perspectives and experiences of race, class, gender, and their intersections.

The Multicultural Center is a place where the SCTCC community can meet, study, engage in critical conversations, and participate in various activities and community events.

The Multicultural Center is open Monday - Friday 8:30 am - 4:30 pm. The office is located in the Northway Building, room 1-313. Contact [multiculturalcenter@sctcc.edu](mailto:multiculturalcenter@sctcc.edu) or call (320) 308-5121 for inquiries. Additional information is available at [www.sctcc.edu/multicultural-center](http://www.sctcc.edu/multicultural-center)

## **SECURITY AND CRIME REPORTING**

Campus security and safety is a high priority at SCTCC. Providing students with a safe environment in which to learn and keeping students, parents and employees well informed about campus security is important to the College. SCTCC complies with the collection and reporting of all campus crime as per the requirements of the *Crime Awareness and Campus Security Act of 1990 (Clery Act)*. Copies of this report are available through the Safety and Security Office or via the college's website at [www.sctcc.edu/safety](http://www.sctcc.edu/safety). The Safety and Security Office is located in the Northway Building inside door 1.

## **SERVICE LEARNING**

Service Learning is a type of learning that engages students in service within the community as an integrated part of a course. Effective service learning involves students in course-relevant activities in partnership with a community organization. It also provides structured opportunities for students to a) reflect on their service experience; b) gain a better understanding of course content and understand community issues and responsibilities.

## **STUDENT IDENTIFICATION CARD**

The SCTCC Cyclone Card Office dispenses student IDs/Cyclone Card. The card comes with a stored-value account (Cyclone Cash) that students may use to make purchases through the campus. The card can be used as a debit card if it is associated with US Bank. As the official student ID, it also provides access to Learning Resources Center (Library) material, using printers at the college, riding MTC buses (for registered students only), off-campus recreational facilities, and a variety of other products and services that offer student discounts.

## **STUDENT LIFE/SPORTS/RECREATION**

The Student Senate and the Director of Campus Life are located in the lower level of the Heartland Building. Information about recreational and extra-curricular activities is available there. Intercollegiate athletics available to students include: women's volleyball, women's basketball, men's basketball, men's baseball, and women's softball.

Additional information on student life can be found in the Student Handbook. [www.sctcc.edu/student-handbook](http://www.sctcc.edu/student-handbook).

## **STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT**

See SCTCC Policy S3.26

SCTCC is committed to the creation and maintenance of an



academic community which fosters the intellectual, personal, social, and ethical development of its students. The College expects that each student will obey the laws enacted by federal, state and local government. In addition, there are certain rules and regulations governing student conduct which have been established by SCTCC and the Minnesota State Colleges and Universities Board of Trustees (Minnesota State).

A number of offenses are defined by the SCTCC Student Code of Conduct as disciplinary by the College. They include violations that range from academic violations to disruptive conduct. The College reserves the right to review student behavior that occurs off campus if the behavior violates College policy and is of principle interest regarding the College.

The College is committed to a thorough investigation of conduct violation complaints. Where students are found to be responsible for code violations, a variety of sanctions may be applied by the conduct officer. Sanctions may include anything from warning up to and including suspension from the College.

The entire Student Code of Conduct is included in the Student Handbook, and on-line at [www.sctcc.edu/student-handbook](http://www.sctcc.edu/student-handbook). It is important for students to familiarize themselves with it.

## **TRIO - STUDENT SUPPORT SERVICES**

TRIO-SSS is a federally funded student support program that offers a variety of free academic services for:

- Income eligible students,
- Students with documented disabilities,
- First generation college students whose parents do not have a baccalaureate degree.

TRIO staff help students graduate successfully by:

- Developing academic and career plans,
- Providing academic advising,
- Preparing new students for a successful college experience through the Summer Institute, and arranging peer and group tutoring/mentoring for students' academic success.

The TRIO office is located in the Northway Building Room 1-131A

See the Student Handbook for a complete listing of TRIO programs and supplemental support services for students with disabilities.

## **VETERANS RESOURCE CENTER**

The Veterans Resource Center is a place where students can come with questions about a variety of subjects pertaining to benefits as a veteran or dependent of a veteran. It is located in Northway Building room 1-328. The Veterans Resource Center is typically staffed by the MDVA Central Regional Coordinator two days a week. There is usually a student worker available

in the Veterans Resource Center. In order to respond to our veterans and military personnel needs, appointments are available to meet with the MDVA Central Regional Coordinator.

Jason Wehry  
Regional Coordinator  
MDVA Higher Education Veterans Program  
Cell: (320) 493-8153  
Email: Jason.L.We hry@state.mn.us

Anita Baugh  
VA Certifying Official  
Phone: (320) 308-5936  
Email: abaug h@sctcc.edu

The staff in this office can help students understand their education benefits, including:

- Federal Tuition Assistance
- GI Bill® Kicker
- MN GI Bill®
- Montgomery GI Bill®
- Chapter 33, Post 9/11
- Scholarships and Grants
- State Tuition Reimbursement
- Student Loan Repayment Program
- Survivor Education Benefits
- VA Education Programs

Students may also receive help with other VA programs, Tri-Care Insurance, military and retirement pay, family assistance, personal finance and budgeting, and veteran employment. Many resources are available. These resources are not directly available at the college, but the Regional Coordinator can help students locate these resources.

The Veterans Resource Center is partnered with many agencies, including:

- The Department of Defense
- The Veterans Administration
- MN Family Programs
- The American Legion/S.A.L./Veterans of Foreign Wars, D.A.V.
- Goodwill/Easter Seals

Additional information is available at <https://www.sctcc.edu/veterans-services>.

## **WELLNESS RESOURCE SERVICES**

Wellness Resource Services is here to provide non-academic support and short-term mental health services to help improve personal wellness and academic success.

Through direct services, referral and coordination with on-campus and off-campus resources, we can help students to gain access, information, and support to address specific needs while promoting autonomy and empowerment.

Please visit the Wellness Resource Services website at [www.sctcc.edu/wellness](http://www.sctcc.edu/wellness) or email us at [wellness@sctcc.edu](mailto:wellness@sctcc.edu) for more information about our services.

### **Non-Academic Student Support Services**

SCTCC understands life happens and that sometimes students need a helping hand to work through challenges that would otherwise interfere with their ability to be successful at college. SCTCC wants to connect students to supportive community networks, resources, and opportunities to ease the burden and/or remove those challenges.

Examples of areas we can help:

- Food
- Housing
- Transportation
- Pregnancy, Parenting & Childcare
- Financial Assistance
- Relationship Concerns, Domestic Violence & Sexual Assault
- General Well-being & Success Support

Book an appointment at [sctcc.edu/cyclones-support](http://sctcc.edu/cyclones-support)

### **Mental Health Services**

Students can access mental health counseling services to help with a variety of life issues. There is no additional out-of-pocket cost for students to meet with our mental health professional and services are voluntary. Services include:

- Short-term Counseling
- Consultation
- Referrals for Community Services
- Crisis Intervention

Request an appointment at [sctcc.edu/counseling-appt](http://sctcc.edu/counseling-appt)

---

# FINANCIAL SERVICES

---

## FINANCIAL AID

The student's family has the primary responsibility to pay for an education. Financial Aid is intended to supplement the difference between the cost of education and the expected family contributions. Several financial aid programs are available to help students meet their educational expenses. The Financial Services Office can help determine the financial aid programs for which students are eligible. The Financial Services Office is located in the Northway Building just inside door 1.

The Financial Services Office determines a student's eligibility by applying federal and state guidelines. To be eligible for financial aid, students must meet the requirements detailed on the Free Application for Federal Student Aid (FAFSA), enroll as a student working toward a degree or certificate in an eligible program, and maintain satisfactory academic progress. The Academic Standing and Financial Aid Satisfactory Academic Progress Policy can be found at [www.sctcc.edu/academic-standing](http://www.sctcc.edu/academic-standing).

## STEPS TO RECEIVE FINANCIAL AID

Financial aid is awarded by award year. The award year for SCTCC starts with the Fall Semester, followed by the Spring Semester and Summer terms. Summer is awarded separately from the Fall and Spring semesters.

Apply for admission to an eligible program at St. Cloud Technical & Community College. Only students accepted into an eligible program are eligible for financial aid.

- Students will need a FSAID number to electronically sign their federal financial aid application. To apply for a FSAID, go to <https://studentaid.gov>. Parents may also apply for a FSAID.
- Complete the Free Application for Federal Student Aid (FAFSA). Students can complete the FAFSA on-line at <https://studentaid.ed.gov/fafsa>. A paper form is also available at SCTCC. The college code for SCTCC is 005534. It takes approximately two weeks for SCTCC to receive FAFSA data when the online application is used and four weeks if the paper version is used.
- After all documentation is received by SCTCC, students will be sent an award notification. A student's notification will include the grants and federal student loan eligibility for which they qualify.
- Separate applications are required for student loans, work study, and the child care grant program. A student's award notification will direct them when and where to apply for these funds.

In order to qualify for a MN State Grant, the student's FAFSA must be received by the Federal Processor no later than 30 days after the start of the term. Students whose FAFSA data is received by the Federal Processor after that date will be ineligible for MN State Grants for the term.

## DISBURSEMENT

Financial aid, including scholarships, grants, and loans, disburse 2 weeks after the start of each semester. At that point, financial aid first pays off all tuition and fees the student owes the college; then, if there are funds left over, an overage is available for the student. Excess aid is paid to the student via direct deposit or check. Most financial aid awards are split evenly between Fall and Spring semester, except work-study earnings, which are paid to the student worker **every two weeks**. The amount of financial aid is based on Enrollment Status.

Financial Aid is paid for courses a student actually attended. If a student registers for a course, then drops the course during the college add/drop period or before the course obligation date, financial aid must be returned for that dropped course.

## ENROLLMENT STATUS FOR FEDERAL AID

Full Time	12 or more credits
3/4 Time	9-11 credits
1/2 Time	6-8 credits
less than 1/2 time	1-5 credits

The Minnesota State Grant requires 15 credits to be a full-time student; 12 credits is full-time for all other types of aid. Enrollment is determined at the end of the add/drop period.

## TYPES OF FINANCIAL AID

### GRANTS

**Grants are gift aid which students do not have to pay back.**

#### Federal Pell Grant

Undergraduate students may apply for the Federal Pell grant by completing the Free Application for Federal Student Aid (FAFSA). These funds may be received for no more than six fulltime years.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal program is designed for students who have exceptional financial need. Students must be Pell eligible.

#### Minnesota Grant

This is a grant for Minnesota residents who are attending an accredited post-secondary institution.

#### Post-Secondary Child Care Grant

This is a grant for Minnesota residents to help offset the cost of daycare to attend college.

## Miscellaneous Scholarships

A scholarship is money that does not need to be repaid. Scholarships are made possible through the generosity of private parties. A list of various scholarship resources can be found at [www.sctcc.edu/scholarships](http://www.sctcc.edu/scholarships).

## LOANS

**Loans are financial aid that must be paid back with interest. There are both annual and cumulative limits to the amount a student can borrow.**

### William D. Ford Federal Direct Loan Programs: Subsidized

A federally subsidized, low-interest student loan, funded by the federal government and awarded on the basis of financial need. The federal government pays the interest on subsidized loans, while borrowers are enrolled at an eligible school at least half-time, during the six-month grace period, or during authorized periods of deferment.

### William D. Ford Federal Direct Loan Programs: Unsubsidized

A low-interest loan for students who do not meet the financial-need criteria for a subsidized loan. The borrower is responsible for all interest charges on the loan, which is funded by the federal government. Interest charges begin when the first loan distribution is processed.

### William D. Ford Federal Direct Loan Programs: PLUS

An education loan which parents can borrow on behalf of their dependent children.

## WORK-STUDY

Work study is employment for students either on or off campus. Pay is determined in accordance with the minimum wage laws. These programs provide for up to 20 hours of employment per week. Total work-study earnings are limited and based on need as determined by the FAFSA application.

To secure a work-study position, a student must:

- Visit the Financial Services near the main entrance to review available jobs.
- Identify a job they are interested in and verify they have the required qualifications for the job.
- In most cases, students will apply for the position and interview with the sponsoring department supervisor.
- Once awarded the position, the student and the supervisor will create an agreed-upon work schedule.

## VETERANS ASSISTANCE

Funding may be available if a student is a member of the National Guard or Reserves, if a student is a veteran of the U.S. Armed services, or a dependent or spouse of a disabled or deceased veteran. Students will need to provide a copy of

their schedule to the Financial Services Office each semester to receive funding. Please see the staff in the Veteran's Resource Center for questions related to eligibility.

For additional information, contact the Financial Services Office by phone at (320) 308-5961 or by email at [financialaid@sctcc.edu](mailto:financialaid@sctcc.edu). Information is also available at <https://www.sctcc.edu/financial-aid>.

## Policy for Complete Withdrawal

Students who withdraw from ALL classes during a semester or term are subject to the federal regulations requiring repayment of federal aid based on a pro-ratio of days of attendance. The regulations will financially impact any aid recipient if the student withdraws from college prior to the 60% point in a semester. A student who withdraws during the first 60% of a semester will owe tuition and fees according to the institutional policy for the days attended, and the student may have to repay a portion of the federal aid they received. The chart found at <https://www.sctcc.edu/repay-aid> outlines the effect of these regulations.

SCTCC will automatically return both the institutional and student un-earned portion of grant funds, then bill the student. If, according to the refund policy of the school, the student is due a refund of tuition and fees because of an enrollment status change or the student withdraws, all or a portion of that student's refund may be due to one of the state financial aid programs. The refund remaining after the institution's share of any required refunds to Title IV programs has been fully refunded is distributed on a proportional basis to non-Title IV aid programs requiring refunds, not to exceed the actual amount the student received from each program.

---

# TUITION, FEES, AND PAYMENTS

---

## **PARKING FEE**

Students must pay a per credit parking access fee. The parking access fee is determined annually and is subject to change. Information is posted at <https://www.sctcc.edu/tuition>. Students must register vehicles online before obtaining a permit. Go to [www.sctcc.edu/parkingpermit](https://www.sctcc.edu/parkingpermit) to register. Permits are available at the library.

Parking access fees will be charged to SCTCC students. The purpose of such fees is for the development and upkeep of the college's parking lots, access road, parking security, associated lighting and sidewalks to the campus, administrative costs associated to access/parking and is used solely for that purpose. All students, regardless of whether their education includes actually parking in the lots, benefit from the establishment and maintenance of the lots. It is an embedded service that allows service providers, students, faculty, staff and administration, security, delivery vehicles, etc., access to our buildings necessary to complete the mission of the college. Students electing not to park on campus may request a parking waiver by completing the Parking Waiver Form available at Financial Services.

Visitor parking is designated for guests only. Visitor permits are available at the Admissions desk inside Door 1

Students fully enrolled in online courses will not be charged.

A parking permit refund may be obtained from the Business Office on the same prorated basis used to refund tuition upon withdrawal from the College.

For an additional fee:

Daily parking permits - \$2

Replacement of lost or stolen permits - \$10

Additional permits - \$10

Motorcycle permits will be issued at no extra charge provided a vehicle permit is purchased. Motorcycles are parked in areas designated as "Motorcycle Parking." (located by Door 10)

Everyone using SCTCC parking lots between 7:00 am and 10:00 pm is required to display a current parking permit. No overnight parking is permitted unless approval has been obtained from the Director of Safety & Security when the student is attending College functions that require College transportation. Vehicles without a properly displayed permit may receive a ticket.

The purchase of a permit does not guarantee the availability of a parking space. Parking is not available in Lot B. Any vehicle parked on the campus is parked at the risk of the owner. The college assumes no responsibility for care or protection of any vehi-

cle or its contents. Unpaid parking tickets will be recorded and may prohibit a student from registering for classes and obtaining transcripts.

## **PSEO STUDENT PARKING**

PSEO students are personally responsible to pay the per credit fee to park on campus. The parking fee is due by the beginning of each semester and can be paid at Financial Services. A parking permit will be issued at the time of payment. PSEO students electing not to park on campus may request a parking waiver by completing the Parking Waiver Form. The form is available at Financial Services. Failure to pay the parking fee by the beginning of the semester may result in the assessment of a late fee.

## **PARKING VIOLATIONS**

A complete list of parking violations that will result in a parking citation and their associated fees can be found at <https://www.sctcc.edu/parking-violations>. Students are responsible for paying their tickets upon receipt.

Circumstances under which vehicles will be ticketed and may be auto clamped (there is a fee for auto clamp removal) are:

1. A vehicle displays a permit that has been reported as being lost or stolen or has been altered or forged.
2. A vehicle has been issued three or more unpaid parking citations in the current academic year.

Circumstances under which vehicles will be ticketed and may be towed include (but are not limited to) the following:

1. Security and parking operations receives a complaint that a vehicle is illegally parked, obstructing traffic, impeding emergency responses and/or college operations, blocking pedestrian traffic, etc.
2. Vehicles parked in such a way to constitute a hazard, impede vehicular and pedestrian traffic, emergency responses and repair, or grounds operations.
3. Vehicles that have been autoclamped for 24 hours may be towed.
4. A vehicle that has been issued three or more citations (paid or unpaid) in the current academic year.
5. Vehicles that have been left in the lot for ten consecutive days with no prior authorization.

## **Appeals Procedure for a SCTCC Parking Ticket**

1. Ticket must be appealed within five (5) business days from the ticket's date of issuance. Access to the form is located at: <https://www.sctcc.edu/parking-appeals>.
2. The parking appeals committee will meet bi-weekly basis during the academic year to hear appeals.
3. Individuals may exercise the option to be present for their appeal by indicating this option on the appeal form.

## HEALTH SERVICE FEE

All students must pay a per credit health service fee. The fee is determined annually and posted at [www.sctcc.edu/tuition](http://www.sctcc.edu/tuition). These funds purchase an accident insurance policy, \$5,000 limit, no deductible, which covers students on campus and at all off campus college sponsored events including internships and supervised occupational experiences. Since it is a secondary policy, students covered by another policy, will pay for the deductible on their primary policy. Claim forms and a reference copy of the policy are available in the Business Office.

## LEADMN FEE

The LeadMN is the recognized student association for Minnesota technical and community college students. A per credit fee is charged to each student and credited to the association for state-wide representation. The fee is determined annually and posted at [www.sctcc.edu/tuition](http://www.sctcc.edu/tuition).

## REFUNDS, DROPS, WITHDRAWALS, AND WAIVERS, MINNESOTA STATE POLICY 5.12

Students are financially obligated for every class in which they have registered. Students that register for, but do not attend classes at SCTCC and fail to formally withdraw, or drop classes within the free drop deadline, will still be responsible for the full tuition amount due. After the free drop deadline, students must withdraw from ALL courses to receive a pro-rated refund based on the date of total withdrawal. It is the student's responsibility to check their balance due online.

### DROP/WITHDRAW

Students must drop courses by using the WEB registration system through the fifth day of the semester or the first business day after the course begins, whichever is later. Courses withdrawn from after the drop period will receive a grade of "W." Students can initiate a course withdraw through 80% of the instructional days for a course.

*No tuition refunds will be processed by the Business Office for courses withdrawn from after the drop period. (Students withdrawing from the college, see below)*

Students wishing to completely withdraw from the college should obtain a "Withdrawal Worksheet" from the Admissions Office. Students should complete and sign the top portion of the form and return it immediately to the Admissions Office. The date of withdrawal will be the date the completed form is received by the Admissions Office. Student initiated withdrawals are allowed until 80% of the instructional days in the academic semester have elapsed. The Business Office will determine if a refund is appropriate and to whom the refund should be distributed. Questions about refunds should be directed to the Business Office.

### Withdrawing from a Course

Students withdrawing from a single course (after the drop period listed above) are not eligible for a refund and will receive a grade of "W." Students can initiate a course withdraw through 80%

of the instructional days for a course. Students may withdraw online or a course withdrawal form can be completed in Records and Registration.

### Refunds for Total Withdrawal from College

Students who officially and totally withdraw from the College may be eligible for a refund as defined below. A student who withdraws simply by non-attendance will not be eligible for a refund. When students do not officially withdraw, they will receive the earned grade in each course for which they are registered and will be liable for all tuition and fees for those courses.

### Total Withdrawal from College Refund Period

#### Fall and Spring terms:

1st through 5th business day of the term .....	100%
6th through 10th business day of the term .....	75%
11th through 15th business day of the term .....	50%
16th through 20th business day of the term .....	25%
after 20th business day of the term .....	0%

#### Summer term:

1st through 5th business day of the term .....	100%
6th through 10th business day of the term .....	50%
after 11th business day of the term .....	0%

### Waivers

The College President may waive amounts due to SCTCC for the following reasons:

- Employee Benefit Provided by a Bargaining Agreement
- Death of a Student
- Medical Reasons
- College Error or Unsatisfactory Service
- Employment Related Conditions
- Significant Personal Circumstances
- Student Leader Stipends
- Course Conditions

A course condition exists when the location or timing of the course results in the student not being able to use the services intended by a fee. Students will be required to provide documentation with their request.

## SENIOR CITIZEN FEE

Residents 62 years or older may register tuition-free for any hour-based courses except for courses designed and offered specifically and exclusively for senior citizens (prerequisites must be met). Senior citizens registering for credit-based courses are required to pay \$20 per credit. If the course is audited, tuition is free. Exceptions may apply. State law states that a senior citizen may take a course "when space is available after all tuition-paying students have been accommodated." This means senior citizens may have to wait until the first class meeting to register. Senior citizens are responsible for all materials, personal property, or service charges for the course, including technology fee, parking fee, LeadMN fee, and health service fee.



## STUDENT ACTIVITY FEE

All students (except senior citizens) must pay a per credit student activity fee. The Student Senate uses these funds to sponsor special events for students. A complete budget may be requested from a Student Senate representative. The fee is determined annually and posted at [www.sctcc.edu/tuition](http://www.sctcc.edu/tuition).

## TECHNOLOGY FEE

The purpose of the technology fee is to increase service, quality and/or access to high-end technology. The technology fee will be charged to all students. The fee is determined annually and posted at [www.sctcc.edu/tuition](http://www.sctcc.edu/tuition).

## TRANSCRIPT FEE

Students may obtain an official transcript of their grades by completing a request for transcripts and paying \$10 for each transcript requested.

## TUITION AND FEE POLICY

Tuition rates per credit and fees are subject to change according to Minnesota State and/or college policies. Current tuition and fee rates are posted at [www.sctcc.edu/tuition](http://www.sctcc.edu/tuition).

## TUITION DEFERMENT

SCTCC offers a service for those students who must defer tuition and other college costs, and who do not qualify or are not eligible for agency funding, loans or grants. The College contracts with Nelnet Business Solutions (NBS), a tuition management company that provides a low cost option for budgeting students' college costs. SCTCC/NBS has established several payment schedules requiring various down payment amounts and number of payment dates. Students register online with NBS via the SCTCC web site, [www.sctcc.edu](http://www.sctcc.edu).

- Click on eServices (under Quick Links)
- Log in with StarID and password
- Click on Bills & Payments
- Enroll in New Payment Plan

Students will not be allowed to register for a new term if deferred payments from a previous term are not current. Payments may be deferred for only the current semester and the entire balance must be paid in full by the end of that semester. A \$30 processing fee will be charged for each deferment agreement. Deferred payment plans cannot be established or extended for past debt or for students not currently enrolled. Additional information on NBS payment options is available from the Business Office at (320) 308-5572 or (320) 308-5512.

## TUITION PAYMENT

Per Minnesota State Policy 5.12, payment of tuition and fees will be due on the established due date posted on [www.sctcc.edu](http://www.sctcc.edu) homepage. Students whose tuition is unpaid, or do not have other approved financial arrangements in place by this deadline will have their registration cancelled and be denied entrance to class. To avoid registration cancellation, one of the following approved financial arrangements must be in place:

- Tuition/fees paid in full
- Down Payment of 15% of tuition/fees or \$300 through the

NBS tuition payment plan

- Financial Aid in place, meaning the FAFSA is complete and the College has an ISIR on file
- Scholarship or other agency/third party support in place of at least 15% of tuition/fees or \$300 through the NBS tuition payment plan
- A completed PSEO student enrollment agreement on file
- Active I-20 or DS2019 in place for an international student

Students are financially obligated for every class in which they are registered. Students that register for, but do not attend classes at SCTCC and fail to formally withdraw, or drop classes within the free drop deadline, will still be responsible for the full tuition amount due. After the free drop deadline, students must withdraw from ALL courses to receive a pro-rated refund based on the date of total withdrawal. It is the student's responsibility to check their balance due online.

**No invoices or tuition statements are mailed.** Accounts must be accessed and paid online at: [www.sctcc.edu](http://www.sctcc.edu).

- Click on eServices (under Quick Links)
- Log in with StarID and password
- Click on Bills & Payments

Follow the directions provided to pay with Visa, e-checks, Mastercard or Discover credit cards. International students not meeting the payment criteria outlined above will have their registration cancelled after the fifth day of the term.

Students are responsible to ensure that financial aid documents (Institutional Student Information Record (ISIR) with the Financial Services Office) and agency awards (documents with the Business Office) are complete and on file prior to the deadline date. Course registration add and drop dates can be found on the course schedule in eServices. Courses added or deleted may affect the balance that a student owes. Students are encouraged to check their account online after any course changes. Course changes may also affect the amount of financial aid that a student is eligible for. Changes may cause payment plan to change.

If a student's account is not paid in full, a hold will be placed on the student's account and a \$50 late fee may be applied. The student will be unable to register for future classes or receive an official transcript until full payment is made. If student's account remains unpaid, the account will be turned over to the Minnesota Department of Revenue to collect. Individuals that submit Non Sufficient Fund (NSF) checks will be subject to a \$35 charge and be asked to make restitution by cash, money order or cashier's check. A registration hold will be placed on the student's account. The policy on NSF checks and the fine are subject to change without notice.

---

# RECORDS AND REGISTRATION

---

## REGISTRATION & STUDENT RECORDS

The Office of Records and Registration maintains academic records and provides services according to Minnesota State and SCTCC policies and AACRAO standards (American Association of Collegiate Registrars and Admissions Officers). This office is additionally responsible for the release of transcripts, the awarding of degrees, diplomas, and certificates, and transfer of credit. Any questions regarding adding and dropping classes, transfer of credit and graduation, should be directed to Records and Registration. The web site, [www.sctcc.edu/records](http://www.sctcc.edu/records) provides important registration information. Records and Registration is located in the Northway Building inside door 1.

## REGISTRATION SESSIONS

All accepted students are required to attend an Advising and Registration session where they will be advised on course selection before enrolling in college courses. To register for courses, students must have completed a course placement test or been informed they are exempt from testing. Any student who has not attended classes for one year or longer will be required to re-activate their file with the Admissions Office and attend an Advising and Registration session. SCTCC will provide directions and deadlines for completing the Advising and Registration session.

### Registration Process for Continuing Students

Degree seeking students who are currently enrolled at the College will be eligible for priority registration for the following semester.

Students are encouraged to review course information at [www.sctcc.edu](http://www.sctcc.edu) prior to the meeting with their advisor. The advisor will review the program planner with the student to ensure registration for appropriate courses and to be sure that prerequisites and other educational requirements have been met.

Students should also be sure that there are no registration holds on their account which would prevent registration.

### Returning Students

Students who have voluntarily “stopped out” (not attended classes) for one semester must meet with their academic advisor prior to registration.

## TRANSFER OF CREDIT POLICY

See Minnesota State Policy 3.21 and see SCTCC Policy S3.8

Credits for transfer from Minnesota State institutions shall follow the Minnesota State Undergraduate Transfer policy 3.21. Transfer evaluations are completed in the Office of Records and Registration once the student has been accepted into a major. Students must provide an official transcript from all previously

attended colleges. Students may also be asked to provide additional documentation of courses taken (course descriptions, course outlines or syllabi). Students will be notified, and can view courses transferred on their Degree Audit Report once the transfer evaluation is complete. Students may petition the decision of the transfer credit evaluation as outlined in the Minnesota State Undergraduate Transfer Policy beginning with the petition procedure listed below.

### Accreditation:

SCTCC will consider for transfer those credit courses taken from colleges and universities that are accredited by regional or national accrediting agencies.

### Age of Credits:

Transfer of technical courses shall be allowed for courses that have been completed within the last 5 years (may be extended if an academic award was received and the student is working in the field). Specific or required math and science courses have a 10-year age limit. Other general studies and general education courses have no age limit.

### Course Content:

Courses approved for transfer must match at least 75% of the content and goals of the course syllabus for which the student is seeking transfer. Content and goals from several courses can be combined to reach the 75% match.

### Grade Point Average:

Grades earned at other institutions shall not be used in computing the official GPA on the SCTCC transcript.

### Grade Requirements:

Courses for which students receive a grade of “C” or higher shall be considered for transfer. Courses with a grade of “D” that are assigned to a goal area of the Minnesota Transfer Curriculum will also transfer but may not satisfy major or program requirements.

### Number of Credits:

The number of credits granted shall not exceed the number of credits awarded by the sending institution.

### Semester Conversion:

The following formula is used to calculate the conversion: 3 quarter hours become 2 semester hours and 4 quarter hours become 2.67 semester hours ( $4 \times .667=2.668$ ).

### Residency Requirements:

See SCTCC Graduation Requirements policy S3.2.

## Transfer Appeal Process

If a student is not satisfied with the outcome of the above Transfer of Credit process, the appeal process is as follows:

1. Meet with the Registrar to provide clarification of the transfer. The clarification process involves faculty input and evaluation of the course description. The Registrar may require the student to produce a copy of course outlines or syllabi, and may do additional research on the course in question. The Registrar may or may not transfer additional classes after this meeting. If the student is not satisfied with the end result of this meeting, they may proceed to the next step.
2. A written appeal submitted to the Vice President of Academic Affairs regarding the result of the transfer. The Vice President of Academic Affairs will examine what courses have been completed and determine if any further action is necessary.
3. If a student is not satisfied with the college transfer appeal decision, the student may submit a request to the Minnesota State Senior Vice Chancellor of Academic and Student Affairs for a system level appeal of the college transfer appeal decision.

## DATA PRACTICES POLICY

### See SCTCC Policy S3.7

Minnesota State complies with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR 99; the Minnesota Government Data Practices Act, (MGDPA) Minn. Stat. Ch 13, Minn. Rules CH 1205; and other applicable laws and regulations concerning the handling of education records. Accordingly, the College adopts the following policy:

**Student** means an individual currently or formerly enrolled or registered, applicants for enrollment registration at a public education agency or institution or individuals who receive shared time education services from a public agency or institution. All students at a post-secondary school have the same rights regarding their educational data regardless of age.

**Educational data or education records** means data in any form directly relating to an individual student maintained by a public education agency or institution or by a person acting for the agency or institution.

### **Educational records do not include:**

- (1) Financial records of the student's parents or guardian;
- (2) Confidential letters or statements of recommendation placed in education records before January 1, 1975, or after January 1, 1975, if the student waived right of access;
- (3) Records of instructional personnel that are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for the maker and are destroyed at the end of the school year;
- (4) Records of law enforcement units (if law enforcement unit is a separate entity and the records are maintained exclusively by and for law enforcement purposes);
- (5) Employment records related exclusively to a student's employment capacity (not employment related to status as a

student, such as work study) and not available for use for any other purpose;

(6) Medical and psychological *treatment* records that are maintained solely by the treating professional for treatment purposes;

(7) Records that only contain information about a student after that individual is no longer a student at the institution (alumni data).

### **Consent for Release Generally Required**

The College will not permit access to or the release of personally identifiable information contained in student education records without the written consent of the student to any third party, except as authorized by the MGDPA and FERPA or other applicable law.

### **Release without Consent**

As allowed by the MGDPA and FERPA, the College will release student records *without consent* as follows:

- (1) To appropriate school officials who require access to educational records in order to perform their legitimate educational duties (see explanation below);
- (2) To federal, state, or local officials or agencies authorized by law;
- (3) In connection with a student's application for, or receipt of, financial aid;
- (4) To accrediting organizations or organizations conducting educational studies, provided that these organizations do not release personally identifiable data and destroy such data when it is no longer needed for the purpose it was obtained;
- (5) In compliance with a judicial order or subpoena, provided a reasonable effort is made to notify the student in advance unless such subpoena specifically directs the institution not to disclose the existence of a subpoena;
- (6) To appropriate persons in an emergency situation if the information is necessary to protect the health or safety of the students or other persons; or
- (7) To an alleged victim of a crime of violence (as defined in 18 U.S.C. Sect 16) or non-forcible sex offense, the final results of the alleged student perpetrator's disciplinary proceeding may be released;
- (8) To another educational agency or institution, if requested by the agency or institution, where a student is enrolled or receives services while the student is also in attendance at the college or university, provided that the student is notified where applicable; receives a copy of the record, if requested; and has an opportunity for a hearing to amend the record, as required by law.

### **“School Officials” with a “legitimate educational interest”**

The College will release information in student education records to appropriate school officials as indicated in (1) above when there is a legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in

performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Public Directory Information** The following information on students at College is designated as public Directory Information:

- (1) Student's name
- (2) Hometown
- (3) Participation in officially recognized activities and sports
- (4) Dates of attendance (semester beginning and end dates)
- (5) Classification (freshmen, sophomore)
- (6) Degrees, honors and awards received
- (7) Date of graduation
- (8) Physical factors (height and weight) of athletes
- (9) Enrollment status (e.g., undergraduate, graduate, full-time, or part-time)

**Limited Directory Information** The College defines the following Data as Limited Directory Data. Limited Directory Data shall only be disclosed to the following persons for the following reasons:

- a. Student's college email addresses and Star ID numbers are defined as Limited Directory Data for enterprise technology related purposes internal to the Minnesota State Colleges and Universities system that are approved by System Office IT, including, but not limited to, inclusion of email addresses and Star ID numbers in a directory accessible to Minnesota State students and employees.
- b. The following information is defined as Limited Directory Data for purposes of sharing with current, official Minnesota State College student association so the association can communicate with their members: Student name, college e-mail address, and Student Change Code (NEW/RTN/DROP).

#### **Notice to students about Directory Information**

Students may direct that all of the above-listed Directory Information be withheld from public disclosure by notifying the Records and Registration Office in writing.

#### **Access to Educational Records by Student**

Upon (written) request, the College shall provide a student with access to their educational records. There is no charge for viewing the records even if the College is required to make a copy of the data in order to provide access. Responses to requests by students to review their educational records shall be within ten business days.

Upon request, the meaning of education data shall be explained to the student by college personnel assigned to, and designated by, the appropriate office.

Students have the right to review only their own records. When a record contains private information about other student(s), disclosure cannot include information regarding the other student(s).

#### **Challenge to Record**

Students may challenge the accuracy or completeness of their educational records. NOTE: the right to challenge a grade does not apply under this policy unless the grade assigned was allegedly inaccurately recorded.

#### **Copies**

Students may have copies of their educational records and this

policy. The copies of records will be made at the student's expense at rates stated in the College copy charge policy.

The official transcript fee is \$10.00.

Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial "hold" at the College, unless otherwise required by law.

## **AUDITING CLASSES**

### **See SCTCC Policy S3.7**

Students who wish to attend the class sessions of a course, but do not wish to receive credit, must register for audit. The same registration procedure is followed and the same tuition and fees are charged. Students are expected to attend classes, but the taking of tests is optional. Audited courses do not affect the grade point average. Financial aid and veterans' benefits will not pay for audited courses.

"Course Audit Application Forms" can be obtained from Records and Registration and must be returned during the open enrollment period. Students are responsible for obtaining the required signatures. Students will not receive credit for a course which was audited unless the course is retaken for credit.

## **COURSE BY ARRANGEMENT**

In extreme cases of schedule conflicts or unusual course demands, students with the approval of the academic deans may take courses by arrangement. Students may not take a course by arrangement if they have previously taken the course for credit.

## **CREDIT LOAD AND CLASSIFICATION**

Students registered for at least 12 credits are considered full-time students. Students registered for 9-11 credits are considered three-quarter time students. Students registered for 6-8 credits are considered half-time students. The maximum allowable load without special permission is 20 credits during fall and spring semesters and 13 credits during summer semester.

Students who wish to enroll for more than the established maximum must secure permission from their academic advisor. Students wishing to enroll in more than 25 credits must get a Dean's permission.

Students are classified according to course credits earned:  
freshmen = 0 to 30, sophomore = 31 and more earned credits.

## **INTERNSHIPS, PRACTICUMS, AND CLINICALS**

Many majors include the opportunity for students to participate in off-campus practical work experiences. In many cases these work experiences are required. The College may assist the student in finding an initial placement site. The College is not responsible for finding alternative off-campus work experience placement following a student's termination from the initial placement site.

Work experience includes the following: internships, practicums, supervised occupational experience, clinicals, training associations, and other off-site work experiences.

# Accounting Careers

## Accounting AAS Degree (70 Credits)



2022-2023 Catalog

### Program Description

The Accounting AAS Degree offers students a diverse in-depth accounting and business curriculum. The program prepares students to be successful in a variety of accounting careers and for advancement in their current positions. Graduates will learn to be critical thinkers and decision makers who have been taught the most up-to-date accounting practices.

Students completing the Accounting AAS Degree are eligible to take the national Accredited Business Accountant (ABA) accreditation and the State of Minnesota Registered Accounting Practitioner (RAP) accreditation exams. In past years, SCTCC graduates have a pass rate more than double the national average on the national accreditation exam.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

The Accounting AAS Degree prepares students to fill accounting roles in public accounting firms, schools, counties, cities, non-profit organizations and every type of for-profit business that needs high quality well trained accounting professionals.

---

#### Required Technical Studies Suggested Semester I

ACCT1215	Accounting Principles I .....	4
BUSM1260	Applied Business Mathematics/Calculators .....	3
BUSM2275	Legal Environment of Business .....	3
CPTR1210	Introduction to Computers .....	3

#### Required Technical Studies Suggested Semester II

ACCT1216	Accounting Principles II .....	4
ACCT1217	Cost Accounting.....	4
ACCT1219	Spreadsheets-Microsoft Excel .....	2
ACCT1220	Payroll Accounting .....	2
ACCT1225	Quickbooks.....	3

#### Required Technical Studies Suggested Semester III

ACCT2225	Computerized Accounting Projects .....	2
ACCT2226	Intermediate Accounting I .....	4
ACCT2229	Managerial Accounting.....	4
ACCT2230	Income Tax I .....	4
ACCT2236	Government and Not-Profit Accounting.....	2

#### Required Technical Studies Suggested Semester IV

ACCT2227	Intermediate Accounting II .....	4
ACCT2231	Income Tax II.....	2
ACCT2234	Auditing .....	3
ACCT2235	Accounting Comprehensive Review .....	2
ACCT2280	Accounting Internship .....	2

#### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
ENGL1302 Analytical Writing .....	4
MnTC Required General Education Electives* .....	8

\*Courses must be from at least 3 Goal Areas

Estimated cost of books, supplies and materials: \$2,980

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Accounting Careers

## Accounting Diploma (61 Credits)

### Program Description

The Accounting Careers diploma prepares students for a variety of accounting positions in public accounting, private industry, and governmental and non-profit organizations. Accounting Careers emphasizes financial analysis, decision making, and ethical behavior and reporting practices. Students will gain experience working with calculators, computers, and the latest computer software. This program will prepare students as accountants for both private and public accounting.

Students graduating with an Accounting Diploma qualify to sit for the Registered Accounting Practitioner (RAP) exam in the State of Minnesota, and the national Accredited Business Accountant (ABA) accreditation exam through the Accreditation Council for Accountancy and Taxation.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC). The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

This program will prepare students as accountants for both private and public accounting.

---

#### Required Technical Studies Suggested Semester I

ACCT1215	Accounting Principles I .....	4
BUSM1260	Applied Business Mathematics/Calculators .....	3
BUSM2275	Legal Environment of Business .....	3
CPTR1210	Introduction to Computers .....	3

#### Required Technical Studies Suggested Semester II

ACCT1216	Accounting Principles II .....	4
ACCT1217	Cost Accounting.....	4
ACCT1219	Spreadsheets-Microsoft Excel .....	2
ACCT1220	Payroll Accounting .....	2
ACCT1225	QuickBooks .....	3

#### Required Technical Studies Suggested Semester III

ACCT2225	Computerized Accounting Projects .....	2
ACCT2226	Intermediate Accounting I .....	4
ACCT2229	Managerial Accounting.....	4
ACCT2230	Income Tax I .....	4
ACCT2236	Government and Not-Profit Accounting.....	2

#### Required Technical Studies Suggested Semester IV

ACCT2227	Intermediate Accounting II .....	4
ACCT2231	Income Tax II.....	2
ACCT2234	Auditing .....	3
ACCT2235	Accounting Comprehensive Review OR	
ACCT2280	Accounting Internship .....	2

#### Required General Education/Studies

ENGL1308	Stretch Analytical Writing I .....	3
	General Studies - Electives .....	3

Estimated cost of books, supplies and materials: \$2,680

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Accounting Careers

## Accounting Clerk Diploma (30 Credits)



2022-2023 Catalog

### Program Description

The Accounting Clerk diploma prepares students for long term office positions in bookkeeping and accounting.

An accounting clerk maintains accounting records, posts details of business transactions, reconciles bank statements, prepares vouchers and invoices, and assists management with other accounting duties.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

This program will prepare students as accounting clerks for business and governmental organizations; designated by the type of accounting performed, such as Accounts Payable Clerk, Accounts Receivable Clerk, Billing Clerk, Tax Record Clerk.

---

### Required Technical Studies Suggested Semester I

ACCT1215	Accounting Principles I .....	4
BUSM1260	Applied Business Mathematics/Calculators .....	3
BUSM2275	Legal Environment of Business .....	3
CPTR1210	Introduction to Computers .....	3

### Required Technical Studies Suggested Semester II

ACCT1216	Accounting Principles II .....	4
ACCT1219	Spreadsheets-Microsoft Excel .....	2
ACCT1220	Payroll Accounting .....	2
ACCT1225	QuickBooks .....	3

### Required General Education/Studies

ENGL1308	Stretch Analytical Writing I .....	3
General Studies - Electives	.....	3

Estimated cost of books, supplies and materials: \$1,497

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Architectural Construction Technology

*Architectural Construction Technology AAS Degree (61 Credits)*



2022-2023 Catalog

## Program Description

This program is designed to prepare students for employment in the residential and light commercial construction industry. The objective of the program is to give students a well-rounded, basic construction background, along with CAD (computer aided drafting) skills. Construction technology, materials, design, blueprint reading and estimating are studied in addition to drafting techniques.

Program specific requirements: A laptop computer; the format of the program allows students to work on drafting and design projects in a lab setting as well as off-site.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Employment areas for graduates include general contractors, architectural and engineering firms, building material centers, related material suppliers, and building material manufacturers. Graduates work as drafters, estimators, technical support staff, material salespeople, management trainees, and project managers. Articulation agreements with other schools also give students the opportunity to continue their education for advanced degrees in areas such as construction management.

---

### Required Technical Studies Suggested Semester I

ARCH1503	Introduction to Architectural Drafting .....	2
ARCH1506	Intro to Architectural CAD .....	3
ARCH1522	Residential Design Principles .....	2
CNST1502	Building Materials and Methods .....	3

### Required Technical Studies Suggested Semester II

ARCH1510	CAD and Design Studio .....	6
ARCH1534	Residential Design and Presentation .....	2
CNST1506	Estimating for the Construction Trades I.....	3

### Required Technical Studies Suggested Semester III

ARCH2506	Architectural Design Studio I .....	3
ARCH2510	Architectural CAD II .....	3
ARCH2522	Commercial Design Principles and Practice.....	2
ARCH2530	Sustainable Building Systems.....	2
CNST2502	Estimating for the Construction Trades II .....	3

### Required Technical Studies Suggested Semester IV

ARCH2518	Architectural CAD III.....	3
ARCH2542	Structural Building Systems .....	3
ARCH2551	Professional Constructor Seminar .....	1
CNST2506	Construction Management.....	3
CNST2510	Commercial Estimating and Project Analysis .....	2

### Required General Education

MnTC Goal Area 1 Communications-Oral .....	3
MnTC Goal Area 1 Communications-Written .....	3
MnTC Goal Area 4 Mathematical/Logical Reasoning .....	3
MnTC Goal Area 5 History and the Social and Behavior Sciences .....	3
MnTC Required General Education Electives .....	3

Estimated cost of books, supplies and materials: \$2,615

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Architectural Construction Technology

*Architectural Construction Technology Diploma (52 Credits)*



2022-2023 Catalog

## Program Description

This program is designed to prepare students for employment in the residential and light commercial construction industry. The objective of the program is to give students a well-rounded, basic construction background, along with CAD (computer aided drafting) skills. Construction technology, materials, design, blueprint reading and estimating are studied in addition to drafting techniques.

Program specific requirements: A laptop computer; the format of the program allows students to work on drafting and design projects in a lab setting as well as off-site.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Employment areas for graduates include general contractors, architectural and engineering firms, building material centers, related material suppliers, and building material manufacturers. Graduates work as drafters, estimators, technical support staff, material salespeople, management trainees, and project managers. Articulation agreements with other schools also give students the opportunity to continue their education for advanced degrees in areas such as construction

---

### Required Technical Studies Suggested Semester I

ARCH1503	Introduction to Architectural Drafting .....	2
ARCH1506	Intro to Architectural CAD .....	3
ARCH1522	Residential Design Principles .....	2
CNST1502	Building Materials and Methods .....	3

### Required Technical Studies Suggested Semester II

ARCH1510	CAD and Design Studio .....	6
ARCH1534	Residential Design and Presentation .....	2
CNST1506	Estimating for the Construction Trades I.....	3

### Required Technical Studies Suggested Semester III

ARCH2506	Architectural Design Studio I .....	3
ARCH2510	Architectural CAD II .....	3
ARCH2522	Commercial Design Principles and Practice.....	2
ARCH2530	Sustainable Building Systems.....	2
CNST2502	Estimating for the Construction Trades II .....	3

### Required Technical Studies Suggested Semester IV

ARCH2518	Architectural CAD III.....	3
ARCH2542	Structural Building Systems .....	3
ARCH2551	Professional Constructor Seminar .....	1
CNST2506	Construction Management.....	3
CNST2510	Commercial Estimating and Project Analysis .....	2

### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$2,315

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Auto Body Collision Technology

*Auto Body Collision Technician AAS Degree (67 Credits)*



2022-2023 Catalog

## Program Description

The Auto Body Collision Technology program is designed to meet the needs of today's high-tech and fast-paced automotive industry. The core of the program relies on fundamental repair skills, such as metal straightening, body filler application and sanding of different substrates. Students gain experience on both mild and high strength steel welding using MIG welding standards set by the industry. Students use computers to write estimates, diagnose frame and unibody damage and mix paint.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Accreditation information: The Auto Body Collision Technology program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org/>

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The Auto Body Collision Technology Program will give graduates sufficient skills to enter the trade as advanced apprentices. Employment opportunities exist with automotive dealers, independent body repair shops, leasing agencies, truck repair shops, and also paint salespersons. There are also opportunities for employment with an AAS degree as insurance company and body shop estimators, shop managers, and factory dealer representatives.

---

### Required Technical Studies Suggested Semester I

ABCT1545	Collision Repair Industry.....	3
ABCT1550	Repair Plan Process .....	2
ABCT1555	Collision Welding .....	2
ABCT1560	Sheet Metal Repair .....	4
ABCT1565	Production Lab I.....	4

### Required Technical Studies Suggested Semester II

ABCT1570	Basic Refinish .....	4
ABCT1575	Emerging Technology and Industry Preparation .....	2
ABCT1580	Non Steel Substrate Repair.....	4
ABCT1585	Production Lab II.....	4

### Required Technical Studies Suggested Semester III

ABCT2545	Advanced Refinish.....	4
ABCT2550	Auto Body Mechanics .....	4
ABCT2555	Production Lab III.....	5

### Required Technical Studies Suggested Semester IV

ABCT2560	Structural Repair and Analysis .....	4
ABCT2570	Production Lab IV .....	6

### Required General Education

MnTC Goal Area 1 Communications .....	6
MnTC Goal Area 2 Critical Thinking .....	3
MnTC Goals Areas 3 through 10 .....	6

Estimated cost of books, supplies and materials: \$5,582

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Auto Body Collision Technology

*Auto Body Collision Technician Diploma (52 Credits)*



2022-2023 Catalog

## Program Description

The Auto Body Collision Repair program is designed to meet the needs of today's high-tech and fast-paced Collision industry. The core of the program relies on fundamental repair skills, such as metal straightening, body filler application and sanding of different substrates. Students gain experience on both mild and high strength steel welding using MIG welding standards set by the industry. Students use computers to write estimates, diagnose frame and unibody damage and mix paint. Students completing this program will also have the opportunity to gain industry certificates in Non-Structural Repair and Refinishing from our industry partner I-CAR (Inter-Industry Conference for Collision Repair).

Accreditation information: The Auto Body Collision Technology program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org/>

## Career Opportunities

The Auto Body Collision Repair program will give graduates sufficient skills to enter the trade as advanced apprentices. Employment opportunities exist with automotive dealers, independent body repair shops, leasing agencies, truck repair shops, and also paint salespersons.

---

### Required Technical Studies Suggested Semester I

ABCT1545	Collision Repair Industry.....	3
ABCT1550	Repair Plan Process .....	2
ABCT1555	Collision Welding .....	2
ABCT1560	Sheet Metal Repair .....	4
ABCT1565	Production Lab I.....	4

### Required Technical Studies Suggested Semester II

ABCT1570	Basic Refinish .....	4
ABCT1575	Emerging Technology and Industry Preparation .....	2
ABCT1580	Non Steel Substrate Repair.....	4
ABCT1585	Production Lab II.....	4

### Required Technical Studies Suggested Semester III

ABCT2545	Advanced Refinish.....	4
ABCT2550	Auto Body Mechanics .....	4
ABCT2555	Production Lab III.....	5

### Required Technical Studies Suggested Semester IV

ABCT2560	Structural Repair and Analysis .....	4
ABCT2570	Production Lab IV .....	6

Estimated cost of books, supplies and materials: \$4,940

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Auto Body Collision Technology

*Non-Structural Auto Body Certificate (25 Credits)*



2022-2023 Catalog

## Program Description

This certificate will give students the skills to enter the collision repair field as apprentice body technicians. The core of the program relies on fundamental repair skills, such as metal straightening, body filler application and preparation of different substrates. Students will gain experience on mild steel weld, plastic welding and adhesive repair. Students may take an end of program test that if passed, would give them their I-CAR Non-Structural Repair Certificate pro-level 1. There are no general studies or general education courses required for this certificate.

Accreditation information: The Auto Body Collision Technology program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org/>

## Career Opportunities

Employment opportunities exist with automotive dealer body shops, independent body repair shops, leasing agencies, truck repair shops.

---

### Required Technical Studies Suggested Semester I

ABCT1545	Collision Repair Industry.....	3
ABCT1550	Repair Plan Process .....	2
ABCT1555	Collision Welding .....	2
ABCT1560	Sheet Metal Repair .....	4
ABCT1565	Production Lab I.....	4

### Required Technical Studies Suggested Semester II

ABCT1575	Emerging Technology and Industry Preparation .....	2
ABCT1580	Non Steel Substrate Repair.....	4
ABCT1585	Production Lab II.....	4

Estimated cost of books, supplies and materials: \$1,360

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Auto Body Collision Technology

*Refinish Assistant Certificate (13 Credits)*



2022-2023 Catalog

## Program Description

This certificate will give students the skills needed to become a refinish assistant. Students will gain knowledge in surface preparation, masking techniques and basic painting procedures. Students will find paint codes, identify color variations, and mix various paint products. Upon successful completion of this program students will be ready to take the I-CAR Refinish test pro-level 1. There are no general studies or general education requirements for this program.

Accreditation information: The Auto Body Collision Technology program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org/>

## Career Opportunities

Employment opportunities exist as painter's helper with automotive dealers body shops, independent body repair shops, leasing agencies, truck repair shops.

---

### Required Technical Studies

ABCT1545	Collision Repair Industry.....	3
ABCT1550	Repair Plan Process .....	2
ABCT1570	Basic Refinish .....	4
ABCT1585	Production Lab II.....	4

Estimated cost of books, supplies and materials: \$860

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Automotive Service Technician

## Automotive Service Technician AAS Degree (72 Credits)



2022-2023 Catalog

### Program Description

Today's cars and light trucks are truly amazing modern marvels. The standard for these automobiles is to deliver unbelievably high performance, fuel economy, aerodynamic styling, navigation, radar alert, parking assist, video, stereo, telecommunications and unparalleled safety features -- but next to zero emissions. And that's not even taking into consideration hybrids or electric vehicles. Virtually every system on today's vehicles is electronically controlled by computers. Because of this high technology in vehicles, modern Automotive Service Technicians need to be well educated and well trained. As a result, they also will be well paid and highly sought after. There is a great demand for technicians in nearly every large city in the United States. Automotive Service graduates are proficient in using the latest equipment for wheel alignment, engine performance (including factory and generic scan tools), electrical and electronic diagnosis, brakes, air conditioning, engine service and drivetrain repair. We have a spacious, well-equipped, clean and bright automotive lab. Our classrooms are large and clean, complete with multimedia information delivery systems and state-of-the-art, interactive automotive systems simulators. We use late-model vehicles for training, including a hybrid vehicle. Our lab is operated as an actual automotive repair facility, and 75% of the repairs our students learn to do in the lab are on "live" vehicles with genuine customer concerns. We also have an environmental chamber where we can place a vehicle on a wheel dynamometer to study the effects of climate on vehicle performance and also to help diagnose problem vehicles. Along with the popularity of vehicles with diesel engines, we have also developed a course titled Light Duty Diesel.

All of the program instructors are ASE Master Certified and our Automotive Service Technician Program is a NATEF master certified program. St. Cloud Technical & Community College offers an Automotive Service Technician Associate of Applied Science Degree and an Automotive Service Technician Diploma. Both automotive majors prepare students for entry-level positions in the automotive repair industry.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

### Career Opportunities

Trained technicians are offered a broad range of jobs from which to select their area of specialty. Graduates with Associate of Applied Science Degrees may transfer their degree to a 4-year-college in order to attain a baccalaureate degree, which would qualify them to obtain positions with the automotive manufactures or the automotive aftermarket at a corporate level.

---

#### Required Technical Studies Suggested Semester I

AUTO1508	Automotive Suspension and Alignment .....	4
AUTO1510	Chassis Electrical .....	4
TRAN1503	General Service.....	3
TRAN1504	Electricity and Electronic Principles .....	3
TRAN1517	Scan Tool Data Acquisition .....	2
TRAN1518	Transportation Hazardous Materials.....	1

#### Required Technical Studies Suggested Semester II

AUTO1512	Engine Repair Theory.....	2
AUTO1516	Brakes .....	4
AUTO2514	Heating and Air Conditioning.....	3

#### Required Technical Studies Suggested Semester III

AUTO2502	Engine Ignition and Emission Systems .....	4
AUTO2505	Engine Fuel and Emission Systems.....	5
AUTO2506	Principles of Torque Transfer .....	7
TRAN1520	Workplace Perceptions and Expectations .....	2

#### Required Technical Studies Suggested Semester IV

AUTO2513	Automatic Transmission and Transaxle Overhaul.....	4
AUTO2520	Engine Driveability.....	3
AUTO2523	Advanced Electronic Systems .....	2

#### Required Technical Electives \*Choose 4 Credits\*

AUTO1514	Engine Repair Lab .....	4
AUTO2512	Driveline Repair.....	3
AUTO2530	Automotive High Performance Systems .....	3
AUTO2540	Light Duty Diesel .....	2

#### Required General Education

MnTC Goal Area 1 Communications .....	6
MnTC Goal Area 2 Critical Thinking .....	3
MnTC Goals Areas 3 through 10 .....	6

Estimated cost of books, supplies and materials: \$6,710

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Automotive Service Technician

## *Automotive Service Technician Diploma (67 Credits)*

### Program Description

Today's cars and light trucks are truly amazing modern marvels. The standard for these automobiles is to deliver unbelievably high performance, fuel economy, aerodynamic styling, navigation, radar alert, parking assist, video, stereo, telecommunications and unparalleled safety features -- but next to zero emissions. And that's not even taking into consideration hybrids or electric vehicles. Virtually every system on today's vehicles is electronically controlled by computers. Because of this high technology in vehicles, modern Automotive Service Technicians need to be well educated and well trained. As a result, they also will be well paid and highly sought after. There is a great demand for technicians in nearly every large city in the United States. Automotive Service graduates are proficient in using the latest equipment for wheel alignment, engine performance (including factory and generic scan tools), electrical and electronic diagnosis, brakes, air conditioning, engine service and drivetrain repair. We have a spacious, well-equipped, clean and bright automotive lab. Our classrooms are large and clean, complete with multimedia information delivery systems and state-of-the-art, interactive automotive systems simulators. We use late-model vehicles for training, including a hybrid vehicle. Our lab is operated as an actual automotive repair facility, and 75% of the repairs our students learn to do in the lab are on "live" vehicles with genuine customer concerns. We also have an environmental chamber where we can place a vehicle on a wheel dynamometer to study the effects of climate on vehicle performance and also to help diagnose problem vehicles. Along with the popularity of vehicles with diesel engines, we have also developed a course titled Light Duty Diesel.

All of the program instructors are ASE Master Certified and our Automotive Service Technician Program is a NATEF master certified program. St. Cloud Technical & Community College offers an Automotive Service Technician Associate of Applied Science Degree and an Automotive Service Technician Diploma. Both automotive majors prepare students for entry-level positions in the automotive repair industry.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

### Career Opportunities

Trained technicians are offered a broad range of jobs from which to select their area of specialty. Graduates with Associate of Applied Science Degrees may transfer their degree to a 4-year-college in order to attain a baccalaureate degree, which would qualify them to obtain positions with the automotive manufactures or the automotive aftermarket at a corporate level.

---

#### Required Technical Studies Suggested Semester I

AUTO1508	Automotive Suspension and Alignment .....	4
AUTO1510	Chassis Electrical.....	4
TRAN1503	General Service.....	3
TRAN1504	Electricity and Electronic Principles .....	3
TRAN1517	Scan Tool Data Acquisition .....	2
TRAN1518	Transportation Hazardous Materials.....	1

#### Required Technical Studies Suggested Semester II

AUTO1512	Engine Repair Theory.....	2
AUTO1514	Engine Repair Lab .....	4
AUTO1516	Brakes .....	4
AUTO2514	Heating and Air Conditioning.....	3

#### Required Technical Studies Suggested Semester III

AUTO2502	Engine Ignition and Emission Systems .....	4
AUTO2505	Engine Fuel and Emission Systems.....	5
AUTO2506	Principles of Torque Transfer .....	7
TRAN1520	Workplace Perceptions and Expectations .....	2

#### Required Technical Studies Suggested Semester IV

AUTO2512	Driveline Repair.....	3
AUTO2513	Automatic Transmission and Transaxle Overhaul.....	4
AUTO2520	Engine Driveability.....	3
AUTO2523	Advanced Electronic Systems .....	2

#### Required General Education/Studies

Required General Education/Studies .....	7
--	---

Estimated cost of books, supplies and materials: \$6,300

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Biomedical Equipment Technology

*Biomedical Equipment Technician AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

The Biomedical Equipment Technician (BMET) AAS Degree trains and prepares students in troubleshooting, calibration and repair of biomedical instruments, equipment and support systems. The BMET program offers courses that expose students to a variety of instruments and equipment located in hospitals and clinics across the nation. The biomedical field is a fast growing field with a high demand for qualified technicians.

Program specific requirements: A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Biomedical equipment technicians may be employed by hospitals, clinics, private sector, third party vendors, field service, Original Equipment Manufacturers, and the military.

---

### Required Technical Studies Suggested Semester I

BMET1400	Biomedical Technician Field Exploration .....	2
HLTH1440	Medical Terminology.....	1
MSNA1214	Windows Desktop Operating System.....	3
MSNA1230	Introduction to Networks I.....	2
MSNA1246	Software Support .....	3

### Required Technical Studies Suggested Semester II

BMET1405	Administrative Functions.....	3
BMET1410	Electrical Theory for Technicians.....	3
ETEC1507	Digital Electronics .....	3
MSNA1241	Hardware Support.....	2
MSNA1255	Introduction to Networks II .....	2

### Required Technical Studies Suggested Semester III

BMET2426	Biomedical Technology .....	3
BMET2436	Biomedical Instrumentation.....	4
BUSM1290	Job Seeking/Keeping Skills .....	1
MSNA2245	IT Security Fundamentals.....	2

### Required Technical Studies Suggested Semester IV

BMET2441	Biomedical Equipment Internship .....	6
----------	---------------------------------------	---

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
CRTK1300 Critical Thinking.....	3
BLGY1321 Human Biology.....	4
PHYS1305 Conceptual Physics OR PHYS2300 General Physics I.....	4
MATH1300 College Algebra .....	3

Estimated cost of books, supplies and materials: \$3,000

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Business Management

## Business Transfer Pathway AS (60 Credits)



2022-2023 Catalog

### Program Description

A degree in Business builds a strong foundation in general business topics and gives you the ability to choose to concentrate in accounting, finance, sales, management, or marketing. Each elective area focuses your practical knowledge in your field of study and provides opportunities to apply these skills in a variety of settings. Emphasis is placed on developing skills in decision-making, interpersonal communication, critical thinking, project management and problem-solving.

The Business Transfer Pathway AS is a great choice for students who want to start at SCTCC and transfer to earn a bachelor's degree at one of the seven Minnesota State universities. All courses directly transfer into designated bachelor's degree programs.

In addition to preparing you to transfer to a Business bachelor's degree program, the Business Transfer Pathway AS degree prepares you to enter the workforce.

### Business Transfer Pathway Required Courses

ACCT1215	Principles of Accounting I	4
ACCT2229	Managerial Accounting	4
BUSM2275	Legal Environment of Business	3
CPTR1210	Introduction to Computers	3
SAMG1215	Principles of Management	3
SAMG1200	Principles of Marketing	3

### Required General Education Courses

ENGL1302	Analytical Writing	4
MnTC Goal Area 1	Communications - Oral	3
MATH1300	College Algebra	3
MATH1351	Introductory Statistics	4
ECON2320	Introduction to Macroeconomics	3
ECON2330	Introduction to Microeconomics	3
MnTC Goal Area 6	The Humanities and Fine Arts	3
MnTC Goal Area 7	Human Diversity	3
MnTC Goal Area 9	Ethical and Civic Responsibility	3
MnTC Elective Any Goal Area 1-10		3

### Required Technical Electives - Choose 8 credits

8 credits of Required Technical Electives from any combination of courses listed below or from one elective area are required.

#### Marketing Sales Management Elective Options

SAMG1206	Strategic Customer Service	3
SAMG1211	Professional Sales Fundamentals	3
SAMG1221	Branding and Promotion	3
SAMG1251	Financial Strategy Fundamentals	3
SAMG2245	Marketing Strategies	3

SAMG2255	Professional Sales Strategies	3
SAMG2270	Managing Human Resources	3
SAMG2280	Sales Force Management	3
SAMG2285	Entrepreneurship	3

#### Finance Elective Options

FNCR1250	Credit Law	3
FNCR1260	Principles of Risk Management	3
FNCR2245	Consumer Lending	3

#### Accounting Elective Options

ACCT1216	Principles of Accounting II	4
ACCT1217	Cost Accounting	4
ACCT1219	Spreadsheets	2
ACCT1220	Payroll Accounting	2
ACCT1225	Quickbooks	3
ACCT2225	Computerized Accounting Projects	3
ACCT2226	Intermediate Accounting I	4
ACCT2230	Income Tax I	4
ACCT2231	Income Tax II	2

Estimated cost of books, supplies and materials: \$2,028.75

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Cardiovascular Technology

Cardiovascular Technology AAS Degree (60 Credits)



2022-2023 Catalog

## Program Description

The demands of the Cardiovascular Technologist require a working knowledge of detailed anatomy, physiology and pathology of the heart, coronary arteries, and cardiac vascular function. Cardiovascular students acquire the skills to assist cardiologists in performing diagnostic, interventional, angioplasty and stent placement procedures; measure cardiovascular parameters such as cardiac output, and intra-cardiac pressure measurements.

Degree Specific Program Requirements: A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

Accreditation Information: The Cardiovascular Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756. Telephone:(727) 210-2350 Fax: (727) 210-2350, web site: <http://www.caahep.org/> and Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT), 1449 Hill Street, Whitinsville, MA 01588-1032. Telephone: (978) 456-5594 <http://www.jrcvct.org/>.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The Cardiovascular Technology Program prepares students for employment in cardiac catheterization labs, electrophysiology labs, open heart surgical suites and cardiac research facilities.

---

### Acceptance Requirements

HLTH1440	Medical Terminology.....	1
BLGY2310	Human Anatomy/Physiology I.....	4
MnTC Goal Area 1	Communications - Oral.....	3

\*Current CPR, AHA Healthcare Provider, required

\*Applicants must complete Anatomy & Physiology I by the end of spring term prior to starting the program. Preference will be given to students who have completed all acceptance and general education requirements.

\*Applicants must be vaccinated against Hepatitis B or sign a release form. HBV series must be completed prior to students starting the Spring semester of the 2nd year.

\*NOTE: MOST CLINICAL SITES ARE LOCATED IN THE FIVE STATE AREA. ADDITIONAL SITES IN OTHER STATES MAY ALSO BE AVAILABLE.

### Required Technical Studies Suggested Semester I

ICVT1441	Introduction to Clinics.....	3
ICVT1445	Cardiovascular Anatomy and Physiology.....	3

### Required Technical Studies Suggested Semester II

ICVT1422	Cardiovascular Instrumentation.....	3
ICVT1424	Catheterization Lab Fundamentals I.....	3
ICVT1430	EKG Interpretation.....	1
ICVT1443	Cardiovascular Clinic I.....	5

### Required Technical Studies Suggested Semester III

ICVT2405	Cardiovascular Pathology.....	3
ICVT2427	Catheterization Lab Fundamentals II.....	3
ICVT2446	Cardiovascular Clinical II.....	5

### Required Technical Studies Suggested Semester IV

ICVT2450	Applied Clinical Internship.....	13
----------	----------------------------------	----

### Required General Education

MnTC Goal Area 1	Communications - Written	
	ENGL1302 (4 credits) OR ENGL1303.....	3
MnTC Goal Area 4	Mathematics (MATH1300,1331 or 1351).....	3
BLGY2320	Human Anatomy/Physiology II.....	4

Estimated cost of books, supplies and materials: \$4,250

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Carpentry

*Carpentry Diploma (33 Credits)*



2022-2023 Catalog

## Program Description

The Carpentry Program is designed to prepare students to enter the construction industry as skilled tradespeople. The building construction industry is one of the largest industries in America today. With the increasing population and need for more housing, urban redevelopment, commercial and industrial buildings and facilities to improve the environment, the skills of a well-trained carpenter are in demand.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The Carpentry Program is designed to equip students to enter the trade as the equivalent to advanced apprentices. Graduates may find employment in the areas of residential, light and heavy commercial, highway and heavy bridgework, cabinetry and millwork.

---

### Required Technical Studies Suggested Semester I

CARP1507	Construction Tools, Equipment and Machines .....	2
CARP1521	Construction Principles.....	4
CARP1540	Blueprint Reading .....	2
CARP1555	Residential Construction Lab .....	3
CNST1502	Building Materials and Methods .....	3

### Required Technical Studies Suggested Semester II

CARP1524	Rafters and Stairs.....	4
CARP1538	Cabinet Building and Estimating.....	4
CARP1545	Interior Finish .....	3
CARP1550	Exterior Finish .....	2
CNST1506	Estimating for the Construction Trades I.....	3

### Required General Education

DVRS1310	Human Relations for the Diverse Workplace .....	3
----------	---	---

Estimated cost of books, supplies and materials: \$1,156

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# CNC and Advanced Machining

*CNC and Advanced Machining AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

CNC AND ADVANCED MACHINING (60 credits required)

ADVANCED CNC/CAM MACHINIST CONCENTRATION (68 credits required)

The CNC and Advanced Machining program develops students' skills to convert various materials into intricate, precise and usable parts. Student will learn to work from blueprints and written specifications to select the proper machinery, materials, and tools, and gain proficiency with machine tools such as lathes, mills, grinders, drill-presses, computers, and computerized numerical control (CNC) machines.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The program is designed to give students the necessary skills to enter the labor market as a machine operator, machinist, or a tool and die or mold-maker apprentice. Graduates can expand to areas such as tool making, multi-axis CNC programmer precision machining, setup specialist, CNC applications/sales, machining technician, CNC machining including Swiss CNC turning technology.

---

### Required Technical Studies Suggested Semester I

MACH1503	Machine Tool Technology I.....	4
MACH1510	Machine Tool Technology II.....	4
MACH1517	Blueprint Reading I.....	1
TECH1530	Computer Applications.....	2
TECH1550	Basic CADD.....	2

### Required Technical Studies Suggested Semester II

MACH1511	Machine Tool Technology III.....	5
MACH1514	Introduction to Swiss Turning.....	2
MACH1519	Blueprint Reading II.....	1
MACH1532	CAM I 2D.....	1
MACH1540	CNC Fundamentals.....	2
TECH1552	Basic Metal Joining and Fabrication.....	2

### Required Technical Studies Suggested Semester III

MACH1525	Geometric Dimensioning and Tolerancing.....	1
MACH1528	Jigs and Fixtures.....	1
MACH2504	CNC Milling/Turning.....	4
MACH2510	Cutting Tool Technology.....	1
MACH2514	Metallurgy.....	1
MACH2523	High Performance Manufacturing.....	1
MACH2528	Introduction to Electrical Discharge Machining.....	2
MACH2540	Advanced Swiss CNC Turning.....	2

### Required Technical Studies Suggested Semester IV

MACH2519	Advanced CNC Milling.....	2
MACH2527	Advanced CNC Turning.....	2
MACH2539	Advanced Electrical Discharge Machining.....	1
MACH2544	CNC/CAM Capstone.....	1

### Advanced CNC/CAM Machinist Concentration

MACH2512	CAM II 3D/Solid Modeling/Turning.....	2
MACH2516	CAM III Multi-Axis Programming.....	2
MACH2531	Multiaxis VMC.....	2
MACH2535	Live Tooling Turning Centers.....	2

### Required General Education

MATH1300	College Algebra.....	3
MATH1321	College Trigonometry.....	3
MnTC Goal Area 1	Communications - Written.....	3
MnTC Goal Area 1	Communications - Oral.....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences OR	
	Goal Area 7 Human Diversity.....	3

Estimated cost of books, supplies and materials: \$5,365

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# CNC and Advanced Machining

## CNC and Advanced Machining Diploma (54 Credits)



### Program Description

CNC AND ADVANCED MACHINING DIPLOMA (54 credits required)  
 ADVANCED CNC/CAM MACHINIST CONCENTRATION (62 credits required)

The CNC and Advanced Machining program develops students' skills to convert various materials into intricate, precise and usable parts. Student will learn to work from blueprints and written specifications to select the proper machinery, materials, and tools, and gain proficiency with machine tools such as lathes, mills, grinders, drill-presses, computers, and computerized numerical control (CNC) machines.

The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

The program is designed to give students the necessary skills to enter the labor market as a machine operator, machinist, or a tool and die or mold-maker apprentice. Graduates can expand to areas such as tool making, multi-axis CNC programmer precision machining, setup specialist, CNC applications/sales, machining technician, CNC machining including Swiss CNC turning technology.

#### Required Technical Studies Suggested Semester I

MACH1503	Machine Tool Technology I.....	4
MACH1510	Machine Tool Technology II.....	4
MACH1517	Blueprint Reading I.....	1
TECH1530	Computer Applications .....	2
TECH1545	Technical Computations .....	3
TECH1550	Basic CADD .....	2

#### Required Technical Studies Suggested Semester II

MACH1511	Machine Tool Technology III .....	5
MACH1514	Introduction to Swiss Turning .....	2
MACH1519	Blueprint Reading II .....	1
MACH1532	CAM I 2D.....	1
MACH1540	CNC Fundamentals.....	2
TECH1552	Basic Metal Joining and Fabrication .....	2

#### Required Technical Studies Suggested Semester III

MACH1525	Geometric Dimensioning and Tolerancing.....	1
MACH1528	Jigs and Fixtures .....	1
MACH2504	CNC Milling/Turning .....	4
MACH2510	Cutting Tool Technology .....	1
MACH2514	Metallurgy.....	1
MACH2523	High Performance Manufacturing .....	1
MACH2528	Introduction to Electrical Discharge Machining.....	2
MACH2540	Advanced Swiss CNC Turning.....	2

#### Required Technical Studies Suggested Semester IV

MACH2519	Advanced CNC Milling.....	2
MACH2527	Advanced CNC Turning .....	2
MACH2539	Advanced Electrical Discharge Machining .....	1
MACH2544	CNC/CAM Capstone.....	1

#### Advanced CNC/CAM Machinist Concentration

MACH2512	CAM II 3D/Solid Modeling/Turning.....	2
MACH2516	CAM III Multi-Axis Programming .....	2
MACH2531	Multiaxis VMC.....	2
MACH2535	Live Tooling Turning Centers.....	2

#### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$5,160

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# CNC and Advanced Machining

## Machine Operator Diploma (32 Credits)



2022-2023 Catalog

### Program Description

The Machine Operator program is designed to give students the necessary skills to enter the labor market as a machine operator, machinist, or a tool and die or mold-maker apprentice. Graduates can expand to areas such as tool making, multi-axis CNC programmer precision machining, setup specialist, CNC applications/sales, machining technician, CNC machining including Swiss CNC turning technology.

The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

The program is designed to give students the necessary skills to enter the labor market as a machine operator, machinist, or a tool and die or mold-maker apprentice.

---

#### Required Technical Studies Suggested Semester I

MACH1503	Machine Tool Technology I.....	4
MACH1510	Machine Tool Technology II.....	4
MACH1517	Blueprint Reading I.....	1
TECH1530	Computer Applications .....	2
TECH1545	Technical Computations .....	3
TECH1550	Basic CADD .....	2

#### Required Technical Studies Suggested Semester II

MACH1511	Machine Tool Technology III .....	5
MACH1519	Blueprint Reading II .....	1
MACH1540	CNC Fundamentals.....	2
TECH1552	Basic Metal Joining and Fabrication .....	2

#### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$2,700

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Computer-Aided Mechanical Design

Computer-Aided Mechanical Design AAS Degree (68 Credits)



2022-2023 Catalog

## Program Description

The Computer-Aided Mechanical Design program consists of a concentration of computer-aided design technology and related math and general education courses. Students learn basic concepts in related fields such as electronics, machine shop, and welding. This program prepares students to create mechanical drawings that meet industry standards. Drawings, whether plotted on paper or in an electronic format are the universal graphic language in the manufacturing industry.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons; national or international program certification, national or international standards, including skill standards; standards recommended by a primary employer or multiple employers; national specialized program accreditation; state licensure requirements; and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates can expect career opportunities in many areas of the engineering field. Graduates will often assist engineers with product design, tool design or product continuation or improvement. Entry-level positions may include: CAD Drafter/Designer, Engineering Technician, Research and Development Technician, Quality Control or Field Service Technicians and other related areas.

---

### Required Technical Studies Suggested Semester I

CADD1502	AutoCAD Foundations .....	3
CADD1512	Inventor Foundations .....	3
TECH1545	Technical Computations .....	3
TECH1556	Basic Manual - Automated Machining .....	2

### Required Technical Studies Suggested Semester II

CADD1507	Drawing Principles I.....	3
CADD1516	Drawing Principles II.....	3
CADD1520	SolidWorks Foundations.....	3
CADD1523	Design Calculations I.....	3
CADD1530	Basic Electric Circuits .....	1

### Required Technical Studies Suggested Semester III

CADD2505	Advanced Drawing Principles I.....	3
CADD2509	Advanced Drawing Principles II .....	3
CADD2518	Design Calculations II .....	3
CADD2529	Manufacturing Systems .....	2
TECH1552	Basic Metal Joining and Fabrication .....	2

### Required Technical Studies Suggested Semester IV

CADD2510	Design Concepts .....	3
CADD2514	Computer- Aided Design .....	3
CADD2522	Machine Design .....	3
CADD2532	Geo-Dim for Designers.....	2
CADD2541	Mastercam Fundamentals .....	2
CADD2542	Reverse Engineering.....	2
CADD2550	Mechanical Design Technical Communications.....	1

### Required General Education

MnTC Goal Area 1 Communications .....	3
MnTC Goal Area 7 Human Diversity .....	3
MnTC Transfer Electives (at least one from another Goal Area) ....	9

Estimated cost of books, supplies and materials: \$4,300

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Computer-Aided Mechanical Design

Computer-Aided Mechanical Design Diploma (59 Credits)



2022-2023 Catalog

## Program Description

The Computer-Aided Mechanical Design program consists of a concentration of computer-aided design technology and related math and general studies courses. Student learn basic concepts in related fields such as electronics, machine shop, and welding. This program prepares students to create mechanical drawings that meet industry standards. Drawings, whether plotted on paper or in an electronic format are the universal graphic language in the manufacturing industry.

This program immerses students in the product design process, including manufacturing process selection, material selections, design and stress calculations, applying geometric dimensioning and tolerancing, the FEA (finite element analysis) process, cost of product and safety of products to consumers in regard to product design.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates can expect career opportunities in many areas of the engineering field. Graduates will often assist engineers with product design, tool design or product continuation or improvement. Entry-level positions may include: CAD Drafter/Designer, Engineering Technician, Research and Development Technician, Quality Control or Field Service Technicians and other related areas.

---

### Required Technical Studies Suggested Semester I

CADD1502	AutoCAD Foundations .....	3
CADD1512	Inventor Foundations .....	3
TECH1545	Technical Computations .....	3
TECH1556	Basic Manual-Automated Machining .....	2

### Required Technical Studies Suggested Semester II

CADD1507	Drawing Principles I.....	3
CADD1516	Drawing Principles II.....	3
CADD1520	SolidWorks Foundations.....	3
CADD1523	Design Calculations I.....	3
CADD1530	Basic Electric Circuits .....	1

### Required Technical Studies Suggested Semester III

CADD2505	Advanced Drawing Principles I.....	3
CADD2509	Advanced Drawing Principles II .....	3
CADD2518	Design Calculations II .....	3
CADD2529	Manufacturing Systems .....	2
TECH1552	Basic Metal Joining and Fabrication .....	2

### Required Technical Studies Suggested Semester IV

CADD2510	Design Concepts .....	3
CADD2514	Computer- Aided Design .....	3
CADD2522	Machine Design .....	3
CADD2532	Geo-Dim for Designers.....	2
CADD2541	Mastercam Fundamentals .....	2
CADD2542	Reverse Engineering.....	2
CADD2550	Mechanical Design Technical Communications.....	1

### Required General Education

MnTC Goal Area 1 Communications		
ENGL1308	Stretch Analytical Writing Recommended .....	3
MnTC Goal Area 7 Human Diversity		
DVRS1310	Human Relations for a Diverse Workplace Recommended.....	3

Estimated cost of books, supplies and materials: \$3,700

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Computer-Aided Design Manufacturing

*Mechanical Design & Manufacturing Technology (18 Credits)*



2022-2023 Catalog

## Program Description

This advanced certificate allows students to expand the breadth of computer-aided design (CAD) or computerized numerical control (CNC) and related technologies. The cross-functional nature of the advanced certificate broadens their experience in machining or design applications.

Degree Specific Program Requirements: To enroll in this program, a student must have graduated from either the CNC and Advanced Machining or Computer-Aided Mechanical Design program with at least a 3.0 GPA and instructor approval.

## Career Opportunities

Technicians with drafting and design background will often assist engineers and designers with the design and development of new products and tools and the modernizing of present equipment. Graduates will find placement opportunities in both large and small companies. The cross-functional nature of the advanced certificate gives graduates options in both machining and design technology.

---

### Suggested Technical Studies - Machine Tool Grads

CADD1502	Mechanical CADD I.....	3
CADD1507	Mechanical CADD II.....	3
CADD1512	CADD Applications I.....	3
CADD1516	CADD Applications II.....	3
CADD1523	Design Calculations I.....	3
CADD2550	Technical Communications.....	1
CADM3502	CMM Operations.....	2

### Suggested Technical Studies - Mechanical Design Grads

CADM3502	CMM Operations.....	2
MACH1540	CNC Fundamentals.....	2
MACH2504	CNC Milling/Turning.....	4
MACH2510	Cutting Tool Technology.....	1
MACH2512	CAM II 3D/Solid Modeling/Turning.....	2
MACH2514	Metallurgy.....	1
MACH2516	CAM III Multi-Axis Programming.....	2
MACH2519	Advanced CNC Milling.....	2
MACH2527	Advanced CNC Turning.....	2

Estimated cost of books, supplies and materials: \$2,150

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Computer Programming

Computer Programming AAS Degree (60 Credits)



2022-2023 Catalog

## Program Description

E-commerce and the Internet have become an integral part of daily life. Students will receive extensive exposure to current methodologies, languages, programming procedures, and business data processing applications. Programming students will design and write programs for e-commerce, business applications, and network and mobile environments. Students will develop skills critical to the field in customizing, programming, debugging and testing computer programs along with learning to follow instructions provided by system documentation, review results and make necessary corrections to achieve desired program output. The program emphasizes development of strong communication, problem solving and decision making skills as well as integrating team-based learning - all skills necessary to prepare students for today's work environment.

Degree Specific Program Requirements: All students in the Computer Programming major are required to have a computer that meets minimum specifications for their coursework. Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The use of stand-alone and networked computers is rapidly increasing in all levels of government and business. Employment potential is outstanding for competent Computer Programming graduates.

---

### Required Technical Studies Suggested Semester I

CMSC1203	Structured Programming Logic .....	3
CMSC1206	Introduction to Information Technology Concepts....	3
CMSC1212	Web Markup Language.....	3

### Required Technical Studies Suggested Semester II

CMSC1216	Database Modeling I.....	3
CMSC1217	Introduction to Data Analytics.....	3
CMSC1236	Java Programming .....	4

### Required Technical Studies Suggested Semester III

CMSC1255	Server-Side Programming.....	3
CMSC2201	Database Modeling II .....	3
CMSC2203	C# Programming I .....	3
CMSC2204	Mobile Device Programming/Connectivity.....	3

### Required Technical Studies Suggested Semester IV

CMSC1228	Client-Side Programming .....	3
CMSC2205	Computer Programming Internship .....	3
CMSC2240	C# Programming II .....	3
CMSC2279	Systems Analysis and Design .....	3

### Required General Education

MnTC Goal Area 1 Communications - Written	
ENGL 1302 Recommended.....	4
MnTC Goal Area 1 Communications - Oral	
CMST1320 Intro to Communication Studies Recommended ....	3
MATH1300 College Algebra .....	3
MATH1351 Introductory Statistics.....	4
MnTC Goal Area 5 Social Sciences OR	
Goal Area 6 The Humanities and Fine Arts OR	
Goal Area 9 Ethical and Civic Responsibility	
PHIL 1320 Ethics Recommended .....	3

Estimated cost of books, supplies and materials: \$2,690

---

PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.

# Culinary Arts

## Culinary Arts AAS Degree (66 Credits)



2022-2023 Catalog

### Program Description

The Culinary Arts AAS Degree offers students extensive hands-on cooking experience while including a broad range of liberal arts and management courses to provide students the skills needed to succeed in the complex food service world. The program embraces a wide range of cuisines and cultures which expose students to a variety of cooking techniques, recipes, and ingredients that satisfy today's consumers. As part of the program students will develop nutrition, kitchen procedures, menu planning, and recipe development in specialized courses that each focus on important aspects of culinary development. Additional courses expose students to the business aspects of culinary arts such as financial planning, human resources, customer relations, and the legal environment. Graduates will have a firm grasp of fundamental culinary and management techniques that support successful culinary operations and are demanded by consumers and industry employers.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Students who complete the Culinary Arts program will be prepared for culinary positions including sous chef, head/executive chef, kitchen manager, dining room manager, caterer, and hospitality management. Employment opportunities can be found in hotels, restaurants, clubs, healthcare, schools, resorts, and many other food-related operations.

---

#### Required Technical Studies Suggested Semester I

CULN1202	Introduction to Culinary Arts.....	3
CULN1205	Kitchen Operations.....	3
CULN1210	Servsafe Certification.....	1
CULN1215	Stocks, Soups, Sauces.....	3
CULN1220	Introduction to Pantry Food Preparation.....	2
CULN1230	Vegetables, Potato, Rice and Starches.....	2
CULN1235	Introduction to Breakfast.....	2

#### Required Technical Studies Suggested Semester II

CULN1245	Basic Baking.....	3
CULN1250	Basic Cooking Principles.....	4
CULN1265	Basic Food Production Principles.....	3
CULN1270	Garde Manger.....	4
CULN1275	Social Etiquette.....	2

#### Required Technical Studies Suggested Semester III (May Term)

CULN1280	Foodservice Internship.....	2
----------	-----------------------------	---

#### Required Technical Studies Suggested Semester IV

ACCT1215	Accounting Principles I.....	4
BUSM2275	Legal Environment of Business.....	3
SAMG1215	Principles of Management.....	3

#### Suggested Technical Studies Semester V

BUSM1290	Job Seeking/Keeping Skills.....	1
CPTR1210	Introduction to Computers.....	3
SAMG1206	Strategic Customer Service.....	3

#### Required General Education

MnTC Goal Area 1 Communications- Written		
ENGL1303	Technical Writing Recommended.....	3
MnTC Goal Area 1 Communications - Oral		
CMST2310	Interpersonal Communication Recommended.....	3
CRTK1300	Introduction to Critical Thinking.....	3
DVRS1304	Diversity and Social Justice.....	3
BLGY1325	Nutrition.....	3

Estimated cost of books, supplies and materials: \$2,475

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Culinary Arts

## *Culinary Arts Diploma (38 Credits)*



2022-2023 Catalog

### **Program Description**

The Culinary Arts AAS Degree offers students extensive hands-on cooking experience while including a broad range of liberal arts and management courses to provide students the skills needed to succeed in the complex food service world. The program embraces a wide range of cuisines and cultures which expose students to a variety of cooking techniques, recipes, and ingredients that satisfy today's consumers. As part of the program students will develop nutrition, kitchen procedures, menu planning, and recipe development in specialized courses that each focus on important aspects of culinary development.

### **Career Opportunities**

As a graduate of the program, students will be licensed in ServSafe and may enjoy a career as a chef or cook in hotels, restaurants, resorts, catering, healthcare centers, and more!

---

### **Required Technical Studies Suggested Semester I**

BUSM1290	Job Seeking/Keeping Skills .....	1
CULN1202	Introduction to Culinary Arts .....	3
CULN1205	Kitchen Operations .....	3
CULN1210	Servsafe Certification.....	1
CULN1215	Stocks, Soups, Sauces.....	3
CULN1220	Introduction to Pantry Food Preparation .....	2
CULN1230	Vegetables, Potato, Rice and Starches .....	2
CULN1235	Introduction to Breakfast .....	2

### **Required Technical Studies Suggested Semester II**

CULN1245	Basic Baking.....	3
CULN1250	Basic Cooking Principles.....	4
CULN1265	Basic Food Production Principles.....	3
CULN1270	Garde Manger .....	4
CULN1275	Social Etiquette.....	2

### **Required Technical Studies Suggested Semester III (May Term)**

CULN1280	Foodservice Internship.....	2
----------	-----------------------------	---

### **Required General Education**

DVRS1310	Human Relations for a Diverse Workplace .....	3
----------	---	---

Estimated cost of books, supplies and materials: \$750

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Dental Assistant

## Dental Assistant AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Dental Assistant Program is designed to provide an opportunity for students to acquire background knowledge and develop specialized skills for gaining employment in the dental profession. Specific training is provided in preparing the student for a variety of duties performed by the dental assistant including chairside assisting, infection control procedures, preparing instruments and materials, laboratory procedures, administrative duties and expanded functions such as mechanical polishing and application of sealants.

**Degree Specific Requirements:** A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

**Program Accreditation Information:** The Dental Assistant Program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611, (312) 440-4563, <http://www.ada.org/en/coda>. Graduates will be eligible to write the Dental Assisting National Board Certification examination and the Minnesota Licensure examination.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC)

### Career Opportunities

Dental Assistants' schedules are often flexible and include full-time and part-time opportunities in a variety of settings including general dental practices, public health clinics, insurance companies, dental education facilities and specialty practices such as orthodontics and oral surgery.

---

### Technical Studies Pre-requisites:

MnTC Goal Area 1 Communication - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Area 3 Natural Science .....	4

Prior to entering the Dental Assistant program, students must complete placement testing with scores above the cutoff point in reading comprehension or successful completion of equivalent general education course work.

In addition the following must be completed: A medical examination, vaccinations against Hepatitis B or a signed release form, Mantoux test, mandatory attendance at an information meeting and background check. Current CPR, AHA Healthcare Provider certification required.

### Required Technical Studies Suggested Semester I

DENT1400 Dental Sciences .....	3
DENT1405 Introduction to Dental Assisting .....	2
DENT1413 Preclinical Dental Assisting .....	2
DENT1415 Infection Control in the Dental Environment .....	2

### Required Technical Studies Suggested Semester II

DENT1425 Chairside Assisting I .....	3
DENT1435 Dental Materials .....	3
DENT1441 Dental Radiology I .....	3
DENT1445 Expanded Functions I .....	3

### Required Technical Studies Suggested Semester III

DENT2406 Dental Health .....	1
DENT2424 Chairside Assisting II .....	4
DENT2447 Dental Radiology II .....	3
DENT2454 Expanded Functions II .....	4

### Required Technical Studies Suggested Semester IV

DENT2413 Dental Practice Management .....	2
DENT2461 Internship .....	7
DENT2486 Internship Seminar .....	1
DENT2488 Dental Ethics and Jurisprudence .....	1

### Required General Education

MnTC Psychology .....	3
MnTC Goal Area 2, 6, 7, 8, 9, or 10 .....	3

Estimated cost of books, supplies and materials: \$2,950

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Dental Assistant

## Dental Assistant Diploma (53 Credits)



2022-2023 Catalog

### Program Description

The Dental Assistant diploma is designed to provide an opportunity for students to acquire background knowledge and develop specialized skills for gaining employment in the dental profession. Specific training is provided in preparing the student for a variety of duties performed by the dental assistant including chairside assisting, infection control procedures, preparing instruments and materials, laboratory procedures, administrative duties and expanded functions such as mechanical polishing and application of sealants.

**Degree Specific Requirements:** A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements the diploma.

**Accreditation Information:** The Dental Assistant Program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611, (312) 440-4563, <http://www.ada.org/en/coda>. Graduates will be eligible to write the Dental Assisting National Board Certification examination and the Minnesota Licensure examination.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Dental Assistants' schedules are often flexible and include full-time and part-time opportunities in a variety of settings including general dental practices, public health clinics, insurance companies, dental education facilities and specialty practices such as orthodontics and oral surgery.

---

### Technical Studies Pre-requisites:

ENGL1308	Stretch Analytical Writing I	3
DVRS1310	Human Relations for a Diverse Workplace	3
Current CPR, AHA Healthcare Provider required		

Prior to entering the Dental Assistant program, students must complete the Accuplacer test with scores above the cutoff point in reading comprehension or successful completion of equivalent general education course work.

In addition the following must be completed: A medical examination, vaccinations against Hepatitis B or a signed release form, Mantoux test, mandatory attendance at an informational meeting, and background check.

### Required Technical Studies Suggested Semester I

DENT1400	Dental Sciences	3
DENT1405	Introduction to Dental Assisting	2
DENT1413	Preclinical Dental Assisting	2
DENT1415	Infection Control in the Dental Environment	2

### Required Technical Studies Suggested Semester II

DENT1425	Chairside Assisting I	3
DENT1435	Dental Materials	3
DENT1441	Dental Radiology I	3
DENT1445	Expanded Functions I	3

### Required Technical Studies Suggested Semester III

DENT2406	Dental Health	1
DENT2424	Chairside Assisting II	4
DENT2447	Dental Radiology II	3
DENT2454	Expanded Functions II	4

### Required Technical Studies Suggested Semester IV

DENT2413	Dental Practice Management	2
DENT2461	Internship	7
DENT2486	Internship Seminar	1
DENT2488	Dental Ethics and Jurisprudence	1

### Required General Education

MnTC Psychology	3
-----------------	---

Estimated cost of books, supplies and materials: \$2,950

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Dental Hygienist

*Dental Hygiene AAS Degree (80 Credits)*



2022-2023 Catalog

## Program Description

The Dental Hygiene Program provides the students with academic and clinical opportunities to acquire the knowledge, skills and attitude necessary to become a dental hygiene professional. A dental hygienist is a member of the dental team who provides direct care to patients under the supervision of a licensed dentist. Patient assessments, taking radiographs, teeth cleaning and polishing, applying preventive agents, nonsurgical periodontal therapies (scaling & root planing), and administering local anesthesia and nitrous oxide. Upon graduation, students must successfully complete the National Dental Hygiene Board Exam, the Central Regional Board Exam and then obtain a license in the state they wish to practice. After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Degree Specific Program Requirements: A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree. Accreditation Information:

The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611, (312) 440-4563, <http://www.ada.org/en/coda>. The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Licensed dental hygienists can work in many different settings: clinical dental offices, nursing homes, public health agencies, dental and pharmaceutical companies, teaching in dental hygiene education programs and doing dental research.

### Technical Studies Pre-requisites:

Human Anatomy/Physiology I (w/lab).....	3
Human Anatomy/Physiology II (w/lab).....	3
Microbiology (w/lab).....	3
Introduction to General Chemistry (w/lab).....	3
MnTC Goal Area 1 Communications Oral.....	3
MnTC Goal Area 1 Communications Written.....	3
MnTC Goal Area 5 Psychology.....	3
MnTC Goal Area 5 Sociology.....	3
PHIL1320 Ethics.....	3

\*Dental Hygiene applicants: Students being considered for admission into the SCTCC Dental Hygiene program will be limited to retaking classes: a maximum of 1 retake for a science prerequisite course and a maximum of 1 retake for a required general education course.

### Required Technical Studies Suggested Semester I

DEHY1400 Dental Hygiene Seminar I.....	2
DEHY1414 Nutrition and Dental Hygiene.....	2
DEHY1418 Introduction to Radiology.....	2
DEHY1424 Head, Neck and Dental Anatomy.....	3
DEHY1428 General & Oral Pathology.....	3
DEHY1480 Pre-Clinical Dental Hygiene I.....	3

### Required Technical Studies Suggested Semester II

DEHY1402 Dental Hygiene Seminar II.....	2
DEHY1410 Introduction to Dental Materials and Methods.....	2
DEHY1422 Dental Pharmacology.....	2
DEHY1448 Dental Hygiene Radiology II.....	2
DEHY1460 Periodontics I.....	2
DEHY1485 Clinical Dental Hygiene II.....	4

### Required Technical Studies Suggested Semester III

DEHY1404 Clinical Seminar III.....	2
DEHY1421 Dental Hygiene Materials and Methods.....	1
DEHY1440 Community Dental Health I.....	2
DEHY1468 Pain Management.....	2
DEHY1486 Clinical Dental Hygiene III.....	6

### Required Technical Studies Suggested Semester IV

DEHY1406 Clinical Seminar IV.....	2
DEHY1445 Community Dental Health II.....	1
DEHY1464 Periodontics II.....	1
DEHY1488 Clinical Dental Hygiene IV.....	6
DEHY1490 Dental Hygiene Licensure and Jurisprudence.....	1

Estimated cost of books, supplies and materials: \$8,100

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Education

## Early Childhood Education AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

Students will enjoy learning to care for and educate children, youth and families is important to students in the Early Childhood Education program (formerly known as Child, Adult Care and Education/Paraprofessional Educator). Students will enjoy an interactive, hands-on experience and gain valuable information, insight and networking opportunities related to early childhood education.

Students receiving this degree typically work as paraprofessionals in schools or as teachers/assistant teachers in child care centers or Head Start locations. The Early Childhood Education AAS degree covers child development, behavior management, learning environments, planning curriculums, and implementing strategies for learning. In addition, site visits, service learning, and two internships help students gain real-world experience in multiple areas of education.

Degree Specific Program Requirements: Before being placed in an internship, students will be required to complete and submit a MN Department of Human Service (DHS) Background Study form. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of “C” or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Graduates enjoy a consistently high placement rate in their new careers. Career opportunities for Early Childhood Education graduates may be found in early childhood centers, school settings, long-term care facilities, licensed family child care, facilities for people with disabilities, as well as those who are interested in starting their own business as child care providers.

---

### Technical Studies Pre-requisites:

\*Note: First Aid & CPR for Child Care or equivalent required: Current CPR, Sudden Unexplained Infant Death and Shaken Baby Certification must be maintained throughout the program. This is a pre-requisite to ECED 1250: Early Childhood Internship

### Required Technical Studies Suggested Semester I

ECED1230	Professional Relations in Early Childhood Careers...	3
ECED1235	Guidance: Managing the Physical and Social Environment.....	3
ECED1240	Planning & Implementing Curriculum .....	3
EDUC1200	Introduction to Education .....	3
EDUC1225	Education Internship I.....	3

### Required Technical Studies Suggested Semester II

ECED1245	Safety, Health and Nutrition .....	3
ECED1250	Early Childhood Education Internship II.....	3
EDUC1210	Multicultural Education .....	3
EDUC1220	Child Growth and Development.....	3
SPED1205	Introduction to Special Education .....	3

### Required Technical Studies Suggested Semester III

ECED2205	Family & Community Relations.....	3
ECED2210	Literature & Language Development Experiences....	3
ECED2220	Caring for Children with Special Health Needs .....	2
EDUC1215	Technology Strategies for Educators .....	2

### Required Technical Studies Suggested Semester IV

ECED2230	Teaching Young Children with Challenging Behaviors.....	3
ECED2240	Autism Spectrum Disorder (ASD).....	1

### Required General Education

ENGL1302	Analytical Writing .....	4
MnTC Goal Area 1	Communications - Oral CMST2300 Recommended.....	3
MnTC Goal Area 3	Natural Sciences OR MnTC Goal Area 4 Mathematical/Logical Reasoning .....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences .....	3
MnTC Goal Area 7	Human Diversity .....	3

Estimated cost of books, supplies and materials: \$1,575

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Education

## Early Childhood Education Diploma (34 Credits)



2022-2023 Catalog

### Program Description

Learning to care for and educate children, youth and families is important to students in the Early Childhood Education program (formerly known as Child, Adult Care and Education/Paraprofessional Educator). Students will enjoy an interactive, hands-on experience and gain valuable information, insight and networking opportunities related to early childhood education. The Early Childhood Education diploma degree covers child development, behavior management, learning environments, planning curriculums and implementing strategies for learning. In addition, site visits, service learning and an internship help student's gain real-world experience in multiple areas of education.

**Degree Specific Program Requirements:** Before being placed in an internship, students will be required to complete and submit a MN Department of Human Service (DHS) Background Study form. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

---

### Technical Studies Pre-requisites:

\*Note: First Aid & CPR for Child Care or equivalent required: Current CPR, Sudden Unexplained Infant Death and Shaken Baby Certification must be maintained throughout the program. This is a pre-requisite to ECED 1250: Early Childhood Internship II

### Required Technical Studies Suggested Semester I

- ECED1230 Professional Relations in Early Childhood Careers... 3
- ECED1235 Guidance: Managing the Physical and Social Environment..... 3
- ECED1240 Planning & Implementing Curriculum ..... 3
- ECED2210 Literature & Language Development Experiences.... 3
- EDUC1225 Education Internship I ..... 3

### Required Technical Studies Suggested Semester II

- ECED1245 Safety, Health and Nutrition ..... 3
- ECED1250 Early Childhood Education Internship II..... 3
- ECED2205 Family and Community Relations ..... 3
- ECED2240 Autism Spectrum Disorder (ASD)..... 1
- EDUC1220 Child Growth and Development..... 3

### Required General Education

- ENGL1308 Stretch Analytical Writing I ..... 3
- DVRS1304 Diversity and Social Justice..... 3

Estimated cost of books, supplies and materials: \$800

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Education

## *Early Childhood Education Certificate (18 Credits)*

### **Program Description**

Learning to care for and educate children, youth and families is important to students in the Early Childhood Education certificate program. In an online format, students will gain valuable information, insight and networking opportunities related to early childhood education. The Early Childhood Education certificate covers child development, behavior management, licensing requirements, professional behavior, working with diverse students and families, and also prepares students to provide developmentally appropriate activities in an early childhood setting.

Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the certificate degree.

---

### **Required Technical Studies Suggested Semester I**

EDUC1220	Child Growth and Development	
ECED1240	Planning & Implementing Curriculum .....	3
ECED2210	Literature & Language Development Experiences....	3
ECED2205	Family & Community Relations.....	3

### **Required Technical Studies Suggested Semester II**

ECED1230	Professional Relations in Early Childhood Careers...	3
ECED1235	Guidance: Managing the Physical and Social Environment .....	3
ECED1245	Safety, Health and Nutrition .....	3

Estimated cost of books, supplies and materials: \$500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Education

## *Elementary Education Foundations Transfer Pathway AS Degree (60 Credits)*



2022-2023 Catalog

### **Program Description**

In carefully designed education core courses, students will learn about the role of a teacher in the K-6 educational system, how students learn, and strategies for facilitating learning. Students will have classroom field experience and learn the foundations of teaching and learning.

Students completing this AS degree at SCTCC will have seamless transfer to any of the seven universities\* in the Minnesota State system that have an elementary education degree, and will have only 60 credits at the university level. This degree contains purposefully-chosen general education courses to prepare for methods courses, and will meet all goal areas/complete MnTC. In addition, this degree is a PELSB-approved pathway that ensures courses meet licensure requirements and was developed in collaboration with current licensed teachers and university partners in the system. SCTCC is approved by the Professional Educators Licensing and Standards Board to offer a teacher licensure preparation program.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

**Degree Specific Program Requirements:** Before being placed in an internship, students will be required to complete and submit a MN Department of Human Service (DHS) Background Study form. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

---

### **Required Technical Studies Suggested Semester I**

EDUC1200	Introduction to Education .....	3
EDUC1215	Technology Strategies for Educators .....	2
EDUC1225	Education Internship I.....	3

### **Required Technical Studies Suggested Semester II**

EDUC1210	Multicultural Education .....	3
EDUC1220	Child Growth and Development.....	3

### **Elective**

Elective (Any college level course) .....	2
---	---

EDUC courses contain specific standards required by the Professional Educators Licensing and Standards Board (PELSB). Students must meet all PELSB standards in EDUC courses to earn credit for the class.

### **Required General Education**

ART1300	Art Appreciation OR	
ART1310	Foundation of 2D Design and Materials OR	
ART1321	Foundation of Drawing I .....	3
BLGY1351	General Biology I .....	4
CMST2300	Introduction to Public Speaking .....	3
CRTK1300	Introduction to Critical Thinking.....	3
DVRS1304	Diversity and Social Justice.....	3
ENGL1302	Analytical Writing .....	4
ENGL1340	Introduction to Multicultural Literature OR	
ENGL1345	Gender in Literature .....	3
HIST1310	American History OR	
POLS 1304	Introduction to American Politics .....	3
MATH1341	Elements of Math I .....	4
MATH1345	Elements of Math II.....	4
PHYS1305	Conceptual Physics.....	4
MUSC1320	Music in World Culture .....	3
SOCI1310	Introduction to Sociology .....	3

*See faculty advisor for recommended sequencing of Required General Education courses*

Estimated cost of books, supplies and materials: \$1,575

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Education

## Special Education Transfer Pathway AS (60 Credits)



2022-2023 Catalog

### Program Description

In carefully designed education core courses, students will learn about the role of a special education teacher in the educational system, how students learn, and strategies for facilitating learning. Students will have classroom field experience and learn the foundations of teaching and learning. Students completing this AS degree at SCTCC will have seamless transfer to any of the seven universities\* in the Minnesota State system that have a special education degree, and will have only 60 credits at the university level. This degree contains purposefully-chosen general education courses and special education courses to prepare for methods courses, and will meet all goal areas/complete MnTC. In addition, this degree is a PELSB-approved pathway that ensures courses meet licensure requirements and was developed in collaboration with current licensed teachers and university partners in the system. SCTCC is approved by the Professional Educators Licensing and Standards Board to offer a special education teacher licensure preparation program.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

Degree Specific Program Requirements: Before being placed in an internship, students will be required to complete and submit a MN Department of Human Service (DHS) Background Study form. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements.

### Required Technical Studies Suggested Semester I

EDUC1200	Introduction to Education	3
EDUC1215	Technology Strategies for Educators	2
EDUC1225	Education Internship I	3

### Required Technical Studies Suggested Semester II

EDUC1210	Multicultural Education	3
EDUC1220	Child Growth and Development	3
SPED1205	Introduction to Special Education	3

### Required Technical Studies Suggested Semester III

EDUC2200	Educational Psychology	3
----------	------------------------	---

EDUC courses contain specific standards required by the Professional Educators Licensing and Standards Board (PELSB). Students must meet all PELSB standards in EDUC courses to earn credit for the class.

### Required General Education

ART1300	Art Appreciation	OR
ART1310	Foundation of 2D Design and Materials	OR
ART1321	Foundation of Drawing I	3
BLGY1351	General Biology I	4
CMST2300	Introduction to Public Speaking	3
CRTK1300	Introduction to Critical Thinking	3
DVRS1304	Diversity and Social Justice	3
ENGL1302	Analytical Writing	4
ENGL1340	Introduction to Multicultural Literature	OR
ENGL1345	Gender in Literature	3
HIST1310	American History	OR
POLS 1304	Introduction to American Politics	3
MATH1341	Elements of Math I	4
MUSC1320	Music in World Culture	3
PHYS1305	Conceptual Physics	4
PSYC1300	Introduction to Psychology	OR
PSYC1304	Lifespan Developmental Psychology	OR
PSYC1350	Positive Psychology	OR
PSYC2310	Abnormal Psychology	OR
		3

*See faculty advisor for recommended sequencing of Required General Education courses*

Estimated cost of books, supplies and materials: \$1,575

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Electrical Construction Technology

*Electrical Construction Technology AAS Degree (81 Credits)*



2022-2023 Catalog

## Program Description

The Electrical Construction Technology Program prepares students for a career as an electrician. The program begins with basic principles and progresses to more technical information. The early part of the program includes D.C. theory, related math, National Electrical Code, shop skills and safety. Students will learn to apply knowledge to actual projects in the shop or mock-ups. Students will receive training in A.C. and D.C. motor and generator theory, transformers, lighting, three phase systems, motor control, solid state, variable frequency drives (VFD) and programmable logic controls (PLC).

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Accreditation Information: The Electrical Construction Technology Program is approved by MN Department of Labor and Industry, 443 Lafayette Road N., St. Paul, MN 55155, (651) 284-5005, [www.dli.mn.gov](http://www.dli.mn.gov). Credit is given toward the state electrical license upon completion of this two year course.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

After completing an apprenticeship, the graduate may be eligible to take the state examination for a journey person's license. A master electrician's license can be obtained after an electrician has worked for a number of years and gained further knowledge and skills. The Minnesota State Board of Electricity recognizes this program for credit towards the license.

The properly trained electrician will be called upon to wire buildings ranging from private homes to industrial plants. An electrician may perform maintenance work in industrial plants, office buildings, hospitals, or public buildings. Some electricians may specialize in particular fields such as motor rewinding, machine tool manufacture, appliance repair, or industrial controls.

---

### Required Technical Studies Suggested Semester I

ELEC1502	Wiring and Materials I.....	5
ELEC1510	National Electrical Code I.....	2
ELEC1518	Applied Electrical Principles & Formulas.....	5
ELEC1523	Drafting Blueprint Reading and Specification.....	4

### Required Technical Studies Suggested Semester II

ELEC1506	Wiring and Materials II.....	5
ELEC1515	National Electrical Code II.....	3
ELEC1526	Applied Electrical Principles & A.C. Fund. ....	5
ELEC1530	Electric Heat .....	2
ELEC1534	Safety, Certifications and Skills (May term course)..	3

### Required Technical Studies Suggested Semester III

ELEC1538	Industry Skills Development .....	1
ELEC2502	Residential Wiring I.....	2
ELEC2510	National Electrical Code III.....	2
ELEC2519	Commercial Wiring .....	3
ELEC2520	Commercial Lighting.....	2
ELEC2522	AC Motor Control I.....	3
ELEC2538	Transformers, Three Phase Systems, and Formulas..	3

### Required Technical Studies Suggested Semester IV

ELEC2506	Residential Wiring II.....	2
ELEC2514	National Electrical Code IV.....	2
ELEC2526	A.C. Motor Control II.....	4
ELEC2532	Solid State & PLC Controls.....	3
ELEC2534	Industrial Systems.....	3
ELEC2540	Low Voltage Systems.....	1
EMSC1420	AHA Heartsaver CPR and First Aid .....	1

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Area 6 The Humanities and Fine Arts .....	3
MnTC Goal Area 4 Mathematical/Logical Reasoning .....	3
MnTC Required General Education Electives .....	3

Estimated cost of books, supplies and materials: \$2,375

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Electrical Construction Technology

*Electrical Construction Technology Diploma (72 Credits)*



2022-2023 Catalog

## Program Description

The Electrical Construction Technology Program prepares students for a career as an electrician. The program begins with basic principles and progresses to more technical information. The early part of the program includes D.C. theory, related math, National Electrical Code, shop skills and safety. Students will learn to apply knowledge to actual projects in the shop or mock-ups. Students will receive training in A.C. and D.C. motor and generator theory, transformers, lighting, three phase systems, motor control, solid state, variable frequency drives (VFD) and programmable logic controls (PLC).

Accreditation Information: The Electrical Construction Technology Program is approved by MN Department of Labor and Industry, 443 Lafayette Road N., St. Paul, MN 55155, (651) 284-5005, [www.dli.mn.gov](http://www.dli.mn.gov). Credit is given toward the state electrical license upon completion of this two year course.

The general studies courses are technically focused and not designed for transfer.

## Career Opportunities

After completing an apprenticeship, the graduate may be eligible to take the state examination for a journey person's license. A master electrician's license can be obtained after an electrician has worked for a number of years and gained further knowledge and skills. The Minnesota State Board of Electricity recognizes this program for credit towards the license.

The properly trained electrician will be called upon to wire buildings ranging from private homes to industrial plants. An electrician may perform maintenance work in industrial plants, office buildings, hospitals, or public buildings. Some electricians may specialize in particular fields such as motor rewinding, machine tool manufacture, appliance repair, or industrial controls.

---

### Required Technical Studies Suggested Semester I

ELEC1502	Wiring and Materials I.....	5
ELEC1510	National Electrical Code I.....	2
ELEC1518	Applied Electrical Principles & Formulas.....	5
ELEC1523	Drafting Blueprint Reading and Specification.....	4

### Required Technical Studies Suggested Semester II

ELEC1506	Wiring and Materials II.....	5
ELEC1515	National Electrical Code II.....	3
ELEC1526	Applied Electrical Principles & A.C. Fund. ....	5
ELEC1530	Electric Heat .....	2
ELEC1534	Safety, Certifications and Skills (May term course)..	3

### Required Technical Studies Suggested Semester III

ELEC1538	Industry Skills Development .....	1
ELEC2502	Residential Wiring I.....	2
ELEC2510	National Electrical Code III.....	2
ELEC2519	Commercial Wiring .....	3
ELEC2520	Commercial Lighting.....	2
ELEC2522	AC Motor Control I.....	3
ELEC2538	Transformers, Three Phase Systems, and Formulas ..	3

### Required Technical Studies Suggested Semester IV

ELEC2506	Residential Wiring II.....	2
ELEC2514	National Electrical Code IV.....	2
ELEC2526	A.C. Motor Control II.....	4
ELEC2532	Solid State & PLC Controls.....	3
ELEC2534	Industrial Systems.....	3
ELEC2540	Low Voltage Systems.....	1
EMSC1420	AHA Heartsaver CPR and First Aid .....	1

### General Studies

General Studies .....	6
-----------------------	---

Estimated cost of books, supplies and materials: \$2,015

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Energy and Electronics

*Energy Technical Specialist AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

The Energy Technical Specialist AAS degree program has been developed to train students in the field of energy technology. The Energy Technical Specialist Associate in Applied Science degree will convey the skills and knowledge necessary to be successful in both the traditional and renewable energy fields.

Students enrolled in the Energy Technical Specialist program will study core curriculum providing a strong base in electrical, electronic and mechanical systems. Students may select an area of specialization to complete their program of study from the following: Wind Energy, Ethanol, Biodiesel, Fossil Fuels, or Power Generation.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

The Energy Technical specialist AAS program trains students to work in the growing field of energy and electronics.

---

### Required Technical Studies Suggested Semester I

ETEC1511	DC Electronics.....	3
ETEC1512	AC Electronics.....	3
ETEC1515	Safety Awareness.....	2
RNEW1300	Introduction to Renewable Energy.....	3
TECH1552	Basic Metal Joining and Fabrication.....	2

### Required Technical Studies Suggested Semester II

ETEC1507	Digital Electronics.....	3
ETEC1517	Maintenance Process and Production.....	2
ETEC1524	Print Reading and Design.....	2
ETEC1528	Maintenance Awareness.....	2

### Required Technical Studies Suggested Semester III

ETEC2515	Introduction to Process Control.....	3
ETEC2521	Mechanical Systems.....	3
ETEC2535	Fluid Power and Control.....	4
ETEC2543	Programmable Logic Control.....	3

### Required Technical Studies Suggested Semester IV

ETEC2546	Power Plant Technology.....	4
ETEC2547	Mechanical Fundamentals for Process Control.....	3
ETEC2570	Advanced Mechanical Systems.....	3

### Required General Education

ENGL1302	Analytical Writing.....	4
ENVR1305	Environmental Science.....	4
PHYS1305	Conceptual Physics OR PHYS2300 General Physics I.....	4
MATH1300	College Algebra.....	3

Estimated cost of books, supplies and materials: \$4,639

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Energy and Electronics

*Instrumentation & Process Control AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

The Instrumentation and Process Control program prepares individuals to apply electronic engineering principles and technical skills in the fields of instrumentation measurement and industrial control systems, automated systems, process control, plant equipment maintenance, embedded microcontrollers, and data acquisition systems. This program prepares individuals with knowledge and skills in the areas of AC/DC electronics, digital and analog circuits, use of electronic test equipment, use of computers for analysis and problem solving, reading electrical schematics and system diagrams, process and instrument diagrams, scientific methods, and problem solving skills.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates from this program find exciting opportunities as electro-mechanical technicians who install, maintain, and repair electronic equipment and automated systems used in a variety of industries. Examples include aerospace, paper manufacturing, food processing, petro-chemical production, power generation, mining, municipal water and waste water treatment, plant maintenance, medical device testing and calibration, and environmental monitoring and control systems.

---

### Required Technical Studies Suggested Semester I

ETEC1511	DC Electronics.....	3
ETEC1512	AC Electronics.....	3
ETEC1515	Safety Awareness .....	2
ETEC1517	Maintenance Process and Production .....	2

### Required Technical Studies Suggested Semester II

ETEC1507	Digital Electronics .....	3
ETEC1524	Print Reading and Design .....	2
ETEC1526	Quality Practice .....	2
ETEC1528	Maintenance Awareness.....	2
ETEC1535	Networking Systems.....	2

### Required Technical Studies Suggested Semester III

ETEC2515	Introduction to Process Control.....	3
ETEC2535	Fluid Power and Control.....	4
ETEC2541	Electrical Motors and Control Systems .....	3
ETEC2543	Programmable Logic Control .....	3

### Required Technical Studies Suggested Semester IV

ETEC2532	Instrumentation Control and Data Acquisition .....	4
ETEC2542	Industrial Motor Applications.....	3
ETEC2544	Automated Manufacturing Systems .....	3

### Required General Education

ENGL1303	Technical Writing .....	3
MATH1300	College Algebra .....	3
PHYS1305	Conceptual Physics OR PHYS2300 General Physics I .....	4
CRTK1300	Introduction to Critical Thinking .....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences .....	3

Estimated cost of books, supplies and materials: \$3,435

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Energy and Electronics

*Mechatronics AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

The Mechatronics program prepares individuals to apply electronic engineering principles and technical skills in the fields of instrumentation and industrial control systems, digital and analog circuits, automated manufacturing and robotics, manufacturing and facilities maintenance, embedded microcontrollers, and telecommunications systems. The program prepares individuals with knowledge and skills in the areas of AC/DC electronics, digital and analog circuits, use of electronic test equipment, use of computers for analysis and problem solving, reading electrical schematics and system diagrams, scientific methods, and problem solving skills. Additional topics include programmable logic controllers (PLCs), industrial automation, process control systems, instrumentation techniques and calibration, microcomputer hardware and network support, computer programming, telecommunications systems, computer aided drafting, and statistical process control.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates from this program find exciting opportunities as electro-mechanical technicians who install, maintain, and repair electronic equipment and automated systems used in a variety of industries. Examples include aerospace, paper manufacturing, food processing, petro-chemical production, power generation, mining, municipal water and waste water treatment, plant maintenance, medical device testing and calibration, and environmental monitoring and control systems.

---

### Required Technical Studies Suggested Semester I

ETEC1511	DC Electronics.....	3
ETEC1512	AC Electronics.....	3
ETEC1515	Safety Awareness.....	2
ETEC1517	Maintenance Process and Production.....	2
TECH1552	Basic Metal Joining and Fabrication.....	2

### Required Technical Studies Suggested Semester II

ETEC1507	Digital Electronics.....	3
ETEC1524	Print Reading and Design.....	2
ETEC1526	Quality Practice.....	2
ETEC1528	Maintenance Awareness.....	2
ETEC1535	Networking Systems.....	2

### Required Technical Studies Suggested Semester III

ETEC2521	Mechanical Systems.....	3
ETEC2525	FANUC Robotics Certification.....	2
ETEC2535	Fluid Power and Control.....	4
ETEC2541	Electrical Motors and Control Systems.....	3
ETEC2543	Programmable Logic Control.....	3

### Required Technical Studies Suggested Semester IV

ETEC2542	Industrial Motor Applications.....	3
ETEC2570	Advanced Mechanical Systems.....	3

### Required General Education

ENGL1303	Technical Writing.....	3
MATH1300	College Algebra.....	3
PHYS1305	Conceptual Physics OR PHYS2300 General Physics I.....	4
CRTK1300	Introduction to Critical Thinking.....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences.....	3

Estimated cost of books, supplies and materials: \$4,775

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Energy and Electronics

## *Mechatronics Certificate (30 Credits)*



2022-2023 Catalog

### **Program Description**

The Mechatronics certificate program prepares individuals with a fundamental knowledge of AC/DC electronics, digital and analog circuits, use of electronic test equipment, use of computers for analysis and problem solving, and reading electronic schematics.

### **Career Opportunities**

Graduates from this program coupled with prior experience or other education experiences find exciting opportunities in a variety of fields, such as, selling electronic equipment, alarm and security system installers, and electronic assembly. They may also use this certificate to transfer to other programs in electronics, such as biomedical technician, instrumentation and process control technician, and electronics technician programs.

---

### **Required Technical Studies Suggested Semester I**

ETEC1511	DC Electronics.....	3
ETEC1512	AC Electronics.....	3
ETEC1515	Safety Awareness .....	2
ETEC1517	Maintenance Process and Production .....	2
MATH1300	College Algebra .....	3
TECH1530	Computer Applications .....	2

### **Required Technical Studies Suggested Semester II**

ETEC1507	Digital Electronics .....	3
ETEC1524	Print Reading and Design .....	2
ETEC1526	Quality Practice .....	2
ETEC1528	Maintenance Awareness.....	2
ETEC1535	Networking Systems.....	2
PHYS1305	Conceptual Physics OR	
PHYS2300	General Physics I.....	4

Estimated cost of books, supplies and materials: \$3,006

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Energy and Electronics

## Robotics and Automation Technology AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Robotics and Automation Technology program prepares individuals for the future of manufacturing. As production systems become more streamlined, the equipment that is used becomes more complex. Employers are looking for intelligent technicians who can build, repair, install, maintain, and program manufacturing equipment, as well as solve engineering problems and design robotic and automated systems. This program prepares individuals with knowledge and skills in the areas of Robotic Programming, Electronics, Flexible Manufacturing, CAD Systems, Industrial Communications and Overall System Integration. Technologies such as robot controllers, sensors, and electrical control systems have created a need for highly specialized training that this degree offers.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Graduates from the Robotics and Automation Technology program find exciting employment opportunities as robotics/automation technicians in building, installing, maintaining, programming and repairing robotic & automated equipment used in a variety of industries such as, automated manufacturing, robotics, aerospace, paper manufacturing, food processing, petro-chemical production, power generation, mining, maintenance and telecommunications.

---

#### Required Technical Studies Suggested Semester I

ETEC1511	DC Electronics.....	3
ETEC1512	AC Electronics.....	3
ETEC1515	Safety Awareness .....	2
ETEC1517	Maintenance Process and Production .....	2

#### Required Technical Studies Suggested Semester II

ETEC1507	Digital Electronics .....	3
ETEC1524	Print Reading and Design .....	2
ETEC1526	Quality Practice .....	2
ETEC1528	Maintenance Awareness.....	2
ETEC1535	Networking Systems.....	2

#### Required Technical Studies Suggested Semester III

ETEC2521	Mechanical Systems .....	3
ETEC2525	FANUC Robotics Certification.....	2
ETEC2535	Fluid Power and Control.....	4
ETEC2541	Electrical Motors and Control Systems .....	3
ETEC2543	Programmable Logic Control .....	3

#### Required Technical Studies Suggested Semester IV

ETEC2542	Industrial Motor Applications.....	3
ETEC2551	Robotic Operations .....	3
ETEC2575	Vision Systems for Robots.....	2

#### Required General Education

ENGL1303	Technical Writing.....	3
MATH1300	College Algebra .....	3
PHYS1305	Conceptual Physics OR PHYS2300 General Physics I.....	4
CRTK1300	Introduction to Critical Thinking.....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences .....	3

Estimated cost of books, supplies and materials: \$4,635

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Engineering Broad Field

## Engineering Broad Field AS (60 Credits)



### Program Description

The Engineering Broad Field Associate of Science (AS) degree is designed to provide for a student's first two years of a four-year engineering degree. The curriculum is designed to meet the needs of those students who have not yet decided on a specific engineering field. Engineering gives you the mindset of problem solving, as well as the technical skills to evaluate many types of data and situations. The Engineering Broadfield program will prepare you to use math and science to solve engineering problems. This program provides a great foundation for the knowledge and skills you will need to pursue a career in one of the many engineering disciplines that exist in the job market. The Engineering Broad Field program focuses on developing a fundamental knowledge of physics, chemistry, and mathematics that will prepare you to transfer to an engineering program at a four-year institution of higher learning.

This degree is part of a state-wide articulation program and designed to transfer easily. This degree has an articulation agreement with Minnesota State University, Mankato; St. Cloud State University; Winona State University; University of Minnesota; University of Minnesota, Duluth and any System college approved to offer the Associate of Science in Engineering Broad Field degree program.

These schools have agreed that:

- \* All MnTC courses and required Engineering Specialty courses will transfer and count toward university baccalaureate degree program requirements.
- \* Completion of the Associate of Science in Engineering Broad Field degree does not guarantee admission to a baccalaureate degree program.
- \* Students must meet university admission requirements and degree program admission requirements.
- \* Baccalaureate engineering degree programs may have limited enrollment capacity with seats available on a competitive basis. Students accepted into a university must fulfill the baccalaureate program graduation requirements.

### Engineering Speciality Requirements

ENGR1500	Introduction to Engineering (REQUIRED).....	2
Choose a minimum of 4 courses and 12 credits:		
ENGR2500	Statics.....	3
ENGR2505	Dynamics.....	3
ENGR2510	Engineering Thermodynamics.....	3
ENGR2515	Linear Circuit Analysis I.....	4
ENGR2520	Deformable Body Mechanics.....	3

Select two courses that satisfy MnTC goals 5 and 6. One of these courses must also satisfy at least one of goals 7, 8, 9, or 10. Consult with advisor for course selection.

MnTC Goal Area 5 History and the Social and Behavior Sciences.....	3
MnTC Goal Area 6 The Humanities and Fine Arts.....	3

Estimated cost of books, supplies and materials: \$1,800

### Required Technical Electives

Select one or more courses to reach the required total of 60 credits

CADD1512	Inventor Foundations.....	3
CADD1520	SolidWorks Foundations.....	3
CADD2529	Manufacturing Systems.....	2
LSCE1514	Civil CADD I.....	3
TECH1550	Basic CADD.....	2

### Required General Education

ENGL1302	Analytical Writing.....	4
CHEM1350	Introduction to General Chemistry.....	4
MATH2311	Calculus I.....	5
MATH2321	Calculus II.....	5
MATH2330	Calculus III; Multivariable Calculus.....	5
MATH2350	Differential Equations with Linear Algebra.....	4
PHYS2310	Engineering Physics I.....	5
PHYS2320	Engineering Physics II.....	5

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Environmental Science

## *Environmental Science AS (60 Credits)*



### Program Description

Environmental Science is an interdisciplinary academic field of study that deals with the interactions of physical, chemical, and biological processes in the ecosystems. SCTCC offers an AS Degree in Environmental Science which provides an excellent foundation and the skills to prepare students for a four-year degree. The program provides an understanding of natural resource and the human impact on ecological processes. The Environmental Science Degree (AS) is transferable to the Environmental Studies program via an articulation agreement with SCSU and BSU.

---

### Environmental Science - Required Courses

ENVR1305* Environmental Science .....	4
ENVR1310* Environmental Issues.....	3
ENVR1315* Natural Resource Conservation .....	3
ENVR2305 Field Methods in Environmental Science.....	3
ENVR2350* Environmental Chemistry.....	4
ENVR2370 Internship in Environmental Science.....	2
GEOG2305 Introduction to Geographic Information System (GIS).....	3

\*Denotes course in MnTC Goal Area 3

### Required General Education Courses

CRTK1300 Introduction to Critical Thinking.....	3
BLGY1351 General Biology I .....	4
CHEM1340 General Chemistry I.....	4
DVRS1304 Diversity and Social Justice.....	3
MATH1300 College Algebra (3 credits) OR MATH1351 Introductory Statistics (4 credits) .....	3
PHIL1320 Ethics .....	3
MnTC Goal Area 1 Communications - Oral.....	3
MnTC Goal Area 1 Communications - Written.....	3
MnTC Goal Area 5 History and the Social and Behavioral Sciences SOC12305 Environmental Sociology Recommended .....	3
MnTC Goal Area 8 Global Perspective .....	3

### Technical Courses

RNEW1300 Introduction to Renewable Energy .....	3
WETT1506 Introduction to Water/Wastewater Technology.....	3

**Completion of the Environmental Science AS degree does NOT fulfill requirements for the AA or MnTC.**

Estimated cost of books, supplies and materials: \$1,800

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Farm Management

*Farm Business Management Diploma (60 Credits)*

*Advanced Farm Business Management Certificate (30 Credits)*



2022-2023 Catalog

## Program Description

The Farm Business Management Program is concerned with the economic principles and agricultural practices used in making decisions about alternative ways of using land, labor, capital and management ability to make a profit in farming. Information about farm business relationships, legal aspects of estate planning, partnerships, trusts, and business transfers from older to younger farmers is available when needed.

Students learn a system of a farm business record keeping necessary for computerized farm business analysis. This is the core of the instructional program. Instructional activities include the annual series of class meetings and individual conferences with farmers and others concerned with a farm operated by a family unit. Instruction is based on the economic, social, and cultural goals of the family and business unit.

---

## Diploma Technical Courses

### Year 1

FBMT1211	Introduction to Farm Business Management.....	4
FBMT1112	Foundations for Farm Business Management.....	4
FBMT1213	Managing a Farm System in a Global Economy.....	2

### Year 2

FBMT1121	Preparation for Farm Business Analysis .....	4
FBMT1122	Implementing the System Management Plan.....	4
FBMT1223	Using System Analysis in Total Farm Planning.....	2

### Year 3

FBMT1131	Managing and Modifying Farm System Data .....	4
FBMT1132	Interpreting and Using Farm System Data.....	4
FBMT1233	Application of Productive Enterprise Information.....	2

### Year 4

FBMT2141	Interpreting and Evaluation of Financial Data .....	4
FBMT2142	Interpreting Trends in Business Planning.....	4
FBMT2243	Using Financial Instruments in Farm System Management .....	2

### Year 5

FBMT2151	Strategies in Farm System Data Management .....	4
FBMT2152	Integrating System Information for Financial Planning .....	4
FBMT2253	System Plans and Projections.....	2

### Year 6

FBMT2161	Examination of the Context of Farm System Management.....	4
FBMT2162	Refining Farm System Management .....	4
FBMT2263	Evaluating Farm System Programs .....	2

## Advanced Certificate Technical Courses

### Year 1

FBMT2930	Fundamentals of Financial Mgmt. as it relates to Risk Mgmt. ....	3
FBMT2931	Applied Financial Management as it relates to Risk Management.....	3
FBMT2950	Directed Study - Decision Making.....	2
FBMT2951	Directed Study - Communications .....	2

### Year 2

FBMT2932	Fundamentals of Financial Mgmt./Strategic Planning Emphasis.....	3
FBMT2933	Applied Financial Mgmt./Strategic Planning Emphasis ..	3
FBMT2952	Directed Studies in Modern Agricultural Technology.....	2
FBMT2953	Directed Studies in Farm Business and/or Family Transition.....	2

### Year 3

FBMT2934	Fundamental of Financial Management/ Business Plan Emphasis.....	3
FBMT2935	Applications of Financial Management/Business Plans ..	3
FBMT2954	Directed Study - Personnel Management.....	2
FBMT2955	Directed Study - Enterprise Alternatives.....	2

Estimated cost of books, supplies and materials: \$60

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Finance

## Finance AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Finance program will prepare students for career opportunities in the Finance industry. Preparing students for a diverse employment market, courses cover a variety of business related areas including accounting, banking, communications, computer applications, management, math, and sales.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Finance graduates have found many job opportunities in a variety of businesses such as commercial banks, credit unions, finance companies, collection agencies, medical facilities, mortgage companies, property management associations, and in the credit departments of retail, wholesale, and service organizations.

---

#### Required Technical Studies Suggested Semester I

ACCT1215	Accounting Principles I .....	4
BUSM1267	Introduction to Business .....	2
CPTR1210	Introduction to Computers .....	3
FNCR1201	Money and Banking.....	3

#### Required Technical Studies Suggested Semester II

ACCT1219	Spreadsheets-Microsoft Excel .....	2
ACCT2229	Managerial Accounting.....	4
FNCR1215	Investments .....	3
SAMG1200	Principles of Marketing .....	3

#### Required Technical Studies Suggested Semester III

BUSM2275	Legal Environment of Business .....	3
FNCR1260	Principles of Risk Management.....	3
FNCR2275	Internship .....	3

#### Required Technical Studies Suggested Semester IV

FNCR1250	Credit Law .....	3
FNCR2240	Financial Statement Analysis.....	3
FNCR2245	Consumer Lending.....	3

#### Required General Education

ECON1310	Personal Finance.....	3
ECON2330	Introduction to Microeconomics.....	3
MnTC Goal Area 1	Communications-Written .....	3
MnTC Goal Area 1	Communications-Oral .....	3
MnTC Goal Area 2	Critical Thinking .....	3
MnTC Goal Area 4	Mathematical/Logical Reasoning .....	3

Estimated cost of books, supplies and materials: \$3,375

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Finance

## Finance Diploma (54 Credits)



2022-2023 Catalog

### Program Description

The Finance program will prepare students for career opportunities in the Finance industry. Preparing students for a diverse employment market, courses cover a variety of business related areas including accounting, banking, communications, computer applications, management, math, and sales.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Finance graduates have found many job opportunities in a variety of businesses such as commercial banks, credit unions, finance companies, collection agencies, medical facilities, mortgage companies, property management associations, and in the credit departments of retail, wholesale, and service organizations.

---

#### Required Technical Studies Suggested Semester I

ACCT1215	Accounting Principles I .....	4
BUSM1267	Introduction to Business .....	2
CPTR1210	Introduction to Computers .....	3
FNCR1201	Money and Banking.....	3

#### Required Technical Studies Suggested Semester II

ACCT1219	Spreadsheets-Microsoft Excel .....	2
ACCT2229	Managerial Accounting.....	4
FNCR1215	Investments .....	3
SAMG1200	Principles of Marketing .....	3

#### Required Technical Studies Suggested Semester III

BUSM2275	Legal Environment of Business .....	3
FNCR1260	Principles of Risk Management.....	3
FNCR2275	Internship .....	3

#### Required Technical Studies Suggested Semester IV

FNCR1250	Credit Law .....	3
FNCR2240	Financial Statement Analysis.....	3
FNCR2245	Consumer Lending.....	3

#### Required General Education

ECON1310	Personal Finance.....	3
ECON2330	Introduction to Microeconomics.....	3
ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$3,085

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Health Information Technology

## Health Information Technology AAS Degree (64 Credits)



2022-2023 Catalog

### Program Description

With a degree in health information technology (HIT), you are responsible for the quality, safety, and efficiency of the healthcare system. The exchange of clear, accurate health information is becoming more and more important as health records become digital. The HIT AAS degree prepares you to serve others through patient registration, medical coding, billing, pre-authorization and referrals, and the sharing of patient information in a legally compliant manner. This a career for people who have great critical thinking skills and attention to detail.

A health information technology degree offers the flexibility to work in so many places. Clinics, hospitals, specialized practices like chiropractic or dental, home healthcare, hospice, insurance firms, and many others. Graduates are eligible to sit for the national RHIT (Registered Health Information Technician) credential, which is required by many employers to work in this field.

Degree Specific Requirements: This program is 100% online. Students must have a laptop or desktop PC with consistent highspeed internet access. Students will be required to connect to online software applications, download various software programs and lecture videos, upload documents and photos, and access the internet for assignment submissions. Students will use Microsoft Word, Excel and PowerPoint, as well as Desire To Learn (D2L) on a regular basis. Students are expected to use resources at SCTCC's IT department, the software vendors and their internet company to assist with troubleshoot technical issues.

Students who have earned a grade of "C" or better (80%), in all technical courses, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid.

### Career Opportunities

Health Information Technology AAS degree graduates are prepared for entry-level positions in both Revenue Management and Data Management of patient records. They may work in a Health Information Management Department or Billing Office at hospitals, clinics, nursing homes, chiropractic offices, etc. They may also work at insurance companies, public health agencies, law firms, outsourcing companies, or vendors for electronic health records, among many other types of employers.

---

#### Required Technical Studies Suggested Semester I

HITM1210	Health Information Foundations.....	2
HITM1228	Administrative Medical Terminology.....	3
HITM1230**	Pathophysiology & Pharmacology .....	4
HITM1244**	Anatomy and Physiology for Health Information ....	4

#### Required Technical Studies Suggested Semester II

HITM1220	Legal Aspects of Health Information Technology .....	3
HITM1226	CPT Coding .....	3
HITM1227	ICD-CM Coding.....	3
HITM1240	Computerized Health Information.....	3

#### Required Technical Studies Suggested Semester III

HITM1236	ICD-10-PCS Coding.....	3
HITM2200	Quality Management of Health Information .....	3
HITM2210	Medical Billing and Reimbursement.....	3
HITM2215	HIT Management and Supervision .....	3
HITM2231	Healthcare Statistics .....	2

#### Required Technical Studies Suggested Semester IV

HITM2209	HIT Professional Practice Experience I.....	2
HITM2224**	Advanced Medical Coding .....	3
HITM2240	Health Data Analytics .....	3
HITM2244	HIT Comprehensive Review .....	1

#### Required General Education

MATH1351	Introduction to Statistics.....	4
MnTC Goal Area 1	Communications - Oral .....	3
MnTC Goal Area 1	Communications - Written	
ENGL1303	Technical Writing Recommended .....	3
MnTC Goal Area 2	Critical Thinking OR Goal Area 6	
The Humanities and Fine Arts		
CRTK1300	Introduction to Critical Thinking Recommended ...	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences	
OR Goal Area 7	Human Diversity	
DVRS1304	Diversity and Social Justice Recommended .....	3

\*\*See Program Handbook for specific information about co-req requirements.

Estimated cost of books, supplies and materials: \$3,110

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Health Information Technology

## Medical Coding Diploma (44 Credits)



2022-2023 Catalog

### Program Description

The Medical Coding diploma prepares students for in-demand careers in medical coding, billing, and reimbursement. Students learn inpatient and outpatient coding guidelines, business office practices, privacy regulations, how to navigate through an electronic health record, and other medical office procedures. After finishing the program, grads are able to take the national Certified Coding Associate (CCA) exam through AHIMA. This certification is a great way to increase job options in the workforce.

**Degree Specific Requirements:** This program is 100% online. Students must have a laptop or desktop PC with consistent highspeed internet access. Students will be required to connect to online software applications, download various software programs and lecture videos, upload documents and photos, and access the internet for assignment submissions. Students will use Microsoft Word, Excel and PowerPoint, as well as Desire To Learn (D2L) on a regular basis. Students are expected to use resources at SCTCC's IT department, the software vendors and their internet company to assist with troubleshoot technical issues.

Students who have earned a grade of "C" or better (80%), in all technical course, as well as an overall GPA of 2.0 or better will have satisfied the program requirements. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Medical Coding graduates become employed in clinics, hospitals, insurance offices, medical testing facilities, long-term care facilities, and industrial medical facilities. After a few years of employment, the assistants may decide to do remote billing or medical coding.

---

### Required Technical Studies Suggested Semester I

HITM1210	Health Information Foundations.....	2
HITM1228	Administrative Medical Terminology.....	3
HITM1230**	Pathophysiology & Pharmacology .....	4
HITM1244**	Anatomy and Physiology for Health Information ....	4

### Required Technical Studies Suggested Semester II

HITM1220	Legal Aspects of Health Information.....	3
HITM1226	CPT Coding .....	3
HITM1227	ICD-CM Coding .....	3
HITM1240	Computerized Health Information.....	3

### Required Technical Studies Suggested Semester III

HITM1236	ICD-10-PCS Coding.....	3
HITM2200	Quality Management of Health Information .....	3
HITM2210	Medical Billing and Reimbursement .....	3
HITM2224**	Advanced Medical Coding .....	3
BUSM1290	Job Seeking/Keeping Skills.....	1

### Required General Education

MnTC Goal Area 1 Communications - Written	
ENGL1303 Technical Writing Recommended .....	3
MnTC Goal Area 5 History and the Social and Behavioral Sciences	
OR Goal Area 7 Human Diversity	
DVRS1304 Diversity and Social Justice Recommended .....	3

\*\*See Program Handbook for specific information about co-req requirements.

Estimated cost of books, supplies and materials: \$2,170

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Health Sciences Broad Field

## Health Sciences Broad Field AS (60 Credits)



2022-2023 Catalog

### Program Description

The Health Sciences AS degree is a comprehensive, 60 credit degree designed for students who seek careers in a health field; moreover, it supports transfer to a baccalaureate degree (BS) in a related scientific or technical field such as Nursing, Dental Hygiene, or Kinesiology.

The purpose of this program is to give students a solid foundation in the sciences required for application to the SCTCC Health and Nursing programs and to allow a more seamless transfer to a baccalaureate degree major or program in the sciences, math or other health care or medical field.

---

### MnTC Goal Area 1 Communications - Written

ENGL1302 Analytical Writing ..... 4

### MnTC Goal Area 1 Communications - Oral

CMST1320 Introduction to Communication Studies OR  
CMST2310 Interpersonal Communication ..... 3

### MnTC Goal Area 3 Natural Sciences

BLGY1325 Nutrition ..... 3  
BLGY1351 General Biology I ..... 4  
BLGY2310 Human Anatomy/Physiology I ..... 4  
BLGY2320 Human Anatomy/Physiology II ..... 4  
BLGY2330 Microbiology ..... 4  
CHEM1345 General, Organic and Biological Chemistry Foundations  
OR CHEM1350 General Chemistry I ..... 4

### MnTC Goal Area 4 Mathematical/Logical Reasoning

MATH1300 College Algebra ..... 3  
MATH1351 Introductory Statistics ..... 4

### MnTC Goal 5 History and the Social and Behavioral Sciences

PSYC1300 Introduction to Psychology ..... 3  
PSYC1304 Lifespan Development ..... 3

### MnTC Goal 7 (and 5) Human Diversity

DVRS1304 Diversity and Social Justice ..... 3

### MnTC Goal 9 (and 6) Ethic & Civic Responsibility

PHIL1320 Ethics ..... 3

### Elective Credits

These can be additional MnTC courses or other college level courses including program specific courses. Please consult with your advisor for course selection  
College level courses ..... 11

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Heating Air Conditioning & Refrigeration

*Heating, Air Conditioning, and Refrigeration Technology  
Commercial AAS Degree (72 Credits)*



2022-2023 Catalog

## Program Description

The Heating, Air Conditioning, and Refrigeration Technology Program prepares students to enter the heating, ventilation, air conditioning, and refrigeration field. First year emphasizes residential service, maintenance, and installation of forced air furnaces, heat pumps, and air conditioning systems. Second year emphasizes commercial service, maintenance, and installation of heating, air conditioning, and refrigeration systems. Students will gain knowledge in troubleshooting of electrical controls, motors, service and maintenance of refrigeration, heating and air conditioning systems and equipment.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Employment is available with heating, air conditioning, and refrigeration service companies; wholesale supply companies; maintenance positions at hospitals, schools, supermarkets, etc. Other positions include sales, installation, and design, and manufacturer representatives. Technicians trained in this field will perform preventive maintenance to keep systems operating efficiently and respond to service calls to perform repairs to systems as needed. Service technicians will work alone much of the time and use their training and knowledge to diagnose systems and perform needed repairs.

---

### Required Technical Studies Suggested Semester I

HART1502	Copper and Gas Piping .....	1
HART1510	Sheetmetal.....	1
HART1514	Forced Air Heating .....	5
HART1518	Electrical Controls for Heating and A/C.....	4
HART1540	Internship - Residential.....	2

### Required Technical Studies Suggested Semester II

HART1506	Schematics & Blue Print Reading .....	3
HART1522	Installation of Heating and A/C .....	3
HART1526	Principles of Air Conditioning.....	4
HART1530	Heat Pumps.....	2
HART1534	Troubleshooting Heating & A/C.....	3
HART1538	HART Job Preparation.....	1

### Required Technical Studies Suggested Semester III

HART2506	Commercial Refrigeration I.....	4
HART2510	Commercial Electrical and Controls.....	3
HART2526	Commercial Heating and HVAC Systems .....	3
HART2530	Commercial Load Calculating.....	2
HART2540	Internship - Commercial.....	2

### Required Technical Studies Suggested Semester IV

HART2502	Commercial Refrigeration II.....	4
HART2514	Compressor Operation & Troubleshooting.....	3
HART2518	Commercial Troubleshooting .....	2
HART2522	Commercial Air Conditioning .....	3
HART2534	Commercial HVAC Controls .....	2

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Area 4 Mathematical/Logical Reasoning .....	3
MnTC Required General Education Electives .....	6

Estimated cost of books, supplies and materials: \$2,605

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Heating Air Conditioning & Refrigeration

*Heating, Air Conditioning, and Refrigeration Technology  
Commercial Diploma (66 Credits)*



2022-2023 Catalog

## Program Description

The Heating, Air Conditioning, and Refrigeration Technology program prepares workers to enter the heating, ventilation, air conditioning, and refrigeration field. First year emphasizes residential service, maintenance, and installation of forced air furnaces, heat pumps, and air conditioning systems. Second year emphasizes commercial service, maintenance, and installation of heating, air conditioning, and refrigeration systems. Students will gain knowledge in troubleshooting of electrical controls, motors, service and maintenance of refrigeration, heating and air conditioning systems and equipment.

Well-trained service technicians are in great demand in this rapidly growing trade. Service, maintenance and proper installation are of great concern to the customer. Technicians trained in this field will perform preventive maintenance to keep systems operating efficiently and respond to service calls to perform repairs to systems as needed. Service technicians will work alone much of the time and use their training and knowledge to diagnose systems and perform needed repairs. The service technician must also have good customer relation skills.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

The general studies courses are technically focused and not designed for transfer.

## Career Opportunities

Employment is available with heating, air conditioning, and refrigeration service companies; wholesale supply companies; maintenance positions at hospitals, schools, supermarkets, etc. Other positions include sales, installation, and design, and manufacturer representatives.

---

### Required Technical Studies Suggested Semester I

HART1502	Copper and Gas Piping .....	1
HART1510	Sheetmetal.....	1
HART1514	Forced Air Heating .....	5
HART1518	Electrical Controls for Heating and A/C.....	4
HART1540	Internship - Residential.....	2

### Required Technical Studies Suggested Semester II

HART1506	Schematics & Blue Print Reading .....	3
HART1522	Installation of Heating and A/C .....	3
HART1526	Principles of Air Conditioning.....	4
HART1530	Heat Pumps.....	2
HART1534	Troubleshooting Heating & A/C.....	3
HART1538	HART Job Preparation.....	1

### Required Technical Studies Suggested Semester III

HART2506	Commercial Refrigeration I.....	4
HART2510	Commercial Electrical and Controls.....	3
HART2526	Commercial Heating and HVAC Systems .....	3
HART2530	Commercial Load Calculating.....	2
HART2540	Internship - Commercial.....	2

### Required Technical Studies Suggested Semester IV

HART2502	Commercial Refrigeration II.....	4
HART2514	Compressor Operation & Troubleshooting.....	3
HART2518	Commercial Troubleshooting .....	2
HART2522	Commercial Air Conditioning .....	3
HART2534	Commercial HVAC Controls .....	2

### Required General Education/Studies

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3
General Studies - Electives .....		3

Estimated cost of books, supplies and materials: \$2,405

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Heating Air Conditioning & Refrigeration

*Heating, Air Conditioning, and Refrigeration Technology  
Residential Diploma (35 Credits)*



2022-2023 Catalog

## Program Description

The Heating, Air Conditioning, and Refrigeration Technology program prepares workers to enter the heating, ventilation, air conditioning, and refrigeration field. This diploma emphasizes residential service, maintenance, and installation of forced air furnaces, heat pumps, and air conditioning systems. Students will gain knowledge in troubleshooting of electrical controls, motors, service and maintenance of residential heating and air conditioning systems.

Well-trained service technicians are in great demand in this rapidly growing trade. Service, maintenance and proper installation are of great concern to the customer. Technicians trained in this field will perform preventive maintenance to keep systems operating efficiently and respond to service calls to perform repairs to systems as needed. Service technicians will work alone much of the time and use their training and knowledge to diagnose systems and perform needed repairs. The service technician must also have good customer relation skills.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Employment is available with heating, air conditioning, and refrigeration service companies; wholesale supply companies; maintenance positions at hospitals, schools, supermarkets, etc. Other positions include sales, installation, and design, and manufacturer representatives.

---

### Required Technical Studies Suggested Semester I

HART1502	Copper and Gas Piping .....	1
HART1510	Sheetmetal.....	1
HART1514	Forced Air Heating .....	5
HART1518	Electrical Controls for Heating and A/C.....	4
HART1540	Internship - Residential.....	2

### Required Technical Studies Suggested Semester II

HART1506	Schematics & Blue Print Reading .....	3
HART1522	Installation of Heating and A/C .....	3
HART1526	Principles of Air Conditioning.....	4
HART1530	Heat Pumps.....	2
HART1534	Troubleshooting Heating & A/C.....	3
HART1538	HART Job Preparation.....	1

### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$2,185

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Information Technology

## Cyber Security AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Cyber Security major brings together the Information Technology foundation and focused cyber security skills and knowledge to develop entry level security specialists. Curriculum includes planning and implementing security measures for the protection of computer networks and information. Hands-on coursework includes incident response, forensic examination of hardware and networks, system hardening and offensive security methodologies.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree. The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC). All students in the Information Technology major are required to purchase a laptop computer for their coursework.

---

### Required Technical Studies Suggested Semester I

MSNA1214	Windows Desktop OS.....	3
MSNA1230	Introduction to Networking I.....	2
MSNA1235	Intro to Virtualization.....	2
MSNA1246	Software Support .....	3

### Required Technical Studies Suggested Semester II

MSNA1213	Microsoft Server I.....	3
MSNA1241	Hardware Support.....	2
MSNA1255	Introduction of Networks II.....	2
MSNA2211	Linux Server .....	3
BUSM1290	Job Seeking & Keeping Skills.....	1

### Required Technical Studies Suggested Semester III

MSNA2245	IT Security Fundamentals.....	2
CSEC2200	Ethics in Information Technology .....	2
CSEC2205	Cloud Computing Fundamentals.....	3
CSEC2210	Computer Forensics.....	3
CSEC2215	Scripting & Automation.....	3

### Required Technical Studies Suggested Semester IV

CSEC2220	Offensive Security .....	3
CSEC2225	Network Forensics.....	3
CSEC2230	Advanced Security Concepts.....	3
MSNA2226	MSNA Capstone.....	2

### Required General Education Courses

CMST2302	Small Group Communication.....	3
CRTK1300	Introduction to Critical Thinking.....	3
MnTC Goal Area 1	Communications - Oral.....	3
MnTC Goal Area 1	Communications - Written.....	3
MnTC Goal Area 4	Mathematical/Logical Reasoning .....	3

Estimated cost of books, supplies and materials: \$1,550

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Information Technology

## Network Administration AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Network Administration major reflects current Information Technology (IT) industry requirements, with a focus on certifications. Students learn theoretical knowledge and hands-on proficiency in a high-demand industry. Required General Education courses help to develop student interpersonal communications abilities and other important "soft skills" needed in the IT field. The capstone course includes comprehensive lab and internship experiences, exposing students to actual IT scenarios and work environments, providing them the opportunity to demonstrate their abilities in the presence of prospective employers.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree. All students in the Information Technology major are required to purchase a laptop computer for their coursework.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Employment includes positions in IT Helpdesk, desktop and server assembly and configuration, systems upgrade and repair, user training, and more. The curriculum includes a strong combination of skills, which combined with very attainable certifications, results in excellent job placement potential.

---

#### Required Technical Studies Suggested Semester I

MSNA1214	Windows Desktop Operating System.....	3
MSNA1230	Introduction to Networks I.....	2
MSNA1235	Introduction to Virtualization.....	2
MSNA1246	Software Support .....	3

#### Required Technical Studies Suggested Semester II

BUSM1290	Job Seeking/Keeping Skills.....	1
MSNA1213	Microsoft Server I.....	3
MSNA1241	Hardware Support.....	2
MSNA1255	Introduction to Networks II.....	2
MSNA2211	Linux Server .....	3

#### Required Technical Studies Suggested Semester III

MSNA1205	Introduction to Help Desk.....	3
MSNA2201	Microsoft Server II.....	3
MSNA2227	Advanced Networking I.....	3
MSNA2245	IT Security Fundamentals.....	2

#### Required Technical Studies Suggested Semester IV

MSNA2215	MSNA Internship.....	2
MSNA2226	MSNA Capstone.....	2
MSNA2237	Advanced Networking II.....	3
MSNA2260	MS Server Applications.....	3

#### Required Technical Electives

Choose one course:

CMSC1203	Structured Programming Logic OR	
CMSC1212	Web Markup Language OR	
CMSC1216	Database Modeling I.....	3

#### Required General Education

CMST1320	Introduction to Communication Studies OR	
CMST2310	Interpersonal Communication.....	3
CMST2302	Small Group Communication.....	3
CRTK1300	Introduction to Critical Thinking.....	3
MnTC Goal Area 1	Communications - Written.....	3
MnTC Goal Area 4	Mathematics Logic (Excludes MATH1331)....	3

Estimated cost of books, supplies and materials: \$1,550

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Information Technology

## PC Specialist Diploma (32 Credits)



2022-2023 Catalog

### Program Description

The PC Specialist diploma will train students, through theory and hands-on practice, in basic computer hardware, operating system, networking and application installation, configuration and use. The diploma can be used as a stand-alone course of study or as an opportunity for students to continue their education in the information technology field. Technical courses include computer hardware, software, networking, virtualization and computer security, as well as application skills.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the diploma. All students in the Information Technology major are required to purchase a laptop computer for their coursework.

The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

Graduates of the PC Specialist diploma will be able to enter the job market as entry level help desk workers in the Information Technology field. PC Specialists will provide end users with basic hardware, operating system software and networking support, as well as application program use and troubleshooting.

---

#### Required Technical Studies Suggested Semester I

MSNA1205	Introduction to Help Desk .....	3
MSNA1214	Windows Desktop Operating System.....	3
MSNA1230	Introduction to Networks I.....	2
MSNA1235	Introduction to Virtualization.....	2
MSNA1246	Software Support .....	3
MSNA2245	IT Security Fundamentals.....	2

#### Required Technical Studies Suggested Semester II

BUSM1290	Job Seeking/Keeping Skills.....	1
MSNA1213	Microsoft Server I.....	3
MSNA1241	Hardware Support.....	2
MSNA1255	Introduction to Networks II .....	2

#### Required Technical Electives \*Choose 3 credits\*

CMSC1203	Structured Programming Logic .....	3
CMSC1212	Web Markup Language.....	3
CMSC1216	Database Modeling I.....	3

#### Required General Education

CRTK1300	Introduction to Critical Thinking.....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$1,250

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Land Surveying/Civil Engineering

*Land Surveying/Civil Engineering AAS Degree (70 Credits)*



2022-2023 Catalog

## Program Description

The Land Surveying/Civil Engineering Technology program prepares individuals for employment as engineering/surveying technicians. Students learn surveying and drafting techniques, along with design and construction practices pertaining to sewer, water, streets, roads, and land surveying. Students are introduced to modern surveying equipment; computer applications; computer aided drafting and design, and surveying methods.

Technicians must be able to work with other professional people, as well as the general public on a day-to-day basis. Working conditions for technicians may involve a variety of indoor and/or outdoor settings. Problem solving and critical thinking skills are essential to this profession.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Technicians may be employed by state, county and city governmental agencies, contractors, private engineering or land surveying firms in a wide range of starting positions. Civil Engineering design, boundary surveying, computer application, testing of materials, construction surveying and inspection, estimating and general design work are just a few examples of career possibilities.

---

### Required Technical Studies Suggested Semester I

LSCE1510	Civil Drafting Methods.....	3
LSCE1518	Materials, Estimating, and Specifications.....	3
LSCE1530	Survey Fundamentals.....	5

### Required Technical Studies Suggested Semester II

LSCE1502	Surveying Principles I.....	3
LSCE1506	Advanced Survey.....	5
LSCE1514	Civil CADD I.....	3
LSCE1527	Technical Computations II.....	3

### Required Technical Studies Suggested Semester III

LSCE2502	Control and Digital Surveys .....	5
LSCE2514	Civil CADD II .....	3
LSCE2518	Utility Design I.....	3
LSCE2526	Subdivision Design.....	4

### Required Technical Studies Suggested Semester IV

LSCE2507	Construction Design and Surveying Principles .....	3
LSCE2510	Surveying Principles II .....	3
LSCE2522	Civil CADD III.....	3
LSCE2530	Utility Design II.....	3
LSCE2540	LSCE Internship .....	2

### Required General Education

MATH1300	College Algebra .....	3
MATH1321	College Trigonometry.....	3
MnTC Goal Area 1 Communications - Oral .....		3
MnTC Goal Area 1 Communications - Written .....		4
MnTC Goal Area 2, 5, 6 or 7 .....		3

Estimated cost of books, supplies and materials: \$3,104

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Land Surveying/Civil Engineering

*Land Surveying/Civil Engineering Diploma (63 Credits)*



2022-2023 Catalog

## Program Description

The Land Surveying/Civil Engineering Technology program prepares individuals for employment as engineering/surveying technicians. Students learn surveying and drafting techniques, along with design and construction practices pertaining to sewer, water, streets, roads, and land surveying. Students are introduced to modern surveying equipment; computer applications; computer aided drafting and design, and surveying methods.

Technicians must be able to work with other professional people, as well as the general public on a day-to-day basis. Working conditions for technicians may involve a variety of indoor and/or outdoor settings. Problem solving and critical thinking skills are essential to this profession.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all technical classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the diploma.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Technicians may be employed by state, county and city governmental agencies, contractors, private engineering or land surveying firms in a wide range of starting positions. Civil Engineering design, boundary surveying, computer application, testing of materials, construction surveying and inspection, estimating and general design work are just a few examples of career possibilities.

---

### Required Technical Studies Suggested Semester I

LSCE1510	Civil Drafting Methods.....	3
LSCE1518	Materials, Estimating, and Specifications.....	3
LSCE1530	Survey Fundamentals.....	5
TECH1545	Technical Computations .....	3

### Required Technical Studies Suggested Semester II

LSCE1502	Surveying Principles I.....	3
LSCE1506	Advanced Survey.....	5
LSCE1514	Civil CADD I.....	3
LSCE1527	Technical Computations II.....	3

### Required Technical Studies Suggested Semester III

LSCE2502	Control and Digital Surveys .....	5
LSCE2514	Civil CADD II .....	3
LSCE2518	Utility Design I .....	3
LSCE2526	Subdivision Design.....	4

### Required Technical Studies Suggested Semester IV

LSCE2507	Construction Design and Surveying Principles .....	3
LSCE2510	Surveying Principles II .....	3
LSCE2522	Civil CADD III .....	3
LSCE2530	Utility Design II.....	3
LSCE2540	LSCE Internship .....	2

### Required General Education

ENGL1308	Stretch Analytical Writing I OR	
	Any MnTC Goal 1 .....	3
DVRS1310	Human Relations for a Diverse Workplace OR	
	Any MnTC Goal 5, 6, or 7 .....	3

Estimated cost of books, supplies and materials: \$2,948

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Biology Transfer Pathway AS (60 Credits)



2022-2023 Catalog

### Program Description

The Biology Transfer Pathway AS degree offers students an opportunity to complete an associate degree that fully transfers to a Biology bachelor's degree program at any one of seven universities\* within the Minnesota State system that offers the major. The entire curriculum has been carefully designed to meet designated bachelor's degree program requirements for transfer students planning initial study at one of the 30 community and technical colleges of Minnesota State that offers the pathway. Students planning to transfer outside of the Minnesota State system are advised to consult with their intended transfer institution to determine transferability of the courses in this curriculum.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits in courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above.
3. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
4. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

---

### Biology Transfer Pathway Requirements:

“C” or better grades will be applicable to the major

#### MnTC Goal Area 1 Communications:

ENGL1302 Analytical Writing .....	4
AND	
CMST1320 Introduction to Communication Studies OR	
CMST2310 Interpersonal Communication .....	3

#### MnTC Goal Area 3 Natural Sciences:

##### Biology Required Courses:

BLGY1351 General Biology I (fulfills MnTC Goal Area 10) .....	4
BLGY1355 General Biology II .....	4
BLGY2340 Genetics .....	4

##### Biology Elective:

Choose one of the following: BLGY2330 Microbiology, General Ecology (with Lab) (BLGY2360), OR Cell Biology (upper division) with lab (BLGY2350).....	4
--	---

##### Chemistry Required Courses:

CHEM1350 General Chemistry I.....	4
CHEM1355 General Chemistry II .....	4

#### MnTC Goal Area 4 Mathematics Requirement:

Choose two courses from: MATH1300, MATH1321, MATH1380, MATH2311, MATH2321, MATH2330, MATH2340, OR MATH2350 .....	6
--	---

#### MnTC Goal Area 5 History, Social and Behavioral Sciences:

Choose one course .....	3
-------------------------	---

#### MnTC Goal Area 6 The Humanities and Fine Arts:

Choose one course .....	3
-------------------------	---

#### Elective Credits:

College Level Courses* .....	17
------------------------------	----

\*These can be additional MnTC courses or other college level courses including specific program requirements. Please consult with your advisor for course selection. Useful elective credits within the sciences may include: Geology, Calculus, Anatomy and Physiology, Organic Chemistry I and II, Physics, Environmental Science, and Statistics.

**A total of 60 credits is required to complete the Biology Transfer Pathway AS degree. Completion of the Biology Transfer Pathway AS degree does NOT fulfill requirements for the AA or MnTC.**

Estimated cost of books, supplies and materials: \$1,500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Liberal Arts and Sciences AA (60 Credits)



2022-2023 Catalog

### Program Description

This degree constitutes the first two years of a baccalaureate degree at most colleges and universities anywhere in the world. The AA Degree provides students with a broad base of classes to help develop key communication and critical thinking skills and exposes students to new and diverse ideas. An Associate in Arts Degree is a stackable credential that students can use in a career or as a basis for further academic studies.

**Minnesota Transfer Curriculum (MnTC)** This curriculum is designed for those students who intend on transferring to another college or university within the Minnesota State system and was designed to give students certainty on how their general education courses transfer within Minnesota State. The MnTC is the core of the Associate in Arts Degree and serves as the key to all undergraduate education at SCTCC and all Minnesota State institutions. The courses that students complete at SCTCC can help them earn a degree at any Minnesota State institution and are often transferable to other colleges and universities.

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits in courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC.
3. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
4. Completion of specific degree requirements below.

A detailed planner for the Associate of Arts Degree can be found at: [www.sctcc.edu/aa-degree](http://www.sctcc.edu/aa-degree)

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

### Associate of Arts Degree Requirements:

#### Minnesota Transfer Curriculum (MnTC) Requirements - 40 credits in 10 goal areas

These two criteria must be met to complete the MnTC:

- All ten goal areas listed below must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

#### Goal Area 1 Communications - Written:

ENGL1302 Analytical Writing ..... 4  
OR ENGL1309 AND ENGL1309 Stretch Analytical Writing I & II

#### Goal Area 1 Communications - Oral:

Choose from CMST1320, 2300, 2302, 2310, 2315 ..... 3

#### Goal Area 2 Critical Thinking:

CRTK1300 Critical Thinking (Required) ..... 3

#### Goal Area 3 Natural Sciences:

Two courses from two different disciplines,  
one must be a lab course ..... 7  
OR  
Nine credits from a single discipline, one must be a lab course

#### Goal Area 4 Mathematical/Logical Reasoning:

One course ..... 3

#### Goal Area 5 History and the Social and Behavioral Sciences:

Three courses from different disciplines ..... 9

#### Goal Area 6 The Humanities and Fine Arts:

Three courses from different disciplines ..... 9

#### Goal Area 7 Human Diversity:

DVRS1304 Diversity in Social Justice (Required) ..... 3  
One additional course ..... 3

**Goal Area 8 Global Perspective:** One course ..... 3

**Goal Area 9 Ethical and Civic Responsibility:** One course ..... 3

**Goal Area 10 People and the Environment:** One course ..... 3

Wellness Requirement ..... 2  
Choose from: BLGY1325, HPER1310, 1311, 1360 OR PSYC1350

Elective Credits ..... up to 18  
(After completing the MnTC, the balance of the 60 semester credits for the degree may be met by taking college-level course-work appropriate to the student's transfer program.)

Estimated cost of books, supplies and materials: \$1,500

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Mathematics Transfer Pathway AA (60 Credits)



2022-2023 Catalog

### Program Description

The Mathematics Transfer Pathway AA degree offers students an opportunity to complete an associate degree that fully transfers to a Mathematics bachelor's degree program at any one of seven universities\* within the Minnesota State system that offers the major. The entire curriculum has been carefully designed to meet designated bachelor's degree program requirements for transfer students planning initial study at one of the 30 community and technical colleges of Minnesota State that offers the pathway. Students planning to transfer outside of the Minnesota State system are advised to consult with their intended transfer institution to determine transferability of the courses in this curriculum.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits in courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC.
3. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
4. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

---

### Mathematics Transfer Pathway Requirements:

Students must complete the Minnesota Transfer Curriculum, the AA wellness requirement and the Mathematics Pathway course requirements listed below.

### Completion of the Minnesota Transfer Curriculum (MnTC):

These two criteria must be met to complete the MnTC:

- All ten goal areas must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

Note: The transfer pathway may require specific courses in some goal areas. Students recommended to consult with an advisor about courses that count in multiple goal areas to avoid exceeding the required 60 credits.

### Mathematics Transfer Pathway Courses:

#### Required:

MATH2311	Calculus I.....	5
MATH2321	Calculus II.....	5
MATH2330	Calculus III: Multivariable Calculus .....	5
MATH2350	Differential Equations with Linear Algebra.....	4

#### AA Wellness Requirement:

Choose from: BLGY1325, HPER1310, 1311, 1360 OR

PSYC1350.....	2
---------------	---

**A minimum of 60 college level credits with a 2.0 GPA is required to complete the Mathematics Transfer Pathway AA degree.**

Estimated cost of books, supplies and materials: \$1,500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Psychology Transfer Pathway AA (60 Credits)



2022-2023 Catalog

### Program Description

The Psychology Transfer Pathway AA degree offers students an opportunity to complete an associate degree that fully transfers to a Psychology bachelor's degree program at any one of seven universities\* within the Minnesota State system that offers the major. The entire curriculum has been carefully designed to meet designated bachelor's degree program requirements for transfer students planning initial study at one of the 30 community and technical colleges of Minnesota State that offers the pathway. Students planning to transfer outside of the Minnesota State system are advised to consult with their intended transfer institution to determine transferability of the courses in this curriculum.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits of college level courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC
3. Completion of the 10 goal areas of the Minnesota Transfer Curriculum
4. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
5. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

---

### Psychology Transfer Pathway Requirements:

Students must complete the Minnesota Transfer Curriculum, the AA wellness requirement and the Psychology Pathway course requirements listed below.

### Completion of the Minnesota Transfer Curriculum (MnTC):

These two criteria must be met to complete the MnTC:

- All ten goal areas must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

Note: The transfer pathway may require specific courses in some goal areas.

### Psychology Transfer Pathway Courses:

#### Required:

- PSYC1300 Introduction to Psychology..... 3  
PSYC2330 Statistics for Psychology..... 4

#### Select One of the Following:

- PSYC1304 Lifespan Development Psychology,  
PSYC2310 Abnormal Psychology OR  
PSYC2320 Social Psychology..... 3

#### Psychology Elective:

- Choose one Psychology Course\*..... 3

\*May include any course not selected in above requirement

#### MnTC Goal Area 4 Mathematics:

- Choose one course: MATH1300 College Algebra (3 credits) OR  
MATH1351 Introductory Statistics (4 credits)

#### AA Wellness Requirement:

- Choose from: BLGY1325, HPER1310, 1311, 1360 OR  
PSYC1350..... 2

**A minimum of 60 college level credits with a 2.0 GPA is required to complete the Psychology Transfer Pathway AA degree.**

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Liberal Arts and Sciences

## Spanish Transfer Pathway AA (60 Credits)



2022-2023 Catalog

### Program Description

The Spanish Transfer Pathway AA degree offers students an opportunity to complete an associate degree that fully transfers to a Spanish bachelor's degree program at any one of five universities\* within the Minnesota State system that offers the major. The entire curriculum has been carefully designed to meet designated bachelor's degree program requirements for transfer students planning initial study at one of the 30 community and technical colleges of Minnesota State that offers the pathway. Students planning to transfer outside of the Minnesota State system are advised to consult with their intended transfer institution to determine transferability of the courses in this curriculum.

\*Bemidji State University, Minnesota State University, Mankato & Moorhead campuses; St. Cloud State University, Winona State University

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits in courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC.
3. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
4. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

---

### Spanish Transfer Pathway Requirements:

Students must complete the Minnesota Transfer Curriculum and the Spanish Pathway course requirements listed below.

### Completion of the Minnesota Transfer Curriculum (MnTC):

These two criteria must be met to complete the MnTC:

- All ten goal areas must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

Note: The transfer pathway may require specific courses in some goal areas.

### Spanish Transfer Pathway Courses:

#### Required:

SPAN1310	Beginning Spanish I.....	4
SPAN1320	Beginning Spanish II .....	4
SPAN2310	Intermediate Spanish I.....	4
SPAN2320	Intermediate Spanish II.....	4

*Students who have been placed by faculty into a higher level SPAN course need to select elective credits\* to ensure they complete a total of 60 credits to earn the AA degree. These students should consult with an advisor for course selection and options.*

*\*Students may also take ENGL 2315, SPAN 2315 and HUMN 1315 as electives to complete the pathway.*

**A minimum of 60 college level credits with a 2.0 GPA is required to complete the Spanish Transfer Pathway AA degree.**

*(Students may also take test-out exams for SPAN 1310 and/or SPAN 1320.)*

Estimated cost of books, supplies and materials: \$1,500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Liberal Arts and Sciences

## Theatre Transfer Pathway AFA (60 Credits)



2022-2023 Catalog

### Program Description

The Theatre Transfer Pathway AFA offers students a powerful option: the opportunity to complete an Associate of Fine Arts degree with course credits that directly transfer to designated Theatre bachelor's degree programs at Minnesota State universities\*. The curriculum has been specifically designed so that students completing this pathway degree and transferring to one of the seven Minnesota State universities enter the university with junior-year status. All courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field.

\* The Minnesota State universities are Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University Moorhead; St. Cloud State University; Southwest Minnesota State University; and Winona State University.

### Degree Specific Program Requirements:

1. A minimum of 60 semester credits in courses numbered 1000 or above.
2. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC.
3. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC. All Theatre courses will be taken at SCSU and transferred in to SCTCC to meet degree requirements. Additional Tuition fees for SCSU courses will be charged by SCSU.
4. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

### Theatre Transfer Pathway Requirements:

Students must complete the Minnesota Transfer Curriculum and the Theatre Pathway course requirements listed below.

### Completion of the Minnesota Transfer Curriculum (MnTC):

These two criteria must be met to complete the MnTC:

- All ten goal areas must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

Note: The transfer pathway may require specific courses in some goal areas.

### Theatre Transfer Pathway - Academic Advising:

Students must consult with an Academic Advisor about the Theatre courses offered at St. Cloud State University (SCSU). Below is listing of SCTCC THTR courses and SCSU TH courses:

- THTR 1320 (SCSU TH 180) Analysis of Dramatic Literature
- THTR 1325 (SCSU TH 225) Practicum
- THTR 1330 (SCSU TH 231) Introduction to Theatre
- THTR 1335 (SCSU TH 237) Stagecraft
- THTR 1340 (SCSU TH 238) Costume Construction
- THTR 1345 (SCSU TH 242) Active Collaboration
- THTR 1355 (SCSU TH 258) Practical Creativity
- THTR 1315 (SCSU TH 148) Acting for Everyone
- THTR 1350 (SCSU TH 248) Acting Foundations

### Theatre Transfer Pathway Courses:

#### Required:

- THTR1320 Analysis of Dramatic Literature ..... 3
  - THTR1325 Theatre Practicum I\*..... 2
  - THTR1330 Introduction to Theatre ..... 3
  - THTR1335 Stagecraft..... 3
  - THTR1340 Costume Construction ..... 3
  - THTR1345 Active Collaboration..... 3
  - THTR1355 Practical Creativity ..... 3
- \*THTR 1325 (1 credit) must be taken twice for a total of 2 credits

#### Select one of the following Theatre courses:

- THTR1315 Acting for Everyone ..... 3
- THTR1350 Acting Foundations..... 3

**A minimum of 60 college level credits with a 2.0 GPA is required to complete the Theatre Transfer Pathway AFA degree.**

Estimated cost of books, supplies and materials: \$1,500

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Technical Theatre Practicum AA (60 Credits)



### Program Description

This degree constitutes the first two years of a baccalaureate degree at most colleges and universities anywhere in the world. The AA Degree provides students with a broad base of classes to help develop key communication and critical thinking skills and exposes students to new and diverse ideas. An Associate of Arts Degree is a stackable credential that students can use in a career or as a basis for further academic studies.

The Technical Theatre Practicum Program is designed to provide students with a practicum-based, hands-on, real-world learning opportunity. Through a partnership between St. Cloud Technical & Community College and GREAT (Great River Educational Arts Theatre), students will engage in a new pathway for a two-year AA degree in Technical Theatre.

In this two-year degree program, students will complete the Minnesota Transfer Curriculum as well as build a foundation in technical theatre through practicum experiences with GREAT. Exploring the technical disciplines of theatre (scenic, properties, costumes, lighting, sound, stage management) both in the shops of the respective areas as well as during production, students will gain insight and experience into the backstage world of theatre arts.

By the end of the two-year program, students will demonstrate mastery in one self-selected area of focus (scenic, properties, costumes, lighting, sound, stage management) meaning they are prepared to enter the professional theatre/entertainment industry in their specific area of focus or continue on to a Bachelor's degree program.

Great River Educational Arts Theatre (GREAT) is a professional community theatre that provides dynamic on-stage programming and innovative off-stage educational outreach throughout Central Minnesota. Presenting a season of eight to twelve shows annually, GREAT performs at the historic Paramount Theatre in downtown St. Cloud, the Helgeson Learning Lab Theatre in Waite Park, and the newly built outdoor amphitheater in Waite Park, The Ledge. By reaching more than 70,000 people each year through production and education experiences, GREAT ensures everyone has access to the transformative power of the arts

### Degree Specific Program Requirements:

1. Required program classes: Introduction to Technical Theatre, Technical Theatre Practicum 1, Technical Theatre Practicum 2, Technical Theatre Practicum 3, Technical Theatre Practicum 4
2. A minimum of 60 semester credits in courses numbered 1000 or above.
3. A minimum grade point average (GPA) of 2.0 at SCTCC in courses numbered 1000 or above. Students who have transferred to SCTCC must have a minimum GPA of 2.0 in SCTCC courses and accepted transfer courses for the MnTC.
4. A minimum of 15 semester credits applied toward the degree must be taken from SCTCC.
5. Completion of specific degree requirements below.

For full MnTC course listings go to [www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum](http://www.sctcc.edu/degrees-programs/minnesota-transfer-curriculum)

### Technical Theatre AA Requirements:

#### Completion of the Minnesota Transfer Curriculum (MnTC):

These two criteria must be met to complete the MnTC:

- All ten goal areas must be completed. One course may satisfy more than one goal area, but the course credits may be counted only once.
- At least 40 semester credits from courses listed in the MnTC must be satisfactorily completed (2.0 GPA).

Note: This program requires specific courses in some goal areas.

#### Technical Theatre Required Technical Courses:

THTR1371	Technical Theatre Practicum 1 .....	2
THTR1372	Technical Theatre Practicum 2 .....	3
THTR1373	Technical Theatre Practicum 3 .....	3
THTR1374	Technical Theatre Practicum 4 .....	4

#### Goal Area 6 The Humanities and Fine Arts Courses:

THTR1315	Acting for Everyone .....	3
THTR1330	Introduction to Theatre .....	3
THTR1370	Introduction to Technical Theatre.....	3
Choose one ART	.....	3-4

#### Wellness Requirement:

Choose from: BLGY1325, HPER1310, 1311, 1360 OR	
PSYC1350.....	2

**A total of 60 credits is required to complete the Technical Theatre Practicum AA**

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## Coaching Certificate (12 Credits)



2022-2023 Catalog

### Program Description

The Coaching certificate is ideal for students planning a career as an educator, students planning to coach interscholastic sports, licensed high school teachers preparing for head coaching positions, and students seeking to develop a foundation for future coaching opportunities at any level.

The Coaching Certificate consists of 4 classes and 12 credits that can be taken in one semester or spread out by semester as needed.

### Career Opportunities

The Coaching certificate meets the requirements of the Minnesota State High School League and Minnesota Statute 122A.33, which dictates the minimum coaching education necessary to be a head coach at the high school level. The Coaching Certificate also meets the requirements and recommendations of many school districts and youth sports organizations to coach at any level.

---

### Required Technical Studies

HPER1317	Injury, Prevention, Care, 1st Aid and CPR in Sports.....	4
HPER1325	Psychology of Sports and Coaching.....	3
HPER1330	Coaching Methods.....	3
HPER1351	Coaching Theory, Skills and Officiating.....	2

Estimated cost of books, supplies and materials: \$145

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Liberal Arts and Sciences

## *Green Energy Certificate (19 Credits)*



2022-2023 Catalog

### **Program Description**

The Green Energy Certificate Program provides students with critical knowledge and tools to assess and develop renewable energy solutions at the intersection of technology, economics, and society demands. The certificate requires completion of required courses that provide an overview of different renewable technologies, energy policy, and economic factors. These courses also develop analytical and critical thinking skills. Furthermore, achieving this certificate enables individuals to select the best options for renewable energy systems at multiple scales: residential, small businesses, and government. The certificate program includes valuable real-world experience in the form of industry or government internships.

The aim of this certificate aligns with our college's mission to provide technological opportunity and experience to prepare students for future careers with the rapidly evolving workforce needs for Minnesota.

---

### **Suggested Semester I**

ETEC1515	Safety Awareness .....	2
RNEW1300	Intro to Trad/Renewable Energy.....	3
ENVR1305	Environmental Science .....	4

### **Suggested Semester II**

ETEC1524	Print Reading and Design .....	2
BMET1410	Electrical Theory for Technicians.....	3
GEOG2305	Introduction to Geographic Information System.....	3
ENVR2370	Internship in Environmental Science.....	2

Estimated cost of books, supplies and materials: \$450

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Marketing and Design

## Marketing and Design AAS Degree (64 Credits)



2022-2023 Catalog

### Program Description

The Marketing and Design student studies the various forms of communication mediums while developing the design skills and creative talent necessary to market ideas, concepts and products.

This program covers all general marketing concepts including strategic planning, consumer buying behavior, account management, copywriting, e-marketing, public relations, advertising, branding, media planning, promotions, marketing research. Students also learn a variety of industry software and build critical skills in leadership, team building, decision making, and customer communications as part of the Northway Group, an in-house student run advertising agency.

Innovation, confidence, organizational skills, and strong leadership skills are developed throughout the curriculum with a substantial focus on communications - oral, written, and interpersonal. The marketing and design field is an exciting career choice with unlimited opportunity for creativity and job advancement. It's estimated that more than one third of all Americans have marketing activities in their positions.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Employment opportunities exist within marketing firms, advertising agencies, newspapers, in-house advertising departments, social media companies, magazine publishers, radio and television stations, media research companies, direct marketing and outdoor advertising businesses.

---

#### Required Technical Studies Suggested Semester I

MKAD1210 Introduction to Advertising.....	4
MKAD1211 Adobe InDesign.....	3
MKAD1216 Adobe Illustrator.....	3
MKAD1250 Copywriting and Design.....	3
MKAD2241 The Northway Group.....	3

#### Required Technical Studies Suggested Semester II

MKAD1221 Adobe Photoshop.....	3
MKAD1240 Web Design Fundamentals.....	3
MKAD1265 Visual Design.....	3
MKAD1270 Media Research and Planning.....	3
MKAD2241 The Northway Group.....	3

#### Required Technical Studies Suggested Semester III

MKAD2241 The Northway Group.....	3
MKAD2260 Strategic Brand Communications Campaign.....	4
MKAD2285 Video Production Marketing Campaign.....	4

#### Required Technical Studies Suggested Semester IV

MKAD2270 Media Marketing.....	4
MKAD2290 Portfolio Practicum.....	3

#### Required General Education

MnTC Goal Area 1 Communications - Oral.....	3
MnTC Goal Area 1 Communications - Written.....	3
MnTC Goal Area 5 History and the Social and Behavioral Sciences OR Goal Area 9 Ethical and Civic Responsibility PSYC1300 Introduction to Psychology, PHIL1320 Ethics, OR CMST2315 Persuasion and the Media Recommended.....	3
MnTC Goal Area 6 The Humanities and Fine Arts.....	3
MnTC Required General Education Electives.....	3

Estimated cost of books, supplies and materials: \$1,700

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Marketing and Design

*Marketing and Design Diploma (34 Credits)*



## Program Description

The Marketing and Design student studies the various forms of marketing while developing the graphic design skills and creative talent necessary to sell ideas, concepts and products. Innovation, confidence, organizational skills and leadership skills are developed throughout the curriculum with a substantial focus on communications - oral, written, and interpersonal. Marketing and Design is an exciting career choice with unlimited opportunity for creativity and job advancement.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

This program prepares students for entry level positions in the advertising field.

---

### Required Technical Studies Suggested Semester I

MKAD1210 Introduction to Advertising .....	4
MKAD1211 Adobe InDesign .....	3
MKAD1216 Adobe Illustrator .....	3
MKAD1250 Copywriting and Design .....	3
MKAD2241 The Northway Group .....	3

### Required Technical Studies Suggested Semester II

MKAD1221 Adobe Photoshop .....	3
MKAD1265 Visual Design .....	3
MKAD1270 Media Research and Planning .....	3
MKAD2241 The Northway Group .....	3

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3

Estimated cost of books, supplies and materials: \$780

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Marketing Sales Management

*Marketing Sales Management AAS Degree (60 Credits)*



2022-2023 Catalog

## Program Description

The Marketing Sales Management program is designed for students who want to start their career in sales, management or marketing. The program introduces students to a broad base of sales, marketing and management related knowledge and includes experiences and opportunities for students to network and make connections in the community while they attend classes.

Students develop skills in business applications, including communication, sales, prospecting, marketing, customer relationship management, managing a business, supervising employees, and related technology applications. Courses emphasize practical business related knowledge and hands-on learning. During the program, students complete internship experiences that directly apply classroom learning to the workplace. This work experience broadens student's knowledge and helps them successfully secure positions after graduation.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Marketing Sales Management AAS graduates are often employed as department managers, store managers, retail sales associates, hospitality managers, customer service representatives, supervisors, business-to-business salespeople, and business owners. Graduates work in the areas of wholesale, industrial, and commercial sales, management, or marketing.

---

### Required Technical Studies Suggested Semester I

BUSM1260	Applied Business Mathematics/Calculators .....	3
SAMG1200	Principles of Marketing .....	3
SAMG1206	Strategic Customer Service.....	3
SAMG1211	Professional Sales Fundamentals.....	3
SAMG1236	Professional Development .....	2

### Required Technical Studies Suggested Semester II

CPTR1210	Introduction to Computers .....	3
SAMG1215	Principles of Management .....	3
SAMG1221	Branding and Promotion.....	3
SAMG1251	Financial Strategy Fundamentals.....	3

### Required Technical Studies Suggested Semester III

SAMG1241	Internship I.....	2
SAMG2255	Professional Sales Strategies .....	3
SAMG2270	Managing Human Resources.....	3
SAMG2280	Sales Force Management.....	3

### Required Technical Studies Suggested Semester IV

SAMG2245	Marketing Strategies .....	3
SAMG2266	Internship II .....	2
SAMG2285	Entrepreneurship.....	3

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Area 5 History and the Social and Behavioral Sciences .....	3
MnTC Goal Area 2 Critical Thinking OR Goal Area 6 The Humanities and Fine Arts .....	3
MnTC Required General Education Electives .....	3

Estimated cost of books, supplies and materials: \$1,500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Marketing Sales Management

## Marketing Sales Management Diploma (51 Credits)



2022-2023 Catalog

### Program Description

The Marketing Sales Management diploma program is designed for students who want to start their career in sales, management or marketing and want to enter this dynamic, rapidly growing field. The program introduces students to a broad base of business related knowledge and includes experiences and opportunities for students to network and make connections in the community while they attend classes.

Students develop skills in business applications, including communication, sales, prospecting, marketing, customer relationship management, managing a business, supervising employees, and related technology applications. Courses emphasize practical business related knowledge and hands-on learning. During the program, students complete two internship experiences that directly apply classroom learning to the workplace. This work experience broadens students' knowledge and helps them successfully secure positions after graduation.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Marketing Sales Management graduates are often employed as department managers, store managers, retail sales associates, hospitality managers, customer service representatives, supervisors, business-to-business salespeople, and entrepreneurs. Graduates work in the areas of marketing, management, or wholesale, industrial and commercial sales.

---

#### Required Technical Studies Suggested Semester I

BUSM1260	Applied Business Mathematics/Calculators .....	3
SAMG1200	Principles of Marketing .....	3
SAMG1206	Strategic Customer Service.....	3
SAMG1211	Professional Sales Fundamentals.....	3
SAMG1236	Professional Development .....	2

#### Required Technical Studies Suggested Semester II

CPTR1210	Introduction to Computers .....	3
SAMG1215	Principles of Management .....	3
SAMG1221	Branding and Promotion.....	3
SAMG1251	Financial Strategy Fundamentals.....	3

#### Required Technical Studies Suggested Semester III

SAMG1241	Internship I.....	2
SAMG2255	Professional Sales Strategies .....	3
SAMG2270	Managing Human Resources.....	3
SAMG2280	Sales Force Management.....	3

#### Required Technical Studies Suggested Semester IV

SAMG2245	Marketing Strategies .....	3
SAMG2266	Internship II .....	2
SAMG2285	Entrepreneurship.....	3

#### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$800

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Marketing Sales Management

*Marketing Sales Management Associate Diploma (31 Credits)*



2022-2023 Catalog

## Program Description

The Marketing Sales Management diploma program is designed for students who want to start their career in sales, management or marketing and want to enter this dynamic, rapidly growing field. The program introduces students to a broad base of business related knowledge and includes experiences and opportunities for students to network and make connections in the community while they attend classes.

Students develop skills in business applications, including communication, sales, prospecting, marketing, customer relationship management, managing a business, supervising employees, and related technology applications. Courses emphasize practical business related knowledge and hands-on learning. During the program, students complete an internship experience that directly apply classroom learning to the workplace. This work experience broadens students' knowledge and helps them successfully secure positions after graduation.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Marketing Sales Management graduates are often employed as department managers, store managers, retail sales associates, hospitality managers, customer service representatives, supervisors, business-to-business salespeople, and entrepreneurs. Graduates work in the areas of marketing, management, or wholesale, industrial and commercial sales.

---

### Required Technical Studies Suggested Semester I

BUSM1260	Applied Business Mathematics/Calculators .....	3
SAMG1200	Principles of Marketing .....	3
SAMG1206	Strategic Customer Service.....	3
SAMG1215	Principles of Management .....	3
SAMG1236	Professional Development .....	2

### Required Technical Studies Suggested Semester II

CPTR1210	Introduction to Computers .....	3
SAMG1211	Professional Sales Fundamentals.....	3
SAMG1241	Internship I.....	2
SAMG1251	Financial Strategies for Business.....	3

### Required General Education

ENGL1308	Stretch Analytical Writing I.....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$1,500

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Medium/Heavy Truck Technician

*Medium/Heavy Truck Technician AAS Degree (72 Credits)*



2022-2023 Catalog

## Program Description

The Medium/Heavy Truck Technician Program is designed to provide individuals with the knowledge and skills needed for an entry-level technician position in the trucking industry. Students perform maintenance, repair, and overhaul on medium/heavy duty trucks and tractor/trailer vehicles in this program. Students develop and practice their skills in a well-equipped shop and study challenging areas, such as truck computers, diesel engines, electrical systems, suspension, air-brakes, and power-train. Students also explore welding, transport refrigeration, automatic transmissions, and truck body repair.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Accreditation Information: The Medium/Heavy Truck program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 [https://aseeducationfoundation.org/The Medium Heavy Truck Technician Program](https://aseeducationfoundation.org/The%20Medium%20Heavy%20Truck%20Technician%20Program) is ASE Certified and graduates are prepared for the Automotive Service Excellence examinations.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Upon graduation, medium/heavy truck technicians may wish to specialize in one phase of the field, such as component rebuilding, transport refrigeration, or preventive maintenance. There are also opportunities for AAS Degree graduates as medium/heavy truck technicians, shop supervisors, dealer and factory representatives.

---

### Required Technical Studies Suggested Semester I

MHTT1507	Mobile Hydraulics .....	3
MHTT1522	Truck Electrical Systems .....	2
MHTT1526	Truck and Trailer Preventative Maintenance.....	3
TRAN1503	General Service.....	3
TRAN1504	Electricity and Electronic Principles .....	3
TRAN1518	Transportation Hazardous Materials.....	1

### Required Technical Studies Suggested Semester II

MHTT1503	Diesel Engine Fundamentals .....	3
MHTT1508	Truck Computer Systems.....	2
MHTT1514	Truck Brake Systems .....	4
MHTT1518	Truck Steering/Suspension .....	3
TRAN1520	Workplace Perceptions and Expectations .....	2

### Required Technical Studies Suggested Semester III

MHTT1510	Truck Power Train .....	4
MHTT1530	Welding (offered Spring semester) OR	
MHTT2514	Gas Engines and Alternative Fuel Systems .....	3
MHTT2502	Heavy Duty Diesel Engine Repair Procedures.....	4
MHTT2518	Automatic and Automated Manual Transmissions ....	3

### Required Technical Studies Suggested Semester IV

MHTT2506	Fuel System Management and Emission Controls ....	4
MHTT2522	Advanced Chassis Electrical Systems .....	3
MHTT2531	Truck Heating and AC Systems.....	3
MHTT2546	Truck Preventive Maintenance and Troubleshooting 4	

### Required General Education

MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal 2 Critical Thinking .....	3
MnTC Goals 3 - 10 .....	6

Estimated cost of books, supplies and materials: \$6,480

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Medium/Heavy Truck Technician

*Medium/Heavy Truck Technician Diploma (63 Credits)*



2022-2023 Catalog

## Program Description

The Medium/Heavy Truck Technician Program is designed to provide individuals with the knowledge and skills needed for an entry-level technician position in the trucking industry. Students perform maintenance, repair, and overhaul on medium/heavy duty trucks and tractor/trailer vehicles in this program. Students develop and practice their skills in a well-equipped shop and study challenging areas, such as truck computers, diesel engines, electrical systems, suspension, air-brakes, and power-train. Students also explore welding, transport refrigeration, automatic transmissions, and truck body repair.

Accreditation Information: The Medium/Heavy Truck program is accredited by the ASE Education Foundation, 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176 (703) 669-6650 <https://aseeducationfoundation.org>. The Medium Heavy Truck Technician Program is ASE Certified and graduates are prepared for the Automotive Service Excellence examinations.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

The general studies courses are technically focused and not designed for transfer.

## Career Opportunities

Upon graduation, medium/heavy truck technicians may wish to specialize in one phase of the field, such as component rebuilding, transport refrigeration, or preventive maintenance.

---

### Required Technical Studies Suggested Semester I

MHTT1507	Mobile Hydraulics .....	3
MHTT1522	Truck Electrical Systems .....	2
MHTT1526	Truck and Trailer Preventative Maintenance.....	3
TRAN1503	General Service.....	3
TRAN1504	Electricity and Electronic Principles .....	3
TRAN1518	Transportation Hazardous Materials.....	1

### Required Technical Studies Suggested Semester II

MHTT1503	Diesel Engine Fundamentals .....	3
MHTT1508	Truck Computer Systems.....	2
MHTT1514	Truck Brake Systems .....	4
MHTT1518	Truck Steering/Suspension .....	3
TRAN1520	Workplace Perceptions and Expectations .....	2

### Required Technical Studies Suggested Semester III

MHTT1510	Truck Power Train .....	4
MHTT2514	Gas Engines and Alternative Fuel Systems OR	
MHTT1530	Welding.....	3
MHTT2502	Heavy Duty Diesel Engine Repair Procedures.....	4
MHTT2518	Automatic and Automated Manual Transmissions....	3

### Required Technical Studies Suggested Semester IV

MHTT2506	Fuel System Management and Emission Controls ....	4
MHTT2522	Advanced Chassis Electrical Systems .....	3
MHTT2531	Truck Heating and AC Systems.....	3
MHTT2546	Truck Preventive Maintenance and Troubleshooting	4

### Required General Education/Studies

ENGL1308	Stretch Analytical Writing I.....	3
Required General Education / Studies Elective .....		3

Estimated cost of books, supplies and materials: \$6,380

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Nursing (ADN)

## Nursing - LPN to ADN Mobility AS (64 Credits)



2022-2023 Catalog

### Program Description

The Associate Degree in Nursing (ADN) program is designed for graduates from Practical Nursing programs. The nursing program includes a focus on Gerontology as healthcare practitioners are serving a growing population of patients with longer life expectancy. Supervised clinical experience is provided in hospital departments such as pediatrics, mental health, maternity, and surgery. Clinical experiences also include rural and community hospital settings, and ambulatory clinics. Graduates are eligible to articulate to BSN/BAN programs in the Minnesota State system as part of the Minnesota State Nursing Articulation Agreement.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Degree Specific Program Requirements: A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AS degree. Students will receive 9 credits for their PN education and must be currently licensed as an LPN at the time of application. Students must also complete the required 31 Required General Education credits and 24 Professional Nursing credits to receive a Nursing, RN AS degree for a total of 64 credits.

Accreditation Information: The Nursing (ADN) Program is approved by the Minnesota State Board of Nursing, 2829 University Ave SE, 2nd Floor, Minneapolis, MN 55414-3253, (612) 617-2270 or (888) 234-2690, <http://mn.gov/boards/nursing>. The St. Cloud Technical & Community College Associate Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), <https://cnea.nln.org> 2600 Virginia Avenue, NW, Washington, DC 20037. Telephone: (202) 909-2526. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

A nursing career enables a graduate to help where help is greatly needed. The big demand can also translate into registered nursing jobs with enticing perks and attractive nursing salaries for skilled and qualified applicants.

---

### Technical Studies Pre-requisites:

BLGY1325	Nutrition.....	3
BLGY2310	Human Anatomy/Physiology I .....	4
BLGY2320	Human Anatomy/Physiology II .....	4
BLGY2330	Microbiology .....	4
CMST2310	Interpersonal Communication OR	
CMST1320	Introduction to Communication Studies.....	3
ENGL1302	Analytical Writing .....	4
GERO1300	Introduction to Gerontology .....	3
PHIL1320	Ethics .....	3
PSYC1304	Lifespan Developmental Psychology .....	3
	Practical Nursing Credits granted for advanced standing.....	9

\* A minimum grade of "C" of better and a cumulative GPA of 3.0 or above in all Acceptance coursework is required to be considered for admission and must be maintained. LPN credits granted for advanced standing

\*THE FOLLOWING LICENSE/REGISTRATIONS MUST BE CURRENT AND ON FILE PRIOR TO ADMISSION INTO THE PROGRAM -- CPR/AED - Adult, Child & Infant (Health Care Provider Level)--Minn. Board of Nursing LPN License

### Required Technical Studies Suggested Semester I

NURS2401	Transitional Nursing Concepts .....	3
NURS2415	Nursing Concepts I .....	5
NURS2418	Clinical Concepts I .....	4

### Required Technical Studies Suggested Semester II

NURS2411	Professional Nursing Concepts.....	3
NURS2421	Nursing Concepts II.....	5
NURS2424	Clinical Concepts II .....	4

Estimated cost of books, supplies and materials: \$3,189

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Paramedicine

## Paramedicine AAS Degree (60 Credits)



2022-2023 Catalog

### Program Description

The Paramedic works in the exciting and expanding field of Emergency Medical Services (EMS). Graduates of the Paramedicine AAS program will be eligible to take the national level Paramedicine exam. This degree incorporates theoretical knowledge with extensive clinical application and experience. AAS degree graduates have greater potential for upward progression in the career of pre-hospital care.

Degree Specific Program Requirements: All Paramedicine students are required to have a portable touchscreen device and required software. A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

Accreditation Information: The Paramedicine program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, (727) 210-2350, Fax: (727) 210-2350, <http://www.caahep.org>. Committee on Accreditation of Educational Programs for EMS Professions (CoAEMSP), Suite 111-312, 8301 Lakeview Parkway, Rowlett, TX 75088, (214) 703-8992, [www.coaemsp.org](http://www.coaemsp.org) and MN Emergency Medical Services Regulatory Board (EMSRB), 2829 University Ave SE, Suite 310, Minneapolis, MN 55414, (651) 201-2800, Fax: (651) 201-2812, <https://mn.gov/boards/emsrbs>.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Career opportunities for paramedics include: private ambulance companies, hospitals, industry, city health agencies, fire departments and law enforcement agencies. Park services, ski patrols and other groups in many countries often educate their personnel to become Emergency Medical Technicians or Paramedics as part of their duties.

---

### Program Admissions

\*EMT Basic is required before beginning the Paramedicine program (must submit MN EMSRB EMT-B card).

\*In addition the following must be completed: A medical examination, vaccinations against Hepatitis B or signed release form, Mantoux test, mandatory attendance at an informational meeting and background check.

#### Required Technical Studies Suggested Semester I

EMSP1450	Introduction to Paramedicine.....	3
EMSP1452	Patient Assessment and Airway Management.....	4
EMSP1454	Trauma Management.....	4
EMSP1456	Clinical Experience 1.....	3

#### Required Technical Studies Suggested Semester II

EMSP1458	Emergency Pharmacology.....	3
EMSP1460	Medical Emergencies.....	4
EMSP1462	Cardiology.....	4
EMSP1465	Clinical Experience 2.....	2

#### Required Technical Studies Suggested Semester III

EMSP2450	Special Populations.....	3
EMSP2452	EMS Operations.....	3
EMSP2454	Clinical Experience 3.....	3

#### Required Technical Studies Suggested Semester IV

EMSP2456	Paramedic Psychomotor Synthesis Lab.....	2
EMSP2458	Paramedic Capstone Internship.....	3

#### Required General Education

MnTC Goal Area 1 Communications.....	3
MnTC Goal Area 3 Natural Sciences.....	4
MnTC Goal Area 5 History and the Social and Behavioral Sciences.....	3
MnTC Required General Education Electives.....	9

Estimated cost of books, supplies and materials: \$1,670

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Plumbing

## *Plumbing, Shop Management AAS Degree (60 Credits)*



2022-2023 Catalog

### **Program Description**

The Plumbing program is designed to give students a series of experiences with a wide variety of tasks normally performed by a plumber. Some areas included are installation of fixtures, pipe threading, use of tools and equipment, hot and cold water supply, drainage systems, fabrication and testing, maintenance and repair of plumbing, and hydronic heating. Students choosing an AAS degree will find added emphasis on shop management and communication skills.

Related material covered includes blueprint reading and sketching, plumbers' mathematics, the Minnesota State Plumbing Code, and a considerable amount of trade knowledge. The building construction industry is moving ahead rapidly and becoming more complex each year. There is a need for people with the desire and ambition to learn the basics of plumbing and enter the field as apprentices.

Plumbers must keep informed on the latest developments in sanitary science. They contribute to the public health and welfare by means of well-designed and properly installed plumbing.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### **Career Opportunities**

The plumbing industry presents many outstanding opportunities for advancement and success in residential, commercial, industrial and service plumbing.

---

### **Required Technical Studies Suggested Semester I**

PLBG1504	Piping Procedures I.....	5
PLBG1508	Plumbing Calculations I.....	4
PLBG1510	Minnesota State Plumbing Code I.....	3
PLBG1518	Blueprint Reading and Estimating I.....	4

### **Required Technical Studies Suggested Semester II**

PLBG1514	Minnesota State Plumbing Code II.....	3
PLBG1520	Blueprint Reading and Estimating II.....	3
PLBG1524	Plumbing Calculations II.....	3
PLBG1530	Piping Procedures II.....	3
PLBG1538	Plumbing Internship.....	2
PLBG1544	Career Planning/Customer Relations.....	1

### **Required Technical Electives**

Required Technical Electives.....	9
-----------------------------------	---

### **Required General Education**

CMST1320	Introduction to Communication Studies.....	3
ENGL1302	Analytical Writing.....	4
MnTC Goal Area 6	The Humanities and Fine Arts.....	3
MnTC Goal Area 4	Mathematical/Logical Reasoning.....	3
MnTC Goal Area 5	History and the Social and Behavioral Sciences.....	3
MnTC Required General Education	Electives.....	4

Estimated cost of books, supplies and materials: \$2,150

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Plumbing

## *Plumbing Diploma (37 Credits)*

### Program Description

The Plumbing program is designed to give students a series of experiences with a wide variety of tasks normally performed by a plumber. Some areas included are installation of fixtures, pipe threading, use of tools and equipment, hot and cold water supply, drainage systems, fabrication and testing, maintenance and repair of plumbing, and hydronic heating.

Related material covered includes blueprint reading and sketching, plumbers' mathematics, the Minnesota State Plumbing Code, and a considerable amount of trade knowledge. The building construction industry is moving ahead rapidly and becoming more complex each year. There is a need for people with the desire and ambition to learn the basics of plumbing and enter the field as apprentices.

Plumbers must keep informed on the latest developments in sanitary science. They contribute to the public health and welfare by means of well-designed and properly installed plumbing.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

The general studies courses are technically focused and not designed for transfer.

### Career Opportunities

The plumbing industry presents many outstanding opportunities for advancement and success in residential, commercial, industrial and service plumbing.

---

### Required Technical Studies Suggested Semester I

PLBG1504	Piping Procedures I.....	5
PLBG1508	Plumbing Calculations I.....	4
PLBG1510	Minnesota State Plumbing Code I.....	3
PLBG1518	Blueprint Reading and Estimating I.....	4

### Required Technical Studies Suggested Semester II

PLBG1514	Minnesota State Plumbing Code II.....	3
PLBG1520	Blueprint Reading and Estimating II.....	3
PLBG1524	Plumbing Calculations II.....	3
PLBG1530	Piping Procedures II.....	3
PLBG1538	Plumbing Internship.....	2
PLBG1544	Career Planning/Customer Relations.....	1

### Required General Education/Studies

DVRS1310	Human Relations for a Diverse Workplace.....	3
Required General Education/Studies - Electives.....		3

Estimated cost of books, supplies and materials: \$1,600

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Practical Nursing

## Practical Nursing Diploma (40 Credits)



2022-2023 Catalog

### Program Description

Practical Nursing is a challenging, meaningful, and fulfilling career with the benefits of intellectual stimulation, attractive earning potential, and personal rewards. The program is designed to prepare interested men and women to provide nursing care in a variety of patient care settings. The focus of the provision of care includes promotion of health, prevention of illness, holistic and restorative interventions, and acute and long-term care practice.

**Degree Specific Program Requirements:** A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the diploma. All required practical nursing, PRSG prefix, courses must be completed at SCTCC. The program exists to educate and prepare individuals to complete the National Council Licensure Exam (NCLEX-PN).

**Accreditation Information:** The Practical Nursing Program is approved by the Minnesota State Board of Nursing, 2829 University Ave SE, 2nd Floor, Minneapolis, MN 55414-3253, (612) 617-2270 or (888) 234-2690, <http://mn.gov/boards/nursing> accredited by the Higher Learning Commission, and is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, [www.acenursing.org](http://www.acenursing.org).

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

There are many choices for employment for Practical Nursing graduates including hospitals, nursing homes, clinics, and home health care. LPNs may be hired as private nurses. Many health insurance companies are hiring LPNs to answer patients' questions concerning health needs. The Practical Nursing program provides an educational foundation for career mobility to associate or baccalaureate RN programs.

### Technical Studies Pre-requisites

HLTH1440	Medical Terminology.....	1
BLGY1321	Human Biology.....	4
PSYC1304	Lifespan Developmental Psychology.....	3
MnTC Goal Area 1	Communications - Written.....	3

(ENGL1302 Analytical Writing is required for ADN)

Current CPR/AED Adult, Child & Infant (Health Care Provider level) AND HLTH1402 Nursing Assistant or verification of completion of a 75 hours NA course, or proof of current MDH NA registry, or completion of HCCC modules 1410-1480 (6 credits total), or HCCC 1415, 1425, and 1480 (6 credits total).

Applicants may apply after successful completion of pre-requisite requirements. These courses must be completed prior to starting the program. In addition, students must have completed the Accuplacer with scores above the cutoff points for Practical Nursing or successful completion of equivalent course work.

A minimum grade of "C" or better and a cumulative GPA of 2.5 or above in pre-requisite coursework is required to be considered for admission to the Practical Nursing Program.

Pre-requisites may be taken up to 3 times per the college policy to increase your chances of getting into the PN program.

### Required Technical Studies Suggested Semester I

PRSG2401	Medical Surgical Nursing I.....	3
PRSG2409	Basic Nursing Concepts.....	3
PRSG2419	Nursing Skills.....	3
PRSG2429	Essentials of Clinical Pharmacology.....	2
PRSG2439	Clinical Application I.....	3

### Required Technical Studies Suggested Semester II

PRSG2402	Medical Surgical Nursing II.....	3
PRSG2411	Bridging to Nursing Practice.....	2
PRSG2440	Clinical Application II.....	5
PRSG2450	Maternal Child Nursing.....	3
PRSG2460	Mental Health Nursing.....	2

Estimated cost of books, supplies and materials: \$2,425

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Sonography

## Diagnostic Medical Sonography-Generalist (64 Credits)



2022-2023 Catalog

### Program Description

The Sonography Program provides students with academic study, laboratory and clinical experience in diagnostic medical sonography. Students receive comprehensive training and experience performing scanning procedures in abdominal, superficial structures, gynecological, obstetrical, and vascular ultrasound. Students are affiliated with health-care facilities during the clinical ultrasound internship courses. Diagnostic Medical Sonographers perform and analyze ultrasound images through the use of high frequency sound waves in a variety of medical settings.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Degree Specific Program requirements: A background check, including fingerprinting, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the AAS degree.

Accreditation Information: This program is nationally accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, (727) 210-2350, Fax: (727) 210-2350, <http://www.caahep.org> and by Joint Review Committee in Diagnostic Medical Sonography, 6021 University Blvd., Suite 500, Ellicott City, MO 21043, (443) 973-3257, Fax: (866) 738-3444, [www.jrcdms.org](http://www.jrcdms.org). Upon completion of the program, graduates are eligible to take the national registry exams in Ultrasound Physics, Abdominal Ultrasound, and Obstetrical and Gynecological Ultrasound following American Registry for Diagnostic Medical Sonography (ARDMS) prerequisite guidelines.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC)."

### Career Opportunities

Upon completion of the program, graduates are eligible to take the national registry exams in Ultrasound Physics, Abdominal Ultrasound, and Obstetrical and Gynecological Ultrasound following American Registry for Diagnostic Medical Sonography (ARDMS) prerequisite guidelines. Graduates of this program will be able to obtain, review and integrate pertinent and supporting clinical data to facilitate optimum diagnostic results, analyze and process anatomic, pathologic and/or physiologic data for interpretation by a physician.

### Technical Studies Pre-requisites:

HLTH1440	Medical Terminology.....	1
BLGY2310	Human Anatomy/Physiology I.....	4
BLGY2320	Human Anatomy/Physiology II.....	4
PHYS1305	Conceptual Physics OR	
PHYS2300	General Physics I.....	4
MATH1300	College Algebra.....	3
MnTC Goal Area 1	Communications - Written	
ENGL 1302	Analytical Writing Recommended.....	4
MnTC Goal Area 1	Communications - Oral	
CMST2300	Public Speaking Recommended.....	3

\*Applicants may only apply to the Sonography program after successful completion of the acceptance requirements with a 3.0 minimum GPA.

\*Current Healthcare Provider certificate, CPR/AED required before beginning the Sonography program. Students are required to maintain this certificate throughout the program.

### Required Technical Studies Suggested Semester I

DMSG1401	Introduction to the Sonography Field.....	1
DMSG1402	Ultrasound Cross-Sectional Anatomy I.....	3
DMSG1404	Diagnostic Medical Sonography I.....	3
DMSG1405	Ultrasound Physics.....	3
DMSG1406	Clinical Ultrasound Lab I.....	3

### Required Technical Studies Suggested Semester II

DMSG1410	Ultrasound Cross-Sectional Anatomy II.....	3
DMSG1411	Diagnostic Medical Sonography II.....	3
DMSG1412	Clinical Ultrasound Lab II.....	5
DMSG1415	Professional Development/Growth in Sonography ...	2

### Required Technical Studies Suggested Semester III

DMSG2403	Introduction to Vascular Sonography.....	4
DMSG2425	Clinical Ultrasound Internship I.....	5

### Required Technical Studies Suggested Semester IV

DMSG2407	Sonography Board Reviews.....	1
DMSG2430	Clinical Ultrasound Internship II.....	11

Estimated cost of books, supplies and materials: \$6,440

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Surgical Technology

## *Surgical Technology AAS Degree (60 Credits)*



2022-2023 Catalog

### Program Description

The Surgical Technology Program prepares students to function as part of the operating room team by handing instruments to the surgeon during various surgical procedures. The surgical technologist works under medical supervision to facilitate the safe and effective conduct of invasive surgical procedures. This individual acts in association with the registered nurse and surgeon to ensure that the operating room environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety. The curriculum includes classroom, laboratory and clinical experiences.

A surgical technologist possesses expertise in the theory and application of sterile and aseptic technique and combines the knowledge of human anatomy, surgical procedures and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. Personal qualities of patience, manual dexterity and the ability to work under stress and to stand for long periods of time are necessities in this field.

Degree Specific Program Requirements: A background check, including fingerprinting and drug and alcohol testing, will be completed as a requirement of this program. At the time of the background check submission, students must provide documentation as required by the MN Department of Human Services. If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study, or on your ability to obtain federal, state, and other higher education financial aid. Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.5 or better will have satisfied the program requirements for the AAS degree. Students will be asked to sign an acknowledgement of policies pertaining to drug and alcohol use prior to the clinical experience. This profession does require some lifting. A physical examination is required prior to clinical practice.

Accreditation Information: This program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA), 6 West Dry Creek Circle, Suite 110, Littleton, CO 80120, (303) 694-9262, Fax: (303) 741-3655, [www.arcstsa.org](http://www.arcstsa.org) and by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, (727) 210-2350, <http://www.caahep.org>. Students join the Association of Surgical Technologists and graduates of the Surgical Technology Program will be eligible to take the National Certification Examination.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

### Career Opportunities

Employment options include but are not limited to hospitals, same day surgery centers, and specialty clinics.

---

### Technical Studies Pre-requisites

HLTH1440	Medical Terminology.....	1
BLGY1351	General Biology I.....	4
BLGY2310	Human Anatomy/Physiology I.....	4
BLGY2320	Human Anatomy/Physiology II.....	4
CMST2310	Interpersonal Communication.....	3
DVRS1304	Diversity and Social Justice.....	3
PHIL1320	Ethics.....	3
MnTC Goal Area 1	Communications - Written.....	3

Current Healthcare Provider certificate, CPR/AED required before beginning the Surgical Technology program. Students are required to maintain this certificate throughout the program.

All acceptance requirement courses must be completed with a grade of "C" or better and cumulative GPA of 2.5 prior to admission to the program.

### Required Technical Studies Suggested Semester I

SURG1400	Medical Microbiology.....	2
SURG1404	Surgical Pharmacology.....	2
SURG1420	Operating Room Techniques.....	3
SURG1424	Operating Room Techniques Lab.....	4

### Required Technical Studies Suggested Semester II

SURG1442	Surgical Procedures I.....	6
SURG1462	Operating Room Clinical Lab I.....	14

### Required Technical Studies Suggested Semester III (May term)

SURG1443	Surgical Procedures II.....	1
SURG1463	O.R. Clinical Lab II.....	3

Estimated cost of books, supplies and materials: \$3,311

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Water Environment Technologies

*Water Environment Technologies AAS Degree (62 Credits)*



2022-2023 Catalog

## Program Description

Water Environment Technologies (WETT) is an environmental program geared toward protecting the world's most precious resource: WATER. Courses cover a variety of chemical, biological, physical and mechanical water and wastewater treatment processes and techniques being applied today. The students learn the complex processes of obtaining water from its source, through treatment, distribution, collection, and treatment again on its journey back to the source. Through this process, students learn to identify, troubleshoot, and solve problems involved with the treatment of water.

After reviewing comparable Minnesota State college programs, this program exceeds 60 credits for one or more of the following reasons: national or international program certification, national or international standards including skill standards, standards recommended by a primary employer or multiple employers, national specialized program accreditation, state licensure requirements, and/or national practices or standards.

Accreditation Information: The Water Environment Technologies program is accredited by the Minnesota Department of Health and the Minnesota Pollution Control Agency, 520 Lafayette Road, St. Paul, MN 55155-4194, (651) 296-6300. Students who successfully pass the state exams receive Class D Water and Wastewater certificates, which are required to operate water and wastewater treatment facilities for both public and private entities.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates of the Water Environment Technologies Program are prepared to accept positions as entry-level water and/or wastewater operators at various water purification facilities. A career in water treatment offers dynamic, rapid growing employment opportunities with competitive salaries and benefit packages. Students may also choose to become lab technicians, facility mechanics, equipment sales persons, solids handlers, meter readers, utility service operators, or pursue other various related positions in the water treatment field.

---

### Required Technical Studies Suggested Semester I

WETT1502	Basic Laboratory Skills.....	1
WETT1506	Introduction to Water/Wastewater Technology.....	3
WETT1510	Water / Wastewater Treatment Calculations .....	2
WETT1514	Source Water Treatment and Development .....	4
WETT1518	Water Plant Operation I .....	3
WETT1526	Water Distribution Systems .....	3
WETT1530	Understanding OSHA Safety Regulations in the Water Industry.....	3

### Required Technical Studies Suggested Semester II

WETT1522	Water Plant Operation II.....	3
WETT1534	Wastewater Plant Operation I.....	3
WETT1538	Wastewater Plant Operations II .....	4
WETT1542	Wastewater Laboratory Procedures .....	3
WETT1554	Automated Control Systems .....	3
WETT1558	Understanding the EPA Part 503 Biosolids Rule.....	3

### Required Technical Electives

Required Technical Electives.....	3
-----------------------------------	---

### Required Technical Studies Suggested Semester III (May Term)

WETT1546	Collection and Disinfection Systems Operation.....	3
WETT1550	Strategic Planning for Success.....	3

### Required General Education

MnTC Goal Area 1 Communications - Oral .....	3
MnTC Goal Area 1 Communications - Written .....	3
MnTC Goal Areas *2 - 10 .....	9

\*Courses must be from at least 3 different MnTC Goal Areas

Estimated cost of books, supplies and materials: \$1,910

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Water Environment Technologies

*Water Environment Technologies Diploma (50 Credits)*



2022-2023 Catalog

## Program Description

Water Environment Technologies (WETT) is an environmental program geared toward protecting the world's most precious resource: WATER. Courses cover a variety of chemical, biological, physical and mechanical water and wastewater treatment processes and techniques being applied today. The students learn the complex processes of obtaining water from its source, through treatment, distribution, collection, and treatment again on its journey back to the source. Through this process, students learn to identify, troubleshoot, and solve problems involved with the treatment of water.

Accreditation Information: The Water Environment Technologies program is accredited by the Minnesota Department of Health, 625 Robert Street North, St. Paul MN, 55164 Telephone: (651) 201-5000 and the Minnesota Pollution Control Agency, 520 Lafayette Road, St. Paul, MN 55155-4194 Telephone: (651) 296-6300. Students who successfully pass the state exams receive Class D Water and Wastewater certificates, which are required to operate water and wastewater treatment facilities for both public and private entities.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Graduates of the Water Environment Technologies Program are prepared to accept positions as entry-level water and/or wastewater operators at various water purification facilities. A career in water treatment offers dynamic, rapid growing employment opportunities with competitive salaries and benefit packages. Students may also choose to become lab technicians, facility mechanics, equipment sales persons, solids handlers, meter readers, utility service operators, or pursue other various related positions in the water treatment field.

---

### Required Technical Studies Suggested Semester I

WETT1502	Basic Laboratory Skills.....	1
WETT1506	Introduction to Water/Wastewater Technology.....	3
WETT1510	Water / Wastewater Treatment Calculations .....	2
WETT1514	Source Water Treatment and Development .....	4
WETT1518	Water Plant Operation I .....	3
WETT1526	Water Distribution Systems .....	3
WETT1530	Understanding OSHA Safety Regulations in the Water Industry.....	3

### Required Technical Studies Suggested Semester II

WETT1522	Water Plant Operation II.....	3
WETT1534	Wastewater Plant Operation I.....	3
WETT1538	Wastewater Plant Operations II .....	4
WETT1542	Wastewater Laboratory Procedures .....	3
WETT1554	Automated Control Systems.....	3
WETT1558	Understanding the EPA Part 503 Biosolids Rule.....	3

### Required Technical Studies Suggested Semester III (May Term)

WETT1546	Collection and Disinfection Systems Operation.....	3
WETT1550	Strategic Planning for Success.....	3

### Required General Education

MnTC Goal Area 1 Communications Oral or Written.....	3
MnTC Goal Areas 2 - 10 .....	3

Estimated cost of books, supplies and materials: \$1,450

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Welding/Fabrication

*Welding/Fabrication Diploma (37 Credits)*



2022-2023 Catalog

## Program Description

The Welding Program provides both practical and theoretical knowledge for qualified welding technicians. The specific subjects include: Shielded Metal Arc Welding, Oxy-Acetylene Welding and Brazing, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Cutting Processes—fuel gas and plasma, Metallurgy, Fabrication and Equipment, Automated Machining, CADD Drafting, Blueprint Reading and Math. Safety procedures are also an important part of each welding process. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Degree Specific Program Requirements: Students who have earned a grade of "C" or better, in all required classes, as well as an overall GPA of 2.0 or better will have satisfied the program requirements for the diploma.

The general education courses may transfer and are part of the Minnesota Transfer Curriculum (MnTC).

## Career Opportunities

Positions for graduates may be found in fabricating, plant maintenance, structural steel, pipe fitting, plumbing, and in sales. Many students will find opportunities in supervisory positions after gaining some experience on the job.

---

### Required Technical Studies Suggested Semester I

TECH1550	Basic CADD .....	2
TECH1556	Basic Manual - Automated Machining.....	2
WELD1505	Arc Welding Processes .....	5
WELD1515	Thermal Welding and Cutting Process .....	3
WELD1520	Metallurgy & Safety in Fabrication.....	3
WELD1529	Print Reading & Math Applications .....	2

### Required Technical Studies Suggested Semester II

WELD1533	Blueprint Reading II .....	1
WELD1540	Arc Welding Processes II.....	6
WELD1545	Gas Tungsten Arc Welding .....	4
WELD1558	Robotics, Inspection, and Testing .....	3

### Required General Education

ENGL1308	Stretch Analytical Writing I .....	3
DVRS1310	Human Relations for a Diverse Workplace .....	3

Estimated cost of books, supplies and materials: \$2,013

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# General Studies & Developmental Courses

---

## General Studies Courses

Course	Credits
BUSM 1267 Introduction to Business.....	2
BUSM 2275 Legal Environment of Business .....	3
CPTR 1210 Introduction to Computers.....	3
EMSC 1420 AHA Heartsaver CPR and First Aid.....	1
GBUS 1320 Professional Development I .....	1
GBUS 1324 Professional Development II.....	1
GTEC 1304 The Automobile in America .....	3
INTS 1165 Student Success Seminar.....	2
READ 1112 Critical Reading.....	3
SAMG 1211 Professional Sales Fundamentals .....	3
SAMG 2285 Entrepreneurship .....	3
TECH 1530 Computer Applications.....	2
TECH 1550 Basic CADD.....	2
WELD 1502 Welding for Work and Leisure .....	2

## Developmental Courses

Course	Credits
ENGL 0900 Writing Fundamentals .....	3
ESOL 0710 Foundations for Grammar and Writing .....	4
ESOL 0720 Foundations of Reading and Vocabulary.....	4
ESOL 0730 Foundations of Speaking and Listening.....	4
ESOL 0810 Writing for Academic Purposes.....	4
ESOL 0820 Reading for Academic Purposes.....	3
ESOL 0830 Speaking and Listening for Academic Purposes ....	3
ESOL 0910 Writing for College.....	3
ESOL 0920 Reading for College.....	3
ESOL 0930 Speaking and Listening for College .....	3
MATH 0410 Math Literacy .....	6
MATH 0420 Pathway to College Mathematics .....	4
MATH 0431 Bridge to Mathematical Reasoning .....	3
MATH 0441 Bridge to Elements of Math I.....	3
MATH 0451 Bridge to Statistics.....	3
MATH 0475 Principles of Intermediate Algebra.....	4
MATH 0485 Principles of Intermediate Algebra Accelerated.....	3
READ 0900 Reading Fundamentals .....	3

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

# Minnesota Transfer Curriculum (MnTC) Courses

## MnTC Goal Area 1 - Communications

### Communications - Oral

Course	Credits
CMST 1320 Introduction to Communication Studies.....	3
CMST 2300 Introduction to Public Speaking.....	3
CMST 2302 Small Group Communication.....	3
CMST 2310 Interpersonal Communication.....	3
CMST 2315 Persuasion and the Media.....	3

### Communications - Written

Course	Credits
ENGL 1302 Analytical Writing.....	4
ENGL 1303 Technical Writing.....	3
ENGL 1308 Stretch Analytical Writing I.....	3
ENGL 1309 Stretch Analytical Writing II.....	3
ENGL 2310 Introduction to Creative Writing.....	3

## MnTC Goal Area 2 - Critical Thinking

Course	Credits
CRTK 1300 Introduction to Critical Thinking.....	3
PHIL 1340 Introduction to Logic.....	3
WMST 1300 Introduction to Women's Studies.....	3

## MnTC Goal Area 3 - Natural Sciences

Course	Credits
ASTR 1300 Astronomy.....	3
ASTR 1301 Astronomy Lab.....	1
ASTR 1305 Introduction to Astronomy.....	4
BLGY 1321 Human Biology.....	4
BLGY 1325 Nutrition.....	3
BLGY 1351 General Biology I.....	4
BLGY 1355 General Biology II.....	4
BLGY 2310 Human Anatomy/Physiology I.....	4
BLGY 2320 Human Anatomy/Physiology II.....	4
BLGY 2330 Microbiology.....	4
BLGY 2340 Genetics.....	4
BLGY 2350 Cellular Biology.....	4
BLGY 2360 Ecology.....	4
CHEM 1305 Chemistry for the Non-Scientist.....	4
CHEM 1345 General, Organic and Biological Chemistry Foundations.....	4
CHEM 1350 General Chemistry I.....	4
CHEM 1355 General Chemistry II.....	4
EASC 1310 Meteorology.....	4
ENVR 1305 Environmental Science.....	4
ENVR 1310 Environmental Issues.....	3
ENVR 1315 Natural Resource Conservation.....	3
ENVR 2350 Environmental Chemistry.....	4
GEOG 1300 Geology.....	4
PHYS 1305 Conceptual Physics.....	4
PHYS 2300 General Physics.....	4
PHYS 2305 General Physics II.....	4
PHYS 2310 Engineering Physics I.....	5
PHYS 2320 Engineering Physics II.....	5

## MnTC Goal Area 4 - Mathematical/Logical Reasoning

Course	Credits
MATH 1300 College Algebra.....	3
MATH 1321 College Trigonometry.....	3
MATH 1331 Applications of Mathematical Reasoning.....	3
MATH 1341 Elements of Math I.....	4
MATH 1345 Elements of Math II.....	4
MATH 1351 Introductory Statistics.....	4
MATH 1380 Precalculus.....	5
MATH 2311 Calculus I.....	5
MATH 2321 Calculus II.....	5
MATH 2330 Calculus III: Multivariable Calculus.....	5
MATH 2340 Differential Equations.....	5
MATH 2350 Differential Equations with Linear Algebra.....	4
PHIL 1340 Introduction to Logic.....	3

## MnTC Goal Area 5 - History and the Social and Behavioral Sciences

Course	Credits
ART 1351 Foundation Art History 2: Renaissance to Contemporary.....	3
ANTH 1300 Introduction to Cultural Anthropology.....	3
DVRS 1304 Diversity and Social Justice.....	3
ECON 2320 Introduction to Macroeconomics.....	3
ECON 2330 Introduction to Microeconomics.....	3
GEOG 1300 World Regional Geography.....	3
GERO 1300 Introduction to Gerontology.....	3
HIST 1310 American History Until 1877.....	3
HIST 1311 The United States Since 1877.....	3
HIST 1320 World History to 1500.....	3
HIST 1321 World History since 1500.....	3
HIST 1330 World War II.....	3
HUMN 1315 Latin American Cultures and Civilizations.....	3
POLS 1304 Introduction to American Politics.....	3
POLS 1320 Public Issues.....	3
PSYC 1300 Introduction to Psychology.....	3
PSYC 1304 Lifespan Developmental Psychology.....	3
PSYC 1310 Psychology of Women and Gender.....	3
PSYC 1320 Psychology of Trauma.....	3
PSYC 1350 Positive Psychology.....	3
PSYC 2310 Abnormal Psychology.....	3
PSYC 2320 Social Psychology.....	3
PSYC 2330 Statistics for Psychology/Behav Sciences.....	4
PSYC 2350 Topics in Human Sexuality.....	3
SOCI 1310 Introduction to Sociology.....	3
SOCI 1320 Social Problems.....	3
SOCI 1350 Sociology of Marriage and Family.....	3
SOCI 1360 The Politics of Food.....	3
SOCI 2305 Environmental Sociology.....	3
SSCI 1300 Introduction to the Social Sciences.....	3

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

---

**MnTC Goal Area 6 - The Humanities and Fine Arts**

Course		Credits
ART 1300	Art Appreciation .....	3
ART 1301	Introduction to Studio Art .....	3
ART 1310	Foundation of 2D Design and Materials .....	4
ART 1321	Foundation Drawing I .....	4
ART 1330	Introduction to Painting.....	4
ART 1340	Foundation Digital Photography .....	4
ART 1350	Foundation Art History 1: Ancient to Pre-Renaissance .....	3
ART 1351	Foundation Art History 2: Renaissance to Contemporary .....	3
ART 1370	Introduction to Printmaking .....	4
ART 1380	Foundation 3D Design and Sculpture .....	4
ENGL 1321	Introduction to Modern Fiction .....	3
ENGL 1322	Introduction to Literature .....	3
ENGL 1340	Introduction to Multicultural Literature .....	3
ENGL 1341	Introduction to Women's Literature .....	3
ENGL 1342	Middle Eastern Literature.....	3
ENGL 1345	Gender in Literature .....	3
ENGL 2310	Introduction to Creative Writing .....	3
ENGL 2315	Literature from our Latinx Communities .....	3
HUMN 1320	Holocaust and Genocide Studies.....	3
HUMN 1340	Middle Eastern Cultures.....	3
HUMN 2350	Film and United States Culture .....	3
HUMN 2352	Holocaust Field Studies.....	1
MUSC 1320	Music in World Culture .....	3
MUSC 1340	History of Rock and Roll .....	3
MUSC 1350	Experiencing Live Music .....	3
MUSC 1360	Class Voice .....	3
MUSC 1370	History of Musical Theatre.....	3
PHIL 1310	Introduction to Philosophy .....	3
PHIL 1320	Ethics .....	3
PHIL 1360	Comparative World Religions .....	3
SPAN 2315	Literature from our Latinx Communities .....	3
SPAN 2320	Intermediate Spanish II .....	4
THTR 1315	Acting for Everyone .....	3
THTR 1330	Introduction to Theatre.....	3
THTR 1345	Active Collaboration .....	3
THTR 1350	Acting Foundations .....	3
THTR 1355	Practical Creativity .....	3
THTR 1370	Introduction to Technical Theatre .....	3

**MnTC Goal Area 7 - Human Diversity**

Course		Credits
DVRS 1304	Diversity and Social Justice .....	3
DVRS 1310	Human Relations for a Diverse Workplace.....	3
DVRS 2301	Race and Ethnic Relations.....	3
ENGL 1340	Introduction to Multicultural Literature .....	3
ENGL 1341	Introduction to Women's Literature .....	3
ENGL 1345	Gender in Literature .....	3
GERO 1300	Introduction to Gerontology .....	3
HASL 1300	American Sign Language .....	3
PSYC 1310	Psychology of Women and Gender .....	3

**MnTC Goal Area 7 - Human Diversity Continued**

Course		Credits
ENGL 2315	Literature from our Latinx Communities .....	3
SOCI 1350	Sociology of Family and Marriage.....	3
SPAN 2315	Literature from our Latinx Communities .....	3
WMST 1300	Introduction to Women's Studies .....	3

**MnTC Goal Area 8 - Global Perspective**

Course		Credits
ART 1350	Foundation Art History 1: Ancient to Pre-Renaissance .....	3
ANTH 1300	Introduction to Cultural Anthropology.....	3
ENGL 1321	Introduction to Modern Fiction.....	3
ENGL 1342	Middle Eastern Literature.....	3
GEOG 1300	World Regional Geography.....	3
HASL 1408	American Sign Language III .....	3
HASL 1412	American Sign Language IV .....	3
HIST 1320	World History to 1500.....	3
HIST 1321	World History since 1500.....	3
HIST 1330	World War II.....	3
HUMN 1315	Latin American Cultures and Civilizations .....	3
HUMN 1340	Middle Eastern Culture .....	3
MUSC 1320	Music in World Culture .....	3
PHIL 1360	Comparative World Religions .....	3
SPAN 1310	Beginning Spanish I .....	4
SPAN 1320	Beginning Spanish II .....	4
SPAN 2310	Intermediate Spanish I.....	4
SPAN 2320	Intermediate Spanish II .....	4

**MnTC Goal Area 9 - Ethical and Civic Responsibility**

Course		Credits
CMST 2302	Small Group Communication.....	3
CMST 2315	Persuasion and the Media.....	3
ECON 1310	Personal Finance.....	3
ENGR 1500	Introduction to Engineering*.....	3
HIST 1310	American History Until 1877 .....	3
HIST 1311	The United States Since 1877 .....	3
HUMN 1320	Holocaust and Genocide Studies.....	3
PHIL 1320	Ethics .....	3
POLS 1304	Introduction to American Politics.....	3
POLS 1320	Public Issues.....	3
SOCI 1360	The Politics of Food .....	3

\*Variable credit course, only 3 credit option applicable to Goal 9

**MnTC Goal Area 10 - People and the Environment**

Course		Credits
BLGY 1351	General Biology .....	4
BLGY 2360	Ecology.....	4
CHEM 1305	Chemistry for the Non-Scientist.....	4
ECON 1340	Environmental Economics .....	3
ENVR 1305	Environmental Science.....	4
ENVR 1310	Environmental Issues .....	3
ENVR 1315	Natural Resource Conservation.....	3
ENVR 2350	Environmental Chemistry.....	4
SOCI 2305	Environmental Sociology.....	3

---

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**



# Course Descriptions

## (alphabetical by course number)

**Full course outlines available upon request from Academic Affairs Office.**  
**Prerequisites may require a minimum GPA.**

### **ABCT 1541 - Advanced and Custom Refinishing**

This course will explore various techniques of advanced refinishing such as: tinting, blending, masking, and tri-stage color application. Students will use a variety of types of refinishing equipment and materials to produce let-down panels spray tri-stage paints and have the opportunity to design, mask, and spray custom designed panels of their own.

Student Learning Outcomes:

- \* Identify various masking techniques
  - \* Discuss tinting and blending on a variety of paints and colors
  - \* Identify problems associated with tri-stage and mica paints and applications
  - \* Identify and comply with personal safety practices
  - \* Apply tri-stage and custom finish materials
  - \* Identify paint gun types, set-up, and variations
  - \* Discuss paint mixing and spraying considerations
- (2 C: 1 lect/pres, 1 lab, 0 other)

### **ABCT 1545 - Collision Repair Industry**

This course combines lecture and laboratory practice to introduce students to the knowledge and skills required in the auto body industry. The course introduces students to industry equipment and processes. Students will be instructed on safety and basic familiarization with industry related terminology. Written and demonstration tests will be done in accordance with Inter-Industry Convers on Auto Collision Repair (I-CAR) and National Automotive Technicians Education Foundation (NATEF) curriculum and online learning modules.

Student Learning Outcomes:

- \* Apply personal and shop safety practices according to I-CAR and NATEF standards.
- \* Describe the collision repair industry and related career choices.
- \* Define safety and environmental issues related to the work place.
- \* Identify automotive panels and parts to 90% accuracy.
- \* Name auto body trim and hardware.
- \* Identify hand, power tools, and equipment.
- \* Show appropriate use of auto body specific tools.
- \* Define auto body vehicle terminology according to I-CAR classes.
- \* Identify different types of vehicle damage.
- \* Perform vehicle reconditioning procedures on customer vehicles to industry standards.

(3 C: 2 lect/pres, 1 lab, 0 other)

### **ABCT 1550 - Repair Plan Process**

This course will introduce students to the repair plan process in the auto body industry. This course covers the repair process from beginning to end. Students will learn the basics of the insurance industry, estimating, blue-printing, repair orders and the importance of a repair plan. Becoming familiar with manuals, forms, computer programs and common industry approaches is an integral part of this course.

Student Learning Outcomes:

- \* Interpret parts diagrams and vehicle identification codes.
- \* Describe repair orders, estimates, and the blue-printing process.
- \* Complete blue printing process to reveal hidden collision damage.
- \* Explain how repair time is calculated and related to technician's efficiency.
- \* Prepare repair orders and estimates.
- \* Explain the insurance industry's impact on the repair plan.
- \* Demonstrate the use of various industry specific computer programs.

(2 C: 1 lect/pres, 1 lab, 0 other)

### **ABCT 1555 - Collision Welding**

With the construction of today's vehicles, welding is an important part of auto

body repair. This course covers safety procedures, basic welding on steel and galvanized metals, introduction to aluminum and silicon-bronze welding, plasma cutting and Inter-Industry Conference on Auto Collision Repair (I-CAR) welding standards. Major emphasis is placed on collision facility Metal Inert Gas (MIG) welding and welding according to I-CAR standards.

Student Learning Outcomes:

- \* Identify preferred safety procedures in welding.
- \* Reproduce collision repair MIG welds according to I-CAR standards.
- \* Describe and practice the use of collision industry welding equipment for aluminum, silicon bronze and MIG welding procedures.
- \* Select appropriate welding or cutting tools based on work to be performed.
- \* Reproduce auto body cutting, drilling, and threading to Automotive Service Excellence (ASE) and I-CAR standards.
- \* Choose and utilize appropriate Personal Protective Equipment (PPE) and safety equipment.
- \* Locate and identify collision repair welds and explain their structural differences.

(2 C: 1 lect/pres, 1 lab, 0 other)

### **ABCT 1560 - Sheet Metal Repair**

This course combines lecture and laboratory practice to introduce students to the concepts, terminology and industry accepted methods of sheet metal repair. The course will cover metal straightening, body filler, and substrate preparation up to final sanding of primer. Time will be spent in the lab using both demonstration and hands on processes. Students will be tested using both written and hands on assessments in accordance with industry standards. The understanding of basic metal straightening fundamentals will allow students to begin to analyze and develop repair plans consistent with industry accepted standards.

Student Learning Outcomes:

- \* Demonstrate proper selection and use of metal straightening tools.
- \* Locate and identify damage in sheet metal.
- \* Compare the types, purpose and composition of body fillers and demonstrate various application techniques.
- \* Select proper grit sand paper based on repair steps and technical data sheets.
- \* Identify and repair imperfections in body filler.
- \* Estimate amount of time needed for basic dent repair.
- \* Summarize and demonstrate the steps of sheet metal repair up to final sanding of primer.
- \* Describe and practice the use of basic primer equipment and application procedures according to technical data sheets.
- \* Demonstrate basic methods of sheet metal repair.

(4 C: 2 lect/pres, 2 lab, 0 other)

### **ABCT 1565 - Production Lab I**

Students apply basic procedures on production type vehicles and projects according to National Automotive Technicians Education Foundation (NATEF) and Inter-Industry Conference on Auto Collision Repair (I-CAR) standards. This is a lab course in which students apply and refine skills learned in previous courses. Students accomplish this by having the opportunity to observe, practice and demonstrate these skills in an industry like setting. Instructor guided projects along with live customer work allow students to experience a wide range of structured reinforcement of skills specific to their major. Emphasis will be placed on demonstrating the principles of dent repair to industry standards and completing entry level technician processes.

Student Learning Outcomes:

- \* Perform daily work according to repair order process.
- \* Update supplement repair order as needed.
- \* Analyze basic types of auto body damage.
- \* Perform detailing of vehicles.
- \* Perform disassembly and assembly of vehicles.
- \* Perform metal finishing techniques to industry standards.
- \* Demonstrate methods of applying and sanding body filler to industry standards.

**PLEASE NOTE: All program plans are preliminary and curriculum may change without notice.**

- \* Complete panel removal, replacement and adjustment.
  - \* Perform corrosion protection according to manufacturer and industry standards.
  - \* Demonstrate Metal Inert Gas (MIG) welding to I-CAR Standards.
  - \* Show safe shop operation practices.
- (4 C: 0 lect/pres, 4 lab, 0 other)

#### ABCT 1570 - Basic Refinish

The refinish process includes many procedures and products. This course will look at the steps necessary to complete a variety of basic refinish practices. Students will be introduced to a variety of subjects related to the refinish process including abrasives, undercoats, and topcoats. Emphasis will be put on spray gun setup, spray techniques, and product application.

Student Learning Outcomes:

- \* Apply refinishing safety practices.
  - \* Identify and explain appropriate refinishing process.
  - \* Select appropriate materials according to the technical data sheets.
  - \* Demonstrate surface preparation techniques according to materials being applied.
  - \* Show proper paint gun techniques.
  - \* Perform proper mixing of refinish materials according to the technical data sheets.
  - \* Apply base coat and clear coat according to Inter-Industry Conference on Auto Collision Repair (I-CAR), National Automotive Technicians Education Foundation (NATEF), and manufacturer standards.
  - \* Explain refinish material safety and environmental hazards.
  - \* Prepare plastic substrate for the refinish process in accordance with technical data sheets.
  - \* Identify differences between solvent and waterborne refinish materials.
  - \* Demonstrate safe shop operation practices.
  - \* Perform masking techniques to industry standards.
- (4 C: 2 lect/pres, 2 lab, 0 other)

#### ABCT 1575 - Emerging Technology and Industry Preparation

The collision repair industry is ever changing and evolving as new technology is incorporated into vehicles being produced. This course will explore new technologies and how it will affect technicians in the future. This course also helps students prepare for the work force in the collision industry. Students write resumes, fill out job applications, discuss customer relations, and explore expectations of the collision industry.

Student Learning Outcomes:

- \* Identify new technologies in collision repair.
  - \* Discuss and demonstrate effective methods of communication in the workplace.
  - \* Produce job seeking documents related to the collision industry.
  - \* Examine methods of improving customer relations.
  - \* List and explain new vehicle designs, materials, safety features, and alternate fuel systems and their effects on shop processes.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### ABCT 1580 - Non Steel Substrate Repair

As weight reduction becomes a driving force to improve fuel economy, manufacturers are looking at alternative materials to build vehicles with. Plastics have been used for many years for vehicle construction, but technicians are being expected to repair more plastics each year. Aluminum has been used on expensive luxury and sports cars but now it is being used on mainstream everyday vehicles. This means tomorrow's technicians will need to repair these substrates with skill and accuracy. Students are introduced to industry accepted methods of repairing both plastic and aluminum. Students in this course will be expected to complete both theory and hands on projects.

Student Learning Outcomes:

- \* Demonstrate safe shop operation practices.
- \* Explain different techniques used in repairing plastic and aluminum.
- \* Identify different types of plastic.
- \* Perform plastic welding according to industry standards.
- \* Perform adhesive repairs according to technical data sheets.
- \* Calculate cost of repair versus replacement.
- \* Explain the importance of separating aluminum repair tools from steel repair tools.
- \* Perform aluminum welding to I-CAR standards.
- \* Repair aluminum substrate according to I-CAR standards.
- \* Choose proper materials to apply on non-steel substrates.

- \* Repair SMC and fiberglass according to technical data sheets and manufacturer standards.
- (4 C: 2 lect/pres, 2 lab, 0 other)

#### ABCT 1585 - Production Lab II

Students demonstrate collision repair procedures on production type vehicles and projects according to National Automotive Technicians Education Foundation (NATEF) and Inter-Industry Conference on Auto Collision Repair (I-CAR) standards. Students gain additional hands on experience and continue to refine skills learned in previous courses. Students accomplish this by having the opportunity to observe, practice and demonstrate their skills in an industry like setting. Emphasis will be placed on demonstrating the principles of refinish preparation, refinishing and dent repair.

Student Learning Outcomes:

- \* Perform daily work according to repair order process.
  - \* Update supplement repair order as needed.
  - \* Analyze basic types of auto body damage.
  - \* Demonstrate proper use of aluminum and plastic repair equipment.
  - \* Compare different types of repair methods of plastics.
  - \* Perform metal finishing techniques to industry standards.
  - \* Demonstrate methods of applying and sanding body filler on plastic and aluminum to industry standards.
  - \* Complete panel removal, replacement and adjustment.
  - \* Describe and practice the use of refinishing equipment and proper paint application techniques.
  - \* Demonstrate Metal Inert Gas (MIG) aluminum welding to I-CAR Standards.
  - \* Show safe shop operation practices.
- (4 C: 0 lect/pres, 4 lab, 0 other)

#### ABCT 2542 - Supervised Internship

Internships will help aid the student make an easier transition from school to work. Students will be placed in collision repair facilities to work side by side with journeymen technicians. Specific duties to be performed on the job will be arranged by the repair facility, instructor, and the student.

Student Learning Outcomes:

- All listed outcomes must be performed to acceptable levels of I-CAR and NATEF Standards.
  - \* Demonstrate problem solving skills
  - \* Repair vehicles using an estimate as a guide of repairs needed.
  - \* Complete project vehicles to customer satisfaction.
  - \* Identify and Comply with personal safety practices.
  - \* Use and follow shop reference material to complete projects
  - \* Use time management skills
  - \* Demonstrate team work
- Prerequisite(s): ABCT2518  
(Variable C: 0 lect/pres, 0 lab, 0 other)

#### ABCT 2544 - New Technologies

This course will cover new technologies and trends in the Collision Repair industry. Students will gain knowledge about upcoming features and technologies that will affect them in the workforce. Students will accomplish Program-end Industry Evaluations.

Student Learning Outcomes:

- \* Identify and discuss new technologies in collision repair.
  - \* Identify and discuss industry trends.
  - \* Contrast new vehicle designs, materials, safety features, and alternate fuel systems
  - \* Complete comprehensive industry standards evaluations.
- Prerequisite(s): ABCT2510  
(1 C: 1 lect/pres, 0 lab, 0 other)

#### ABCT 2545 - Advanced Refinish

The refinish process includes many procedures and products. This course will look at the steps necessary to complete a variety of basic refinish practices. From abrasives to undercoats and topcoats, students will cover a variety of subjects related to the refinish process. Emphasis will be put on spray gun setup, spray techniques, and product application.

Student Learning Outcomes:

- \* Select appropriate materials according to the technical data

sheets.

- \* Perform proper mixing of refinish materials according to the technical data sheets.
  - \* Apply two and three stage paint according to manufacturer's standards.
  - \* Comprehend refinish material safety and environmental hazards (SDS).
  - \* Prepare plastic substrate for the refinish process in accordance with technical data sheets.
  - \* Identify differences between solvent and waterborne refinish materials.
  - \* Demonstrate safe shop operation practices.
  - \* Perform masking techniques.
  - \* Blend paint.
  - \* Use manufacturer's information to plot and tint colors.
  - \* Show proper paint gun set-up.
- Prerequisite(s): ABCT1570  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **ABCT 2550 - Auto Body Mechanics**

Electrical, air conditioning and other mechanical parts often become damaged as a result of an accident. Collision technicians must be able to identify and possibly repair this damage. In this course students will perform minor repairs to all types of mechanical systems. Students will perform repairs to supplemental restraint systems. Environmental concerns and other topics pertaining to mechanical repairs will be addressed.

Student Learning Outcomes:

- \* Determine cooling system components, inspect and perform needed repairs.
  - \* Create a system of inspecting, planning and performing brake, suspension and alignment repairs.
  - \* Comply with all manufacturer's procedures when servicing, inspecting, and working around supplemental restraint systems.
  - \* Comply with all safety and shop operations as outlined in the program requirements.
  - \* Demonstrate use of wire diagrams to service interior and exterior wiring systems.
  - \* Test, clean, inspect and recharge batteries.
  - \* Aim lamps using manual and computer aided equipment to meet MN DOT requirements.
  - \* Use electrical test equipment to test voltage, resistance, and amperage in an electrical circuit.
  - \* Examine A.C. systems and determine type of system and refrigerant used.
  - \* Observe all EPA regulations and perform A.C. service in compliance to these regulations.
  - \* Perform refrigerant reclaiming and recharging procedures.
  - \* Perform refrigerant leak detection and repairs for proper A.C. system operation.
- (4 C: 2 lect/pres, 2 lab, 0 other)

#### **ABCT 2555 - Production Lab III**

Students demonstrate collision repair procedures on production type vehicles and projects according to the manufacturers and Inter Industry Conference on Auto Collision Repair (I-CAR) standards. Students gain additional hands-on experience and continue to refine skills learned in previous courses. Students accomplish this by having the opportunity to observe, practice, and demonstrate their skills in an industry-like setting. Emphasis will be placed on demonstrating the principles of mechanical and advanced refinishing skills.

Student Learning Outcomes:

- \* Perform daily work according to repair order process.
- \* Update supplement repair order as needed.
- \* Analyze, inspect, and complete a repair plan.
- \* Remove, store, protect, and replace parts.
- \* Demonstrate steel and non-steel repair processes.
- \* Apply multi stage coats for refinishing.
- \* Use multiple types of welding equipment.
- \* Complete repairs to mechanical systems.
- \* Demonstrate masking techniques.
- \* Complete mixing, tinting, and blending procedures.

- \* Perform final clean-up and quality control using checklist.
  - \* Mock-up projects and live customer work.
  - \* Show safe shop operations practices.
- Prerequisite(s): ABCT1585, ABCT1565  
(5 C: 0 lect/pres, 5 lab, 0 other)

#### **ABCT 2560 - Structural Repair and Analysis**

With high strength steel, lighter sheet metal, and glass being used for structural support, today's technicians must fully understand how the automobile functions as a complete unit. Students will identify and perform repairs on structural components in accordance with industry standards. Students will set vehicles on the frame rack, measure and pull damage to vehicle maker's specifications.

Student Learning Outcomes:

- \* Complete welds using MIG, STRSW and Aluminum welding equipment according to Inter Industry Conference on Auto Collision Repair (I-CAR) or manufacturer's recommendations.
  - \* Locate and utilize I-CAR or manufacturer's repair recommendations for full or partial panel replacement.
  - \* Analyze and perform structural and non-structural repairs to damaged vehicles.
  - \* Install stationary glass using manufacturer's or I-CAR installation procedures.
  - \* Complete structural repairs using weld-bond techniques.
  - \* Use structural and non-structural foams.
  - \* Measure and pull unibody and frame vehicles.
  - \* Perform shop safety and operations as outlined in the program requirements.
- Prerequisite(s): ABCT1555, ABCT1560, ABCT1545  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **ABCT 2570 - Production Lab IV**

Students demonstrate collision repair procedures on production type vehicles and projects according to manufacturers and Inter Industry Conference on Auto Collision Repair (I-CAR) standards. Students gain additional hands-on experience and continue to refine skills learned in previous courses. Students accomplish this by having the opportunity to observe, practice, and demonstrate their skills in an industry-like setting. Emphasis will be placed on demonstrating the principles of damage analysis, structural repair of unibody, and frame vehicles.

Student Learning Outcomes:

- \* Perform daily work according to repair order process.
  - \* Update supplement repair order as needed.
  - \* Analyze and inspect damage to unibody and frame vehicles.
  - \* Measure and perform pulls on various damaged vehicles.
  - \* Remove, store, protect, and replace parts.
  - \* Demonstrate minor repairs on a variety of vehicles.
  - \* Prep and refinish vehicles using paint company standard operating procedures.
  - \* Use multiple types of welding equipment.
  - \* Complete repairs to mechanical systems.
  - \* Complete mixing, tinting, and blending procedures.
  - \* Perform final clean-up and quality control using checklist.
  - \* Show safe shop operations practices.
- Prerequisite(s): ABCT2555, ABCT2560  
(6 C: 0 lect/pres, 6 lab, 0 other)

#### **ACCT 1215 - Accounting Principles I**

This course is an introduction to financial accounting concepts as they apply to business transactions. Students will explore accounting as an information system providing useful information to company stakeholders. Emphasis is on the recording, reporting, and analyzing of a variety of business transactions as they relate to content of the course. Both the preparer and user requirements and expectations are emphasized.

Student Learning Outcomes:

- \* Comprehend the role of accounting in business, including the types of business organizations, business stakeholders, ethics in business and the overall profession of accounting.
- \* Journalize business transactions in accordance with Generally Accepted Accounting Principles (GAAP).
- \* Prepare the three basic financial statements.

- \* Create adjusting journal entries required under the accrual method of accounting to properly update accounts at year end.
  - \* Define inventory systems.
  - \* Apply perpetual and periodic inventory within the accounting system.
  - \* Compare the direct write-off and allowance methods to account for uncollectible accounts and their affect on the financial statements.
  - \* Account for the purchase, maintenance (depreciation, amortization, depletion) and sale of long-term assets.
  - \* Differentiate between current and long-term liabilities.
  - \* Explain how to account for contingent and estimated liabilities.
  - \* Apply the concept of the time value of money.
  - \* Describe the corporate form of business organization, including the sources of equity, characteristics and classes of stock, and effects of dividends.
  - \* Account for the issuance of bonds as a method of financing a business.
  - \* Account for the investment in debt and equity instruments.
- (4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 1216 - Accounting Principles II

This course covers the analysis, from the preparer and user perspective, of business transactions related to partnerships and corporations. Topics include but are not limited to cash and cash flows, internal control, organization, capital structure, stockholders equity, earnings, dividends, fair value accounting and retained earnings statement. Also included is the related statistical financial analysis.

Student Learning Outcomes:

- \* Analyze internal controls for strengths and weaknesses.
  - \* Prepare bank reconciliation statements and record the adjustments to the financial records.
  - \* Apply basic accounting concepts and principles in an ethical way to business transactions.
  - \* Complete accounting transactions and calculations related to partnerships and limited liability companies.
  - \* Summarize the types of cash flow activities reported in the statement of cash flows and prepare statement of cash flows.
  - \* Prepare a report on a publicly traded corporation in the areas of basic analytical procedures along with solvency and profitability analysis.
  - \* Complete an accounting cycle for a business using a comprehensive accounting project.
  - \* Journalize financial transactions using special journals.
  - \* Post journal entries from the general journal and special journals to the general ledger and subsidiary ledgers.
  - \* Report equity changes in the capital structure of a company resulting from fair value accounting.
- Prerequisite(s): ACCT1215  
(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 1217 - Cost Accounting

This course will cover the fundamentals of cost accounting. The course examines accounting practices to record, plan and control material, labor, and overhead costs. The course includes study of job-order, process cost and standard cost systems for manufacturing and service firms. Students will practically apply knowledge to real world scenarios and learn to analyze costs related to the manufacturing process.

Student Learning Outcomes:

- \* Describe the cost concepts, cost behaviors, and cost accounting techniques that are applied to manufacturing and service businesses.
- \* Apply cost concepts and cost behavior to the solving of management decisions.
- \* Determine the costs of products and services.
- \* Analyze the profitability of a product or service.
- \* Differentiate between job order and process costing methods.
- \* Explain standard cost accounting systems.
- \* Apply overhead costs using an overhead rate system.
- \* Prepare an operating budget for a manufacturer.
- \* Prepare common reports used for cost accounting including: cost of good manufactured; job cost sheets; departmental overhead analysis sheets and cost of production reports.
- \* Apply departmentalization concepts to increase accountability and accuracy.

Prerequisite(s): ACCT1215

(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 1219 - Spreadsheets-Microsoft Excel

This course emphasizes on building applied knowledge in Microsoft Excel with a concentrate on accounting process. Foundational knowledge is built by introducing the basics of creating, modifying, formatting to enable expanded depth in the functions of formulas, charts, styles and conditional formatting. Advanced application teach students how to create pivot tables to consolidate data, conduct data analysis using software tools and automate repetitive tasks with macros. Students will apply knowledge to real world problems to prepare them for application in the work environment.

Student Learning Outcomes:

- \* Perform calculations using mathematical, statistical, financial, lookup and logical functions.
- \* Develop formulas containing relative and absolute cell references.
- \* Create conditional formatting to highlight pertinent information.
- \* Learn to manage documents, files and folders to organize spreadsheets and Consolidate data from multiple spreadsheets/workbooks to generate information.
- \* Create various charts types using spreadsheet data and use attention getters to pin point outliers.
- \* Employ tools such as filters, hide column, split screen, and freeze pane on large spreadsheets to manage data to produce information.
- \* Employ what-if analysis to forecast future scenarios.
- \* Use Microsoft online help feature to solve unique real world situation and unexpected problems.

Prerequisite(s): CPTR1210

(2 C: 1 lect/pres, 1 lab, 0 other)

### ACCT 1220 - Payroll Accounting

This course covers the preparation of payroll in compliance with all federal and state payroll and employment laws. By learning federal and state labor laws, students will be able to effectively calculate employee paychecks, maintain payroll records and prepare relevant tax forms. The recording of payroll into the general ledger is reviewed. A comprehensive hands on quarter and year end project is completed to demonstrate practical application of topics covered in the course.

Student Learning Outcomes:

- \* Calculate wages and salaries in compliance the Fair Labor Standards Act.
- \* Compute federal, state, local withholdings and employee deductions and benefits.
- \* Demonstrate an understanding of the payroll impact of federal and state labor laws.
- \* Demonstrate an understanding of the calculation, timing and payment responsibilities of employer payroll liabilities.
- \* Develop practical working knowledge of proper payroll record keeping requirements utilizing a computerized payroll accounting system.
- \* Complete federal and state payroll tax reports.
- \* Prepare payroll journal entries.
- \* Complete a comprehensive quarter and year end payroll project that meets federal and state regulations.

Corequisite(s): ACCT1215

(2 C: 1 lect/pres, 1 lab, 0 other)

### ACCT 1225 - QuickBooks

This course is an introduction to computerized accounting software (QuickBooks) applications used in maintaining accounting records, generating management reports, and processing common business transactions with primary emphasis on the general ledger package. Students will further develop skills in maintaining accounting records and have exposure to the accounts receivable, accounts payable, banking, payroll and inventory modules. In the end, a student will be able to maintain an organizations complete accounting system in QuickBooks.

Student Learning Outcomes:

- \* Apply Generally Accepted Accounting Principles to business transactions to create and edit purchases, sales, cash disbursements, cash receipts and general journal transactions in a computerized environment.
- \* Create, edit, subsidiary and general ledgers accounts, chart of accounts and Inventory items.
- \* Record and edit payroll related transactions.
- \* Create accurate paychecks for hourly and salaried employees.
- \* Create and edit the Record inventory receipts and adjustment.
- \* Produce financial statements and business reports for management use.
- \* Utilize QuickBooks software to record business related banking situations, create checks, deposit slips and reconcile all banking transactions.

- \* Analyze computerized accounting records for errors.
- \* Setup a new company for a service or merchandising business in a computerized environment and complete its accounting cycle.

Prerequisite(s): CPTR1210 or ACCT1215

(3 C: 2 lect/pres, 1 lab, 0 other)

### ACCT 2225 - Computerized Accounting Projects

Students will complete a series of projects in QuickBooks accounting software to apply learned accounting concepts. Each project is designed to increase students capacity to use the software to record, analyze, correct and report business transactions. A capstone project will include a previously completed manual practice set of accounting transactions in the QuickBooks software, demonstrating the advantages of computerized systems. A review for the QuickBooks certification exam is included in the course.

Student Learning Outcomes:

- \* Setup new retail and service business files in QuickBooks.
- \* Process monthly transactions and adjusting entries for a business.
- \* Generate management reports and review for accuracy.
- \* Process quarterly payroll.
- \* Complete all quarter and year end payroll tax forms.
- \* Demonstrate competence in QuickBooks operations.
- \* Correct errors in an accounting system.
- \* Prepare for QuickBooks certification.

Prerequisite(s): ACCT1216, ACCT1220, ACCT1225

(2 C: 1 lect/pres, 1 lab, 0 other)

### ACCT 2226 - Intermediate Accounting I

This course introduces students to a more in depth analysis of the generally accepted accounting principles. Emphasis will be on the accounting cycle, financial accounting assumptions, the financial statements, and the revenue/cash cycle. Additional focus on the preparation and analysis of business information relevant and useful to external users of financial reports. This also includes a study of the unique characteristics of various elements of the financial statements.

Student Learning Outcomes:

- \* Illustrate the basic steps in the accounting cycle.
- \* Prepare a properly classified balance sheet in accordance with generally accepted accounting principles.
- \* Prepare a single-step and a multi-step income statement in accordance with generally accepted accounting principles.
- \* Prepare a properly classified statement of cash flows using both the direct method and the indirect method in accordance with generally accepted accounting principles.
- \* Record revenue using various revenue recognition standards.
- \* Account for transactions and events within the revenue, receivable, and cash cycles of a business.
- \* Apply ratio analysis on financial information to determine the financial strength of a company.
- \* Apply ethical standards to accounting principles and procedures.

Prerequisite(s): ACCT1216

(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 2227 - Intermediate Accounting II

This course is designed to further develop knowledge of financial accounting theory, concepts, practice and procedures related to inventory, debt and equity financing, fixed asset acquisition and utilization and leases. This course also incorporates financial statement analysis to develop students ability to identify key performance areas within the financial statements or possible errors/irregularities within the financial statements. Continued study of generally accepted accounting principles is also included.

Student Learning Outcomes:

- \* Account for inventories.
- \* Account for debt obligations.
- \* Prepare a statement of stockholders' equity.
- \* Account for non-current operating assets throughout their life cycle.
- \* Account for investments in the various types of debt and equity securities throughout their life cycle.
- \* Account for the various types of leases from both the lessee's and the lessor's perspective
- \* Apply ratio analysis on financial information to determine the financial strength of a company.

- \* Interpret financial statement analysis for possible errors or irregularities.
- \* Demonstrate ethical behavior when applying accounting principles and procedures

Prerequisite(s): ACCT2226

(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 2229 - Managerial Accounting

This course introduces students to the concepts and applications of managerial accounting. Managerial accounting is the process of producing financial and operating information for managers and other internal users to assist in making sound business decisions in managing the firm. The process is driven by the informational needs of management with an emphasis on cost systems, pricing decisions, budgeting, planning and controlling. This course will build students understanding in planning operations, controlling activities, and decision making using a wide variety of practical applications.

Student Learning Outcomes:

- \* Distinguish between managerial and financial accounting.
- \* Explain the use of a standard manufacturing cost system for planning and control purposes.
- \* Apply activity based costing methods.
- \* Analyze budgets using variance analysis.
- \* Compare the concepts of absorption costing and direct costing.
- \* Describe fixed, variable, and mixed cost behavior.
- \* Analyze accounting data using cost-volume-profit (CVP) analysis and CVP graphing.
- \* Interpret the uses of break-even point (BEP) and changes in BEP.
- \* Interpret differential analysis reports to meet various financial objectives.
- \* Analyze capital investment decisions.
- \* Prepare a statement of cash flows.
- \* Differentiate between cost, profit, and investment centers.
- \* Calculate return-on-investment including potential residual income.

Prerequisite(s): ACCT1215

(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 2230 - Income Tax I

This course focuses on United States federal individual income tax. The emphasis is primarily on the interpretation of the Internal Revenue Code. Students will learn to apply the code to determine revenue items that make up gross income, deductions for adjusted gross income, itemized deductions, exemptions, and credits. Using this knowledge, students will analyze tax planning strategies. Students will research tax issues using RIA Checkpoint TaxDesk Federal Income Tax Research Database, and prepare their findings in a professional manner. The lab component of the class will focus on preparation and filing of form 1040 and related schedules.

Student Learning Outcomes:

- \* Understand tax related terminology and use in a professional manner.
- \* Interpret Internal Revenue codes sections as they apply to the individual income taxes.
- \* Identify difference between individual income taxes and other types of taxes, and apply this knowledge to preparation of the correct tax returns.
- \* Prepare form 1040 and accompanying schedules.
- \* Apply the knowledge gained of the Internal Revenue Code in a practical manner to tax planning and preparation.
- \* Relate federal individual income taxes to other business and individual financial matters.
- \* Research detailed tax questions using RIA Checkpoint TaxDesk Federal Income Tax Research Database, and present detailed analysis of findings.
- \* Apply ethical tax practices in tax planning and preparation.

(4 C: 3 lect/pres, 1 lab, 0 other)

### ACCT 2231 - Income Tax II

Income Tax II covers a variety of income tax issues. Students will focus on the federal Internal Revenue Code as it applies to corporations and partnerships and learn the similarities, differences, and relationships between individual, corporate, and partnership taxation. Forms, 1120, 1120-S, and 1065 will be used to prepare basic corporate and partnership returns. The course will use the knowledge and skills learned from Income Tax I to prepare individual federal income tax returns using computerized tax preparation software. Students will also learn the Minnesota tax statutes, and how to apply those statutes in preparing individual Minnesota income tax returns. The course also offers students the opportunity to

work with the Volunteer Income Tax Assistance program.

Student Learning Outcomes:

- \* Apply knowledge of the federal and state individual income tax laws by preparing individual income tax returns using a computerized income tax preparation program.
  - \* Apply tax law to partnerships and utilize that knowledge to prepare partnership tax returns.
  - \* Evaluate the tax ramifications of partnership formation and dissolution.
  - \* Apply corporation tax laws and utilize that knowledge to prepare corporation tax returns.
  - \* Analyze tax scenarios and apply tax planning concepts to ensure the appropriate tax advice is given to clients.
  - \* Differentiate between federal and state tax laws and how these differences affect tax planning.
  - \* Interpret state tax deductions, credits, additions, and subtractions and prepare state income tax returns.
- Prerequisite(s): ACCT2230  
(2 C: 2 lect/pres, 0 lab, 0 other)

#### ACCT 2234 - Auditing

An audit is an examination of financial statements to determine the accuracy and add credibility to the financial statements. This course is designed to provide students with an understanding of audit objectives and standards. Standards, ethics, and legal responsibilities of the public accounting profession, as well as preparation of audit reports and a simulated audit project are emphasized.

Student Learning Outcomes:

- \* Differentiate between the professional, ethical and legal responsibilities of a public accountant.
  - \* Explain the process involved in evaluating and selecting audit clients.
  - \* Apply the generally accepted auditing standards that are required to perform a successful audit.
  - \* Prepare various audit reports that may be filed after the audit based on the audit findings.
  - \* Perform specific audit procedures on financial statements within a simulated audit project.
- Prerequisite(s): ACCT2226  
(3 C: 2 lect/pres, 1 lab, 0 other)

#### ACCT 2235 - Accounting Comprehensive Review

The course serves as a capstone course covering financial accounting, ethics, business consulting, managerial accounting, business law and taxation. It is also designed to prepare the student for the Comprehensive Examination for Accreditation in Accountancy, as offered by the Accreditation Council for Accountancy and Taxation.

Student Learning Outcomes:

- \* Demonstrate an understanding of financial accounting and financial statement preparation, presentation and reporting.
  - \* Describe accounting compilation standards.
  - \* Describe professional ethics as they relate to the accounting profession.
  - \* Describe business law concepts.
  - \* Explain the factors involved in business consulting.
  - \* Apply the rules of federal taxation.
  - \* Prepare to successfully complete the comprehensive examination for accreditation in accountancy.
- Prerequisite(s): ACCT2226, ACCT2230  
(2 C: 2 lect/pres, 0 lab, 0 other)

#### ACCT 2236 - Government and Not-Profit Accounting

There are over one million tax-exempt organizations in the U.S. today and more than 100,000 accountants who work for the state and local government. This course is a study of the application of the unique fund accounting principles and procedures that apply to these governmental entities and not for profit organizations. An emphasis is given to the application of recording and reporting the economic information of these organizations. The differentiation from corporate financial reporting standards and regulatory bodies are noted.

Student Learning Outcomes:

- \* Apply the business concepts of not-for-profit accounting, the implications of no ownership interest or profit motive and the effect on the accounting procedures.
- \* Compare the results and requirements of resource flow versus profit based financial statements.

- \* Identify restricted, temporarily restricted and unrestricted contributions and net assets, and the impact on the assets of the organization.
  - \* Record not-for-profit accounting transactions.
  - \* Prepare basic not-for-profit and government financial statements.
  - \* Describe the purpose of different governmental accounting funds to ensure proper classification of financial transactions.
  - \* Record government transactions for appropriations, encumbrances, expenditures, estimated revenues, and actual revenues.
  - \* Classify government funds as governmental, fiduciary, or proprietary to determine correct basis of accounting.
  - \* Correctly identify government fund balances as nonspendable, restricted, committed, assigned, and unassigned.
- Prerequisite(s): ACCT1215  
(2 C: 1 lect/pres, 1 lab, 0 other)

#### ACCT 2280 - Accounting Internship

This internship will be available to students who have demonstrated a readiness and willingness to work in an on-the-job environment. The internship is for the mutual benefit of the student and the host site. All tasks are designed to supplement the SCTCC classroom/lab education. Actual tasks/assignments are determined by the host site as well as the internship advisor.

Student Learning Outcomes:

- \* Integrate written and verbal communication skills into the workplace environment.
  - \* Display critical thinking skills by analysis and application of accounting standards.
  - \* Apply internship site policies and procedures to daily tasks.
  - \* Practice professional and ethical business behavior according to internship site standards.
  - \* Display technical competence in Accounting.
  - \* Adhere to confidentiality policies and procedures per internship site standards.
  - \* Complete reports and required documentation for internship advisor.
- (Variable C:0 lect/pres, 0 lab, other)

#### ADMS 1203 - Microsoft Software in Business I

This course will introduce the features of Microsoft Office used in businesses. Students will gain a foundation in Microsoft Office skills, as used in the workplace, to develop strategies to determine best application use. The course will cover procedures and processes for completing tasks in the MS Office suite as they begin to effectively and efficiently use Microsoft software for a variety of business needs. Students will increase their keying speed to 50+ gross words a minute (GWAM).

Student Learning Outcomes:

- \* Prepare letters, tables, memos, and reports in acceptable format using the Microsoft Office Suite.
  - \* Apply appropriate formatting features when creating documents.
  - \* Employ practices for managing and filtering postal mail and email.
  - \* Schedule appointments, request meetings, and filter incoming messages.
  - \* Develop charts to meet audience request.
  - \* Prepare reports containing bulleted and numbered lists, footnotes and endnotes, and columnar formatting using word processing software.
  - \* Employ features to automatically update chart and content from the internet.
  - \* Adopt practice of creating, sorting, and querying tables.
  - \* Demonstrate knowledge and understanding of form and report creation.
  - \* Use macros, switchboards, pivottables, and pitotcharts to produce easily accessible and retrievable reports.
  - \* Employ graphics and word art features to create professional newsletters.
  - \* Create data sources to set up mail merge and run the merge.
  - \* Build keyboard speed and accuracy techniques to 50+ GWAM with 95% accuracy.
  - \* Apply proofreading, editing and revising skills.
  - \* Use Outlook message managing, cleanup, and calendaring skills.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### ADMS 1204 - Microsoft Software in Business II

This course will expand upon MS software applications previously learned. Students will leverage integration features of Microsoft Office applications to solve office problems, needs, and requirements. Students will apply their advanced skills of Microsoft Office to "real-world" business scenarios and cases to develop and refine problem-solving and communication competencies vital in today's

workplace.

Student Learning Outcomes:

- \* Manipulate and create Word settings to meet business needs.
- \* Devise advanced Excel formulas for creating and maintain significant, easy to digest, data for diverse audiences.
- \* Construct financial and logical functions in Excel to calculate office expenses, costs, and earnings.
- \* Integrate internet research into easily digested Excel worksheets, charts, and graphs to aid in audience understanding.
- \* Combine Excel functions to link to outside sources and calculate presentation data.
- \* Formulate advanced Access functions to create and maintain significant, easy to digest, data.
- \* Formulate analysis techniques to differentiate and assign data in Access to create specialized reports to aid in audience understanding.
- \* Synthesize and link data imported from external sources into Access documents to create and maintain continual updates.
- \* Integrate data from Word, Excel, Access, and Outlook.
- \* Refine proofreading, editing, and revising techniques.
- \* Practice business communication skills.
- \* Prioritize workload to accomplish goals and meet deadlines.
- \* Develop plans that utilize office management skills to produce quality solutions.

Prerequisite(s): ADMS1203

(3 C: 3 lect/pres, 0 lab, 0 other)

#### ADMS 1207 - Administrative Office Procedures

This course is designed to develop effective work techniques and methodologies in the office environment. Students will be introduced to the rules, procedures, and processes that will develop their skills as an office professional. The course will also cover competency in basic filing, including ARMA rules, alphabetic, numeric, and geographic systems.

Student Learning Outcomes:

- \* Identify the roles and responsibilities of the administrative professional.
- \* Learn and develop skills and qualities necessary for administrative professionals.
- \* Develop competency in filing systems, file management, office organization, mail, and related support software systems.
- \* Utilize technology to support the role of the administrative professional.
- \* Practice techniques and strategies to provide quality service to internal and external office customers.
- \* Practice effective techniques used to manage time, workload, scheduling, and office communications.
- \* Discuss the importance of ethical behavior in the workplace.
- \* Apply ARMA filing rules to set up and manage correspondence folders for easy retrieval.
- \* Understand administrative duties for meetings, conferences, and travel arrangements.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### ADMS 1208 - Administrative Support Applications

This course uses hands-on projects that represent the complex day-to-day skills and activities necessary to successfully manage in an office environment. Students will develop valuable skills required in the workplace, including human relations and communication skills to effective planning, organizing, prioritization and evaluative skills, and system improvement. A variety of office administrative tasks involving the use of transcription equipment, advanced word processing, database, and spreadsheets functions will be performed to replicate today's office place.

Student Learning Outcomes:

- \* Identify various dictation and transcription packages available to meet office needs.
- \* Utilize available technologies to support communication in the workplace.
- \* Create and coordinate travel, event, and office scheduling.
- \* Create template documents, databases, and spreadsheets for standard office communications.
- \* Develop researching and reporting skills by using reference materials and the Internet.
- \* Exercise time management skills to prioritize and manage tasks in a work environment.
- \* Provide customer service and support to internal and external customers.

- \* Establish priorities and intents of projects, decisions and actions to be taken, including identification of potential opportunities and solutions.
  - \* Develop administrative procedures to run the office efficiently including the evaluation of existing systems, processes and procedures and suggestions and ideas for improvement and implementation.
  - \* Generate reports, materials and key correspondence in response to supervisor and customer needs and requests for information.
  - \* Develop and practice effective human relations and communication skills.
  - \* Discuss soft skills necessary to the office environment.
  - \* Apply proof-reading and editing skills to refine office documents.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### ADMS 2211 - Administrative Support AAS Internship

This course emphasizes interaction between the student and internship site with emphasis on putting what has been learned in the classroom into practice. The internship program will be available to ADMS students who have demonstrated readiness and willingness to learn in an on-the-job situation. Students will learn from hands-on training and business examples to gain general knowledge of day-to-day office procedures. This is a capstone course and should be completed during the student's final year.

Student Learning Outcomes:

- \* Accept responsibility for administrative support job functions and personal behavior while at the internship site to help prepare for future career and professional growth.
- \* Apply policies and procedures in compliance with regulations of the facility.
- \* Promote and demonstrate ethical standards of practice.
- \* Maintain the accuracy and completeness of internship site's records.
- \* Work on quality improvement projects with minimal supervision.
- \* Work with a variety customers' internal and external to prepare for customer service at future career.
- \* Work within the team environment while at the internship site to develop comfort in workplace teams and possible confrontations.
- \* Prioritize job functions and activities with minimal supervision.
- \* Contribute to work policies and procedures in relation to job junction while at internship site.
- \* Consistently project good company image while assisting customers.
- \* Demonstrate desirable soft skills for the workplace.
- \* Once given instruction, be able to perform most job functions with little or no supervision.

(3 C: 0 lect/pres, 0 lab, 3 other)

#### ANTH 1300 - Introduction to Cultural Anthropology

Meets MN Transfer Goals 5 and 8 - History/Social, Behavioral Sciences and Global Perspective. Students will be introduced to Anthropology as a social science with a particular focus on the subfield of Cultural Anthropology and the diversity of the human experience. They will apply methods and concepts from Cultural Anthropology in analysis of their own culture, specific cultures new to our country and other world cultures using ethnographic accounts. An emphasis will be placed on ways this knowledge and the related skills that are learned in this course are useful for self-understanding and for addressing social issues.

Student Learning Outcomes:

- \* Use anthropological methods to describe students' own and other cultures.
- \* Accurately apply course concepts in analysis and description of students' own and other cultures.
- \* Explain the usefulness of anthropological knowledge and methods for resolving social problems.
- \* Compare and contrast different cultural patterns of subsistence and economics, marriage and family, gender and social stratification, social control, religion and art.
- \* Describe different aspects of culture and the ways cultures are affected by change.
- \* Identify connections between various aspects of culture.
- \* Illustrate the integrated nature of culture using specific examples from students' own and other cultures.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### ARCH 1503 - Introduction to Architectural Drafting

This course introduces the fundamentals of the Architectural Drafting process.

It explores the importance of drafting, the required tools and equipment, and the production of orthographic and isometric drawings.

Student Learning Outcomes:

- \* Explore building materials and construction methods
- \* Apply architectural drafting skills including plans, elevations and sections
- \* Illustrate techniques of architectural drafting including line quality, lettering, dimensioning and symbols.
- \* Produce plans, sections, and elevations of a simple building.
- \* Explore building codes and construction methods
- \* Develop drafting skills through projects utilizing basic residential construction methods and their graphical representation.

Corequisite(s): ARCH1522, CNST1502

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **ARCH 1506 - Intro to Architectural CAD**

This course will introduce AutoCAD software as a design and drafting tool for Architecture. The student will work with AutoCAD software to create drawings and learn the tools of cad. Concepts include organizing, editing, drawing skills, printing/plotting, adding text and dimensions.

Student Learning Outcomes:

- \* Demonstrate AutoCAD basic commands
- \* Perform multiple draw functions
- \* Implement modify commands
- \* Apply annotation and dimensioning
- \* Manipulate documents to perform printing and plotting functions

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ARCH 1510 - CAD and Design Studio**

This course will prepare the students to use drafting systems to develop presentations, details, sections and construction plans for a multi-story house and a large custom residential project.

Student Learning Outcomes:

- \* Determine space requirements for a 2-story house based on project guide lines.
- \* Prepare working drawings for a 2-story house (floor plan, foundation plan, elevations, sections, misc. details, site plan and appropriate construction notes) using AutoCAD software.
- \* Develop preliminary floor plans for a large custom residential project based on guide lines.
- \* Construct working drawings for a large custom residential project (floor plan, foundation plan, elevations, door and window schedules, sections, misc. details, site plan and appropriate construction notes) using AutoCAD software.
- \* Create presentation and sales drawings for a large custom residential project.
- \* Print and/or plot working drawings using appropriate scale, line weights and paper size.

Corequisite(s): ARCH1534

Prerequisite(s): ARCH1506

(6 C: 2 lect/pres, 4 lab, 0 other)

#### **ARCH 1522 - Residential Design Principles**

Study of residential spaces including identification of client needs, industry standards, and space planning concepts.

Student Learning Outcomes:

- \* Examine and identify the living, sleeping and service areas of a home
- \* Analyze traffic flow
- \* Recognize styles of kitchen design
- \* Create individual kitchen designs based on project criteria
- \* Recognize elements of bathroom layout
- \* Create individual bathroom designs based on project criteria
- \* Identify the space requirements for living and dining areas
- \* Outline the space requirements for bedrooms and closets
- \* Analyze the space requirements for garages and exterior living spaces.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **ARCH 1534 - Residential Design and Presentation**

Students will explore architectural history and various American historical house styles. In addition, the students will learn how to professionally prepare color renderings of elevations and floor plans.

Student Learning Outcomes:

- \* Identify historical architectural periods and their contributions to current archi-

tectural design.

- \* Identify exterior design characteristics of various house styles.

- \* Examine various types of presentation drawings and rendering styles.

- \* Prepare color renderings of enhanced front elevations and floor plans.

Prerequisite(s): ARCH1522

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **ARCH 2506 - Architectural Design Studio I**

This course will introduce Revit Architecture software as a design tool for Architecture. Students will develop presentation and working drawings for an affordable housing project. An introduction to light commercial construction techniques will be studied. Students will develop working drawings for a small commercial building utilizing commercial construction standards.

Student Learning Outcomes:

- \* Determine and list preliminary design solutions for an affordable single family residence.
- \* Draw working and presentation drawings (floor plan, foundation plan, elevations, sections, door and window schedules, site plan and appropriate construction notes) for an affordable single family residence using Revit Architecture Software.
- \* Determine and list preliminary design solutions for a small convenience store.
- \* Create working drawings (floor plan, elevations, sections, misc details, site plan and appropriate construction notes) for a convenience store using Revit Architecture software.

- \* Print and/or plot working drawings using appropriate scale, line weights and paper size.

Prerequisite(s): ARCH1503

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ARCH 2510 - Architectural CAD II**

This course will enable students to use their knowledge of construction materials, systems and practices by drafting the working drawings of a split-level home or twin home. Students will use AutoCAD software to produce the documents necessary for industry standard communication and construction.

Student Learning Outcomes:

- \* Determine space requirements for a split-level duplex based on project requirements
- \* Develop preliminary floor plans for a split-level duplex building based on project requirements
- \* Select appropriate materials and structural systems for a split-level house
- \* Draw working drawings for a split-level duplex (floor plan, fdn. plan, elevations, sections, door and window schedules, misc. details, site plan and appropriate construction notes) using AutoCAD software
- \* Print and/or plot working drawings using appropriate scale, line weights and paper size

Prerequisite(s): ARCH1506

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ARCH 2518 - Architectural CAD III**

This course enables the student to draft the complete working drawings of a commercial remodeling project and a small commercial building using AutoCAD software. The student will select the appropriate building materials and systems to demonstrate their construction knowledge and understanding of project design requirements.

Student Learning Outcomes:

- \* Determine demolition and remodeled space requirements based on existing floor plans and project requirements
- \* Draw remodeled floor plans, elevations and details using AutoCAD software
- \* Develop preliminary floor plans for a small commercial building based on project requirements
- \* Select appropriate materials and structural systems for a small commercial building
- \* Draw working drawings for a small commercial building (floor plan, fdn. plan, elevations, sections, door and window schedules, misc details, site plan and appropriate construction notes) using AutoCAD software

- \* Print and/or plot working drawings using appropriate scale, line weights and paper size

Prerequisite(s): ARCH2510, ARCH2506

(3 C: 1 lect/pres, 2 lab, 0 other)



**ARCH 2522 - Commercial Design Principles and Practice**

This course is designed to provide students the principles of design as they apply to multi-family housing and light commercial construction. Topics of study will include aesthetics, building accessibility requirements for ADA (Americans with Disabilities Act), system selections, durability and selected fire and life-safety provisions of the IBC and IRC building codes. Students will study commercial design by reading and analyzing blueprints, specifications and bidding documents from actual commercial projects. Emphasis is placed on reading and understanding commercial working drawings.

Student Learning Outcomes:

- \* Access and analyze accessibility requirements of the Americans with Disability Act
- \* Apply ADA to commercial building design.
- \* Draw details for commercial toilet rooms that meet Minnesota Code and ADA requirements.
- \* Develop and draw basic layouts for units in multi-family construction utilizing fire, sound, and other building code requirements.
- \* Define and analyze basic design requirements for merchandising facilities.
- \* Identify and interpret structural, architectural, mechanical and civil drawings for commercial projects
- \* Analyze project manuals for small commercial buildings.
- \* Demonstrate an understanding of the CSI format.

Prerequisite(s): CNST1502

(2 C: 1 lect/pres, 1 lab, 0 other)

**ARCH 2530 - Sustainable Building Systems**

This course will introduce students to the concepts and applications of sustainable building design and construction. Specific areas of study include principles of thermal-dynamics as they apply to building envelopes and the utilization of solar, wind, bio-mass, geo-thermal and fossil fuels to create energy for buildings. Historic and current approaches to sustainable building design will be reviewed as well as systems used to evaluate environmentally appropriate structures.

Student Learning Outcomes:

- \* Identify selected models for sustainable design.
- \* Develop a definition of sustainable design based on established models.
- \* Demonstrate an understanding of thermal dynamics by utilizing software to measure building energy efficiency.
- \* Specify R-values for fiberglass, loose fill and rigid insulation types for various building applications.
- \* List current applications of solar, wind, bio-mass, geo-thermal and fossil fuels used in buildings.
- \* Identify basic mechanical building systems on commercial plans.
- \* Develop a sustainable design vocabulary based on industry terminology.
- \* Evaluate projects using the LEED Rating system.

(2 C: 2 lect/pres, 0 lab, 0 other)

**ARCH 2542 - Structural Building Systems**

Statics and strengths of construction materials are presented. Structural and architectural elements in soil mechanics, structural wood, concrete, steel, pre-stressed and post tensioned concrete are the primary emphasis. Students will develop skills in using basic structural formulae and procedures. Students will also learn procedures for producing shop drawings for various materials.

Student Learning Outcomes:

A student successfully completing this course will:

- \* Calculate footing sizes using building loads and soil bearing data.
- \* Identify details for pre-cast, pre-stressed concrete products.
- \* Create construction details for various methods of commercial construction projects
- \* Identify procedures used in Cast-in-place concrete.
- \* Recognize basic steel shapes and calculate W and S shaped beam sizes using building loads and load charts.
- \* Classify solid sawn lumber sizes and calculate beam sizes using building loads and WWA span calculator.
- \* Identify engineered wood products (I-joist, LVL, PSL, roof and floor trusses.)
- \* Calculate sizes for various engineered lumber products using building loads.

Prerequisite(s): CNST1506

(3 C: 1 lect/pres, 2 lab, 0 other)

**ARCH 2551 - Professional Constructor Seminar**

This course will enable students to prepare a resume, letters of application, and a personal portfolio. Students will study interviewing techniques and job seeking skills.

Student Learning Outcomes:

A student successfully completing this course will:

- \* Assess career opportunities and determine employment objectives.
- \* Select a resume format and prepare a personal resume
- \* Prepare a job application letter.
- \* Identify and present interviewing techniques.
- \* Identify and assemble a personal portfolio of student work.

(1 C: 1 lect/pres, 0 lab, 0 other)

**ART 1300 - Art Appreciation**

Meets MN Transfer Curriculum Goal Area 6 Humanities- This course is an introduction to the visual arts. Students will be introduced to the processes, principles, and purposes of visual art. Students will explore the visual elements and principles of design, will learn about the media of the visual arts, will learn about the history of the visual arts, and will learn to evaluate artists' work. Activities will include text reading, slide lectures, films, and museum/gallery tours.

Student Learning Outcomes:

- \* Demonstrate an awareness of the variety of visual art forms and art works.
- \* Identify major artworks and monuments from western and non-western origins.
- \* Describe artworks and analyze artists' choices using the formal language of the visual arts.
- \* Compare and contrast works of art using the language of the visual arts.
- \* Demonstrate an understanding that artworks are expressions of values within a historical, social, and cultural context.
- \* Demonstrate the ability to respond critically to works of visual art.
- \* Articulate informed responses to works of visual arts using the language of the visual arts.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**ART 1301 - Introduction to Studio Art**

Meets MN Transfer Curriculum Goal Area 6 Humanities and Fine Arts. This course introduces students to techniques, materials and concepts used in the visual arts. Students will explore and produce works in various traditional and contemporary media. Course activities will promote an understanding of the nature of art, the elements and principles of a visual language, and different perspectives on art. This course is intended for students with little or not experience in studio art, as well as students interested in trying a variety of media. Drawing, painting, printmaking, sculpture, and/or photography may be explored.

Student Learning Outcomes:

- \* Recognize a variety of visual art forms and artworks.
- \* Respond to works of art utilizing the vocabulary of the visual arts.
- \* Demonstrate skills in using a variety of materials and techniques.
- \* Create original works of art that use unique solutions to formal and conceptual problems.
- \* Identify and apply elements of art and principles of design as a means to communicate visual ideas.
- \* Explain and evaluate personal artwork and the work of others through the process of critique.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**ART 1310 - Foundation 2D Design and Materials**

Meets MN Transfer Curriculum Goal Area 6 - Humanities. This course introduces the vocabulary and tools essential for two-dimensional image creation. This course develops a working knowledge of the use of the basic elements and principles of two-dimensional design. Students will explore creative problem solving by producing design projects in a variety of tools, techniques, and materials. This course emphasizes the elements, principles, and ideas that constitute the shared language of all visual arts. Production and research will be an integral part of the course as students learn to apply the elements and principles of design to artistic projects.

Student Learning Outcomes:

- \* Identify and explain the elements and principles of two-dimensional design.

\* Apply the elements and principles of two-dimensional design in a variety of assigned creative projects, including non-objective, abstract, representational, and typographic compositions.

\* Create and explain original designs that solve a variety of formal problems.

\* Show basic technical proficiency in the media introduced in class.

\* Respond critically to works of visual arts and design using the language of art and design, both verbally and in writing.

\* Evaluate works of art and design, both formally and conceptually.

\* Explore form and content and their relationship via hands-on creative projects.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **ART 1321 - Foundation Drawing I**

Meets MN Transfer Curriculum Goal Area 6 Humanities and Fine Arts. This course introduces students to the basic ideas, materials, and methods of drawing. Students will work primarily from observation to explore line, shape, form, space, texture, and value on a two-dimensional surface. Students will engage in the creative process through a variety of techniques, styles and media. Students will develop perceptual awareness, eye/hand coordination, and an increased appreciation for and knowledge of contemporary and historical drawing concerns.

Student Learning Outcomes:

The student will:

\* Demonstrate the ability to render form and space from observation onto the two-dimensional surface.

\* Develop technical skills and proficiencies necessary to those working with drawing media.

\* Examine and explain technical, aesthetic, and design issues inherent in drawing.

\* Demonstrate engagement in the creative process by creating drawings.

\* Develop an appreciation for the aesthetic principles governing works in drawing.

\* Make aesthetic judgments appropriate to drawing, respond critically to works, and articulate informed personal reactions to works in the arts.

\* Develop strategies to express ideas through drawing.

\* Employ drawing as a means of personal expression.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **ART 1330 - Introduction to Painting**

Meets MN Transfer Curriculum Goal Area 6 Humanities - This course introduces the technical, conceptual, and aesthetic aspects of painting using acrylic paints. Students will explore basic problems of color, form, and composition using traditional and contemporary methods. Students will engage in the creative process and informed personal reaction and critical response to both historical and class works will be fostered.

Student Learning Outcomes:

\* Demonstrate the ability to render forms and space from observation onto the two-dimensional surface.

\* Show basic technical proficiency in the use of acrylic painting media.

\* Solve visual problems creatively while demonstrating an awareness of cultural and/or historical precedent.

\* Show proficiency with diverse painting styles.

\* Demonstrate an awareness of composition, value, color, mark-making, and texture.

\* Employ painting as a means of personal expression while developing ability with the media.

\* Critically respond verbally and in writing to both the paintings of their peers and to works drawn from the history of art.

\* Evaluate their own artworks, both formally and conceptually.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **ART 1340 - Foundation Digital Photography**

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. This course is an introduction to photography as a creative medium and focuses on the production of photographs. The digital camera is used as a means for individual creative expression. The emphasis in this course is on aesthetic, technical, conceptual, and historical concerns in photography. A wide range of topics will

be covered including creative expression, visual composition, and the history of photography as a creative medium. Production and research will be an integral part of the course as students learn to apply artistic principles to photography.

Student Learning Outcomes:

\* Identify, explain, and demonstrate the ability to perform basic camera and computer functions.

\* Show basic technical proficiency in the digital photographic medium.

\* Apply the elements and principles of art, design, and photographic structure in a variety of assigned creative projects including portraiture, landscape, and still life.

\* Create original photographs that address a variety of formal and conceptual problems and photographic applications.

\* Explain one's own aesthetic, conceptual, and technical decision making processes as they relate to creative projects in digital photography.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **ART 1350 - Foundation Art History 1: Ancient to Pre-Renaissance**

Meets MN Transfer Curriculum Goal Area 6 and Goal Area 8. This course examines painting, sculpture and architecture of cultures from prehistory to the end of the 14th Century. Through slide lectures, discussions, videos, and/or museum/gallery visits, students will explore the history of the world through visual art and material culture with a global perspective.

Student Learning Outcomes:

\* Analyze major art movements from prehistory to the 14th century, and the stylistic characteristics which differentiate them.

\* Identify key examples of art works of different styles created around the world during this period.

\* Explain the basic visual elements and principles of design present in art work of this period.

\* Describe works of art in terms of visual elements and principles of design.

\* Describe political, economic, and cultural factors that contribute to the differences and similarities in artistic trends throughout the world.

\* Analyze the work of artists as expressions of human values within an historical, cultural, and social context.

\* Formulate informed responses to works of visual arts produced worldwide.

\* Compare art historical periods by writing critical and analytical essays using academic research and scholarship.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **ART 1351 - Foundation Art History 2: Renaissance to Contemporary**

Meets MN Transfer Curriculum Goal Area 5 and Goal Area 6. This course examines painting, sculpture, architecture, crafts and other art forms and the context that informed their creation from the 15th century through present day. Through slide lectures, discussions, videos, and/or museum/gallery visits, students will gain a historical perspective of the world through visual art and material culture.

Student Learning Outcomes:

\* Analyze major art movements from the 15th century to present day, and the stylistic characteristics which differentiate them.

\* Identify key examples of art works of different styles created around the world during this time period.

\* Explain the basic visual elements and principles of design present in art work of this period.

\* Describe works of art in terms of visual elements and principles of design.

\* Describe political, economic, and cultural factors that contribute to the differences and similarities in artistic trends throughout the world.

\* Analyze the work of artists as expressions of human values as well as reflections of the historical, cultural, and social context.

\* Formulate informed responses to works of visual arts produced worldwide.

\* Compare art historical periods by writing critical and analytical essays using academic research and scholarship.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **ART 1370 - Introduction to Printmaking**

Meets MN Transfer Curriculum Goal Area 6 Humanities and Fine Arts. This

course introduces the technical, conceptual, and aesthetic aspects of printmaking. Students will explore relief printmaking, collagraphy, monoprint, monotype, and/or etching. Students will engage in the creative process through a variety of printmaking techniques, styles and media. A range of historical and contemporary prints and printmaking processes will be explored.

Student Learning Outcomes:

- \* Show proficiency with diverse printmaking processes and be able to identify prints made through different printmaking methods.
  - \* Examine and explain technical, aesthetic, and design issues inherent in printmaking.
  - \* Implement the elements of art and the principles of design in printmaking.
  - \* Demonstrate engagement in the creative process by creating prints.
  - \* Analyze the aesthetic principles governing works in printmaking.
  - \* Make aesthetic judgements appropriate to printmaking, respond critically to works, and articulate informed personal reactions to works in the arts.
  - \* Develop strategies to express ideas through printmaking and as a means of personal expression.
  - \* Understand the health and safety practices in the field of printmaking.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 3 lect/pres, 1 lab, 0 other)

### ART 1380 - Foundation 3D Design and Sculpture

Meets MN Transfer Curriculum Goal Area 6. This course introduces students to the application of design principles to artwork in three dimensions. The course includes lectures, critiques and studio time. Student will explore sculptural methods as a means of studying design concepts.

Student Learning Outcomes:

- \* Develop proficiency with creating three dimensional artwork using a variety of material and techniques.
  - \* Demonstrate creative solutions to formal and conceptual problems through artistic production.
  - \* Apply elements of art and principles of design as a means to communicate visual ideas
  - \* Compare historic and contemporary styles, techniques, and materials for three dimensional design.
  - \* Assess three dimensional work according to aesthetic and formal concerns, as well as an expression of historical and societal context.
  - \* Articulate an understanding of the basic study of symbolism and iconography as elements of visual communication.
  - \* Evaluate personal artwork and the work of others through the process of critique.
  - \* Demonstrate an understanding of health and safety issues within the discipline.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 3 lect/pres, 1 lab, 0 other)

### ASTR 1300 - Astronomy

Meets MN Transfer Goal 3 - Natural Sciences. This is an introductory astronomy course designed for non-science majors students. It emphasizes the physical sciences of astronomy and covers the history of astronomy, properties of light, telescopes, formation of the solar systems, Stellar configuration, Stellar evolution, quasars, dark matter, galactic structure, and galactic evolution.

Student Learning Outcomes:

- \* Describe fundamental physical principles and laws of astronomy.
- \* Demonstrate knowledge of measurement techniques used in contemporary astronomy.
- \* Define various astronomical objects including planets, dwarf planets, plutinos, plutoids, nebula, asteroids, comets, and black holes.
- \* Describe lunar phases, eclipses, and the reasons for the seasons.
- \* Label various positions of planets in planetary configuration.
- \* Explain three Kepler's laws of planetary motion.
- \* Outline the different portion of electromagnetic spectrum based on wavelength, frequency, and energy.
- \* Demonstrate the understanding of the theory of solar system and stellar system formation and evolution.
- \* Distinguish the physical properties of the planets of our solar systems.
- \* Identify different segments of star classification on Hertzsprung -

Russel (H-R) diagram.

\* Distinguish between planets and dwarf planets, reflection telescopes and refraction telescopes, plutinos and plutoids and retrograde motion and prograde motion.

\* Explain the importance of Hubble's Law.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ASTR 1301 - Astronomy Lab

Meets MN Transfer Goal 3 - Natural Sciences. This is an introductory astronomy lab course designed for non-science majors. It can be taken by itself as a stand-alone course or in conjunction with an Astronomy course. In this course students will learn about the constellations, stars, telescopes, instruments and measurements astronomers make to determine the distances to the stars and planetary bodies. This laboratory course will focus on gaining an understanding of the instruments, observations, measurements, and calculations used by astronomers to determine the properties of astronomical objects and the distances to these astronomical objects.

Student Learning Outcomes:

- \* Conduct experiments to test hypotheses and mathematical formulas.
- \* Use appropriate computer technology and software to perform experiments, perform analysis, and prepare reports.
- \* Identify diverse asterisms, planets, and stars and learn how to discover astronomical objects in the sky.
- \* Verify theoretical astronomical concepts through practical investigation.
- \* Communicate astronomical theory, experimental results and real-world applications of astronomical concepts and laws.
- \* Demonstrate cooperative learning skills.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(1 C: 0 lect/pres, 1 lab, 0 other)

### ASTR 1305 - Introduction to Astronomy

Meets MN Transfer Curriculum Goal Area 3 - This course introduces the science of modern astronomy and it is intended for non-science major students. It emphasizes physical sciences of astronomy and it covers the history of astronomy, properties of light, telescopes, formation of the solar systems, Stellar configuration, Stellar evolution, and galactic structure and evolution. This course encompasses a lab component and it acquaints students acquainted with general methods and techniques of astronomy. The lab component aids students with comprehending difficult astronomy concepts. It satisfies necessity of natural sciences lab course under Goal Area 3 of Minnesota Transfer Curriculum.

Student Learning Outcomes:

- \* Describe fundamental physical principles and laws of astronomy.
- \* Demonstrate knowledge of measurement techniques used in contemporary astronomy.
- \* Define various astronomical objects including planets, dwarf planets, plutinos, plutoids, nebula, asteroids, comets, and black holes.
- \* Describe lunar phases, eclipses, and the reasons for seasons.
- \* Label various positions of planets in planetary configuration.
- \* Explain three Kepler's laws of planetary motion.
- \* Outline the different portion of electromagnetic spectrum based on wavelength, frequency, and energy.
- \* Demonstrate the understanding of the theory of solar system and stellar system formation and evolution.
- \* Distinguish the physical properties of the planets of our solar systems.
- \* Identify different segments of star classification on Hertzsprung - Russell (H-R) diagram.
- \* Distinguish between planets and dwarf planets, reflection telescope and refraction telescope, plutinos and plutoids and retrograde motion and prograde motion.
- \* Explain the importance of Hubble's Law.
- \* Conduct experiments to test hypothesis and mathematical formula.
- \* Use appropriate computer technology and software to perform experiments, perform analysis, and prepare reports.
- \* Identify diverse asterisms, planets, and stars and learn how to discover astronomical objects in the sky.
- \* Verify theoretical astronomical concepts through practical investigation.
- \* Prepare presentation about assigned projects for night sky observations and present it to the peers and faculty.

\* Communicate astronomical theory, experimental results and real-world applications of astronomical concepts and laws.

\* Demonstrate cooperative learning skills.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **AUTO 1508 - Automotive Suspension and Alignment**

Everyone wants to have a smooth comfortable ride in their cars and light trucks, and to maximize the most life out of their tires. To achieve this we need to start with a good steering and suspension system, and an alignment of the vehicle's tires.

In this course students will have the opportunity to study steering and suspension system terminology, and theory of operation. To diagnosis, and repair the effects of abnormal tire wear, undesirable handling characteristics, noises, sags and other steering, suspension and alignment problems. To apply, specific geometric angles, and terms, as used in the inspection and repair of vehicle suspensions and four-wheel alignments. The course will also provide and introduced to some of the latest technologies and equipment used to measure and correct these alignment angles. How to diagnosis and repair Tire Pressure Monitoring System (TPMS) concerns. Along with developing the skills necessary to perform at an entry level technician position.

Student Learning Outcomes:

\* Identify and perform safety procedures

\* Develop pollution preventive procedures involving lubricants, parts and components, and disposal or recycling of tires.

\* Diagnose and repair abnormal tire wear, undesirable handling characteristics, noises, sags and other steering and suspension problems using processes, tools and equipment consistent with the automotive industry.

\* Inspect and maintain all steering and suspension components and systems.

\* Diagnose and repair steering and suspension system problems using processes, tools and equipment consistent with automotive industry.

\* Introduced or proficient with the latest technologies and equipment used to measure and correct wheel alignment angles.

\* Diagnose TPMS related concerns

\* Relearn/reprogram TPMS sensors after service/repairs

Prerequisite(s): TRAN1503, TRAN1503

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 1509 - A6: Automotive Electrical/Electronic Systems**

In this course the student will learn the basics of electricity and electronics. The student will study the sources of electricity, circuits, magnetism, resistance, voltage and amperage. Students will learn about diodes, transistors and solid-state devices. Lab work will give the students hands on experience with digital meters, power supplies and oscilloscopes.

This course also covers the operation, service techniques and diagnosis of most types of body electrical components. The student will learn about starter and alternator testing and replacement. The lab work will develop skills in repairing today's high tech accessories.

Student Learning Outcomes:

\* Examine electrical theory

\* Work safely with electricity

\* Relate electricity to the vehicle electrical systems

\* Use electrical test equipment

\* Develop diagnostic trouble finding skills

\* Develop understanding of the operation of vehicle electrical components and testing procedures

\* Examine vehicle body electrical systems and identify problem area

\* Test and record circuit conditions

\* Identify failing component

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 1510 - Chassis Electrical**

This is an introductory course to the chassis electrical circuits and components, such as the battery, starting, charging system operations, diagnosis, and replacement procedures. Students will develop skills in reading electrical wiring diagrams, using trouble shooting flow charts, and diagnostic testing equipment such as test lights, digital multi meter, and scan tools. Students will apply these skills in a real world hands-on lab experience to diagnose, locate, and repair all electrical failures throughout the entire vehicle. Students will be introduced to many

different highly technical accessories and their functions, such as navigation, adaptive cruise control, lighting systems, lane departure systems, autonomous, and hybrid vehicles, along with their connection to each other through a number of different modules.

Student Learning Outcomes:

\* Interpret the basic elements of reading electrical wiring diagrams.

\* Organize a troubleshooting plan for electrical circuit failures.

\* Describe and practice the use of electrical diagnostic testing equipment to located failed electrical circuits.

\* List and explain the internal components of the starter and its effects on the electrical system.

\* List and explain the internal components of the ac generator and its effects on the electrical system.

\* Analyze the battery, starting, and charging system through performance monitoring to determine a failure of these three main electrical systems.

\* Remove and install the battery, starter and ac generator using the correct procedures to bring the vehicle back to normal operation.

\* Identify and perform preferred processes to complete electrical wiring repairs.

\* Analyze multiple accessory systems through performance monitoring to determine a failure in these high technical interconnected electrical features.

Corequisite(s): TRAN1504, TRAN1503

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 1512 - Engine Repair Theory**

This introductory course covers the principle operation and diagnostic procedures of internal combustion engine mechanical components, including construction, parts identification, engine disassembly and re-assembly procedures as well as turbo, super charger and diesel engine construction and operation. Maintenance schedules and procedures for oil, coolant, water pump, timing belt and serpentine belt will be covered. Students will have real world shop experience by writing electronically formatted repair orders, verifying customer concerns, diagnosing the failure/cause, and understanding how to perform the correction.

Student Learning Outcomes:

\* Examine the procedures on how to remove and install an engine in front or rear wheel drive vehicles.

\* Identify engine components, construction and application

\* Know to assemble an engine including the importance of cleaning gasket material from mating surfaces using correct tools and techniques.

\* Identify abnormal wear, by inspecting and measuring parts; determine the cause and what the preventive action could have been.

\* Interpret customer concerns and verify complaint to determine probable diagnoses of failures.

\* Complete a detailed estimate of failed components, gaskets and fluids needed to complete a repair.

\* Develop a plan of action to remove, repair, or replace worn engine components.

\* Know the importance of following manufacturer installation, torque and sequence specifications on bolts and fasteners, and where to find those specifications.

\* Know the importance of confirming the repair was done correctly and the customers concern was corrected by the repair.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **AUTO 1514 - Engine Repair Lab**

This course gives the students hands-on experience in diagnosing engine mechanical failures through disassembling and reassembling an engine block and cylinder heads. They will identify internal engine parts and perform wear measurements. Students will also diagnose customer concerns on engine mechanical failures such as low compression, abnormal engine noise, and coolant and oil loss on both internal and external components of the engine. Multiple diagnostic methods, tools and equipment will be used. Students will perform many different levels of maintenance to the engine such as oil and coolant flushes, water pump, timing belt, and serpentine belt replacements. Students will also have real world shop experience by filling out electronically formatted repair orders, verifying customer vehicle concerns, diagnosing the failure, performing the repair, and confirming with the customer that their concern has been addressed.

Student Learning Outcomes:

\* Remove and install an engine from vehicle with front or rear wheel drive while following manufactures steps and procedures.

\* Disassemble and reassemble an engine including removing and cleaning gasket

material from mating surfaces using correct tools and techniques.

- \* Identify, measure, and inspect engine parts for wear to determine the cause of a failure, what the correction will be, and what the preventive action could have been.
- \* Verify, diagnose, and repair engine failures using multiple tools and methods.
- \* Prepare a detailed list and estimate of failed components, gaskets, and fluids needed to complete the repair.
- \* Develop a plan of action and remove, repair, or replace worn engine components while following the manufacturers instructions and torque specifications.
- \* Confirm a repair was done correctly and the customers concerns were corrected by the repair.

Prerequisite(s): TRAN1504

(4 C: 0 lect/pres, 4 lab, 0 other)

#### **AUTO 1516 - Brakes**

Did you know that every car, truck, and factory production vehicle on the road has more brake horsepower than engine horsepower? In this course we shall examine the theory and operation of the hydraulic brake system. How to effectively diagnosis and repair disc, drum, and parking brakes. We will also cover the operation and repair of anti-lock brakes and how it works with our foundation brake system.

Student Learning Outcomes:

- \* Use appropriate asbestos collection equipment.
- \* Discuss the different types and disposal of brake fluids, and where the appropriate fluids should be used.
- \* Perform brake inspections and determine condition of the brake friction material and hardware.
- \* Inspect the condition of brake hoses and lines.
- \* Identify the different types of flares and unions that are used in hydraulic brake systems.
- \* Perform brake service as needed to restore the brake system to proper operating condition.
- \* Diagnose brake problems related to noise, handling, or improper function of brake components.
- \* Discuss the theory, operation and repair of anti-lock brakes and traction control systems.

Prerequisite(s): TRAN1503

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 1522 - A8 Engine Performance**

Students will develop skills in basic engine performance on gasoline four stroke engines. Lab work consists of typical service, repair and diagnosis procedures on ignition, fuel, emissions and related electrical systems on late model vehicles. Students should be able to describe system operation and perform engine performance and fuel system service in accordance with manufacturer's procedures.

Student Learning Outcomes:

- \* Interpret customer/vehicle complaint on late model vehicles
- \* Identify maintenance requirements and various inspection procedures on late model vehicles
- \* Demonstrate job entry skill development when performing basic diagnosis of engine systems
- \* Use 4/5 exhaust gas analyzer
- \* Perform a computerized engine test analysis
- \* Conform to federal OSHA and state MPCA rules as it relates to vehicle service procedures
- \* Be aware of ethical practices as it relates to engine performance service procedures
- \* Exhibit technician/mechanic professionalism

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 2502 - Engine Ignition and Emission Systems**

Students will develop skills in engine performance on gasoline four stroke engines. Lab work consists of diagnosis and repair procedures on ignition, emissions and related electrical systems on late model vehicles. Students will learn ignition, emission, turbo and supercharging systems operation and perform engine performance service in accordance with manufacturer's standards.

Student Learning Outcomes:

- \* Demonstrate job entry skill development when performing basic diagnosis of engine systems.
- \* Assess auto computer systems using proper test equipment.

- \* Demonstrate ethical practices as it relates to engine performance service procedures.

- \* Show technician/mechanic professionalism.

- \* Perform inspection and repair procedures of primary and secondary ignition systems.

- \* Perform engine diagnostic procedures including compression and cylinder leakage tests.

- \* Perform tests of crankshaft and camshaft sensors.

- \* Perform tests of catalytic converter systems.

- \* Demonstrate the ability to clean, adjust the throttle body and test the Idle Air Control (IAC) system.

- \* Diagnose and repair turbo charging and supercharging systems.

- \* Diagnose and repair engine oil and coolant leaks.

- \* Document vehicle data and work performed on repair orders.

Prerequisite(s): TRAN1503, TRAN1504, TRAN1517

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 2505 - Engine Fuel and Emission Systems**

Students will develop skills servicing fuel and emission systems. Lab work consists of diagnosis and repair procedures on fuel, computer, and emission systems on late model vehicles. Students should be able to describe system operation and perform fuel system service in accordance with manufacturer's standards. Students will learn to describe computer and sensor operation and perform computer system service in accordance with manufacturer's procedures. Students will also need to accurately document vehicle information and work performed on repair orders.

Student Learning Outcomes:

- \* Demonstrate job entry skill development when performing basic diagnosis of engine systems.
- \* Demonstrate use of a 4/5 exhaust gas analyzer.
- \* Perform computer component service and repairs using scan data.
- \* Perform inspection and repair procedures on fuel systems.
- \* Perform inspection and repair procedures of engine control sensors.
- \* Perform diagnosis and repair of Evaporative Emission Control (EVAP) systems in accordance with manufacture's standards.
- \* Perform diagnosis and repair of Exhaust Gas Recirculation (EGR) systems in accordance with manufacture's standards.
- \* Perform diagnosis and repair of AIR and Positive Crankcase Ventilation (PCV) systems in accordance with manufacture's standards.
- \* Document vehicle data and work performed on repair order.

Prerequisite(s): TRAN1503, TRAN1504, TRAN1517

(5 C: 3 lect/pres, 2 lab, 0 other)

#### **AUTO 2506 - Principles of Torque Transfer**

How engine torque is transferred to the wheels is the focus of this comprehensive drive train course. Students will learn the theory of torque multiplication and division, applying it to all automotive and light truck applications. Operation, diagnosis and repair of manual transmissions and transaxles, transfer cases, differentials, propeller shafts and front driving axles will be the main topic. This course includes All Wheel Drive and Four Wheel Drive applications. All aspects of driveline repair on automotive and light truck applications will be practiced, with the exception of automatic transmission and transaxle overhaul.

Student Learning Outcomes:

- \* Implement safety procedures in accordance with automotive repair industry standards.
- \* Apply basic principles of torque multiplication and division using gears to the operation and design of manual transmission/transaxles, transfer cases and differentials.
- \* Analyze mechanical and electrical synchronization of two or more components and transfer of torque through constant or variable velocity conveyors.
- \* Diagnose and repair driveline component failures in automotive and light truck applications, including locking hubs and AWD/4WD electronic control systems using processes, tools and equipment consistent with our industry while working at the performance level of an entry level technician.
- \* Perform driveline maintenance procedures on automotive and light truck applications.
- \* Remove, rebuild and replace a manual transmission/transaxle and transfer case. Overhaul a differential.
- \* Practice pollution prevention procedures involving storage, disposal or recycling of fluids and parts.

Prerequisite(s): AUTO1509 or AUTO1510, and TRAN1504, TRAN1503  
(7 C: 2 lect/pres, 5 lab, 0 other)

#### **AUTO 2512 - Driveline Repair**

This lab course offers the opportunity for students to advance their abilities in the techniques and procedures of diagnosing and repairing driveline failures including automatic transmission and transaxle overhaul.

Student Learning Outcomes:

- \* Identify and perform safety procedures relating to the automotive repair industry.
  - \* Service and adjust automatic transmissions/transaxles repairing leaks and minor malfunctions including related cooler and electrical circuits using processes, tools and equipment consistent with our industry standards.
  - \* Access and synthesize information in a timely manner, using pressure gauges, Digital Volt-Ohm Meter (DVOM) and scan tools, air tests, road tests and reference material to accurately diagnose transmission/transaxle failures or problems consistent with industry standards.
  - \* Remove, repair or rebuild and install an automatic transmission and transaxle consistent with industry standards.
  - \* Diagnose and repair driveline component failures in automotive and light truck applications, including locking hubs and AWD/4WD electronic control systems using processes, tools and equipment consistent with industry standards.
  - \* Remove, rebuild and replace a manual transmission/transaxle and transfer case consistent with industry standards.
  - \* Overhaul a differential consistent with industry standards.
  - \* Practice pollution preventive procedures involving storage, disposal or recycling of fluids and parts.
- Prerequisite(s): TRAN1503, TRAN1504, AUTO2506, and AUTO1510 or AUTO1509  
(3 C: 0 lect/pres, 3 lab, 0 other)

#### **AUTO 2513 - Automatic Transmission and Transaxle Overhaul**

Advancements in the electronic control of automatic transmissions and transaxles require a good understanding of the hydraulic, mechanical, and electronic functions of these units in order to accurately diagnose problems. Students will study and apply the operation, repair, diagnosis and overhaul of automatic transmissions and transaxles. Students will learn automatic transmission internal mechanical and hydraulic components and overhaul procedures as well as the scan tools needed to diagnose them.

Student Learning Outcomes:

- \* Implement safety procedures in accordance with automotive repair industry standards.
- \* Apply basic hydraulic and electric/electronic theory to the principles of torque multiplication and division using gear systems in automatic transmissions and transaxle operation.
- \* Service and adjust automatic transmissions/transaxles.
- \* Test, diagnose, and repair shift, pressure control, and lockup control solenoids.
- \* Access and synthesize information using pressure gauges, Digital Volt-Ohm Meter (DVOM) and scan tools, air tests, road tests and reference material to accurately diagnose transmission/transaxle failures or problems.
- \* Remove, remanufacture and replace an automatic transmission and transaxle.
- \* Practice pollution prevention procedures involving storage, disposal or recycling of fluids and parts.

Corequisite(s): AUTO2512

Prerequisite(s): TRAN1503, TRAN1504, AUTO1510, AUTO2506  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **AUTO 2514 - Heating and Air Conditioning**

This course covers the principles of automotive heating and air conditioning systems. Students will learn about the various types of systems used, how to diagnose malfunctions, and use the proper legal procedures for handling refrigerants. Students will learn to test and repair heating and air conditioning systems. The lab portion gives hands on experience, diagnosing, evacuating, replacing of defective components, charging, and performance testing of heating and air conditioning systems.

Student Learning Outcomes:

- \* Examine Environmental Protection Agency (EPA) regulations and perform AC service in compliance to these regulations.
- \* Perform partial recharge or complete recharge and performance tests.
- \* Demonstrate refrigerant reclaiming and recycling procedures.

- \* Perform refrigerant leak detection using electronic or dye methods.
- \* Disassemble and reassemble heating and air conditioning components using correct tools and procedures.
- \* Identify heating and cooling system components and operation.
- \* Perform heating and cooling system repairs.

Prerequisite(s): TRAN1503, TRAN1504

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **AUTO 2520 - Engine Driveability**

Students will learn advanced diagnostic procedures concerning engine performance problems. Lab work consists of using oscilloscopes, lab scopes, Digital Volt-Ohm Meter (DVOM) meters and scan tool usage when repairing engine performance problems on today's vehicles. Students will learn to perform engine performance service in accordance with manufacturer's procedures.

Student Learning Outcomes:

- \* Demonstrate job entry skill development when performing basic vehicle diagnosis.
  - \* Assess driveability symptoms using a developed system approach.
  - \* Demonstrate ethical practices as it relates to engine performance service procedures.
  - \* Perform service module reflashing procedures in accordance with manufacturer's specifications.
  - \* Assess cam phasing and how it affects air flow through an internal combustion engine.
  - \* Demonstrate use of diagnostic procedures using a lab scope.
  - \* Demonstrate automotive technician professionalism.
  - \* Document vehicle data and work performed on repair orders.
- Prerequisite(s): AUTO2502, AUTO2505  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **AUTO 2523 - Advanced Electronic Systems**

Students will learn, hybrid, electric and self-driving vehicles, data lines and anti-theft systems. Lab work consists of using scan tools for diagnosis and repair on these electronic/mechanical systems on late model vehicles. Students will learn to describe system operation and perform service in accordance with manufacturer's procedures.

Student Learning Outcomes:

- \* Perform inspection and repair procedures for data line communication systems.
- \* Perform inspection and repair procedures on hybrid vehicles.
- \* Understand inspection and repair procedures on electric vehicles.
- \* Understand inspection and repair procedures on self-driving vehicles.
- \* Demonstrate use of generic and factory scanners.
- \* Analyze transmission and body diagnostic trouble codes.
- \* Demonstrate ethical practices as it relates to engine performance service procedures.
- \* Perform vehicle anti-theft system diagnose and repair on late model vehicles.
- \* Document vehicle data and work performed on repair orders.

Prerequisite(s): TRAN1517, TRAN1516 or TRAN1516, TRAN1504

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **AUTO 2530 - Automotive High Performance Systems**

In this course, students will engage with entry-level aspects of high performance vehicles and dirt track operations. Attention to safety in the racing industry will be woven into all parts of the course. In addition, students will learn about fuel and ignition systems and carburetors. The lab work will consist of engine and automotive upgrades to high performance vehicles.

Student Learning Outcomes:

- \* Identify safety systems in the racing industry.
- \* Diagnose and repair high performance fuel systems
- \* Diagnose and repair high performance ignition systems.
- \* Recognize basic principles of carburetor theory and operation.
- \* Identify and understand racing suspension and chassis systems.
- \* List different types of cars and karts.
- \* Diagnose and perform tire maintenance procedures.
- \* Identify dirt track conditions and operations.

Prerequisite(s): AUTO2505, AUTO1512

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **AUTO 2540 - Light Duty Diesel**

With the increased popularity and growing demand, light duty diesel engines have become a big influence in today's automotive and light duty truck market. This course is designed to give students the opportunity to identify and service components found on light duty diesel vehicles. This course will give students the opportunity to learn more of the basic operation's, controls, regulations and fuels that make today's diesel engine a large part of our transportation technology. Also to provide the opportunity to have some basic hands-on skills as an intern/apprentice technician in an auto/light duty repair facility.

Student Learning Outcomes:

- \* Locate appropriate service information related to diesel engine operation
- \* Identify diesel fuel system components
- \* Identify timing fired injection vs. common rail fuel injection
- \* Locate and identify fuel system components
- \* Service fuel filters and bleed air from the supply lines
- \* Differentiate why supercharging and turbo charging produces more horsepower on a diesel engine.
- \* Identify the differences between diesel fuels (#1, #2, and biodiesel)

Prerequisite(s): AUTO1512, and AUTO1522 or AUTO2502, and TRAN1503  
(2 C: 1 lect/pres, 1 lab, 0 other)

### BLGY 1321 - Human Biology

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. This course is intended to fill the course requirement for general sciences. Learners will find this course useful, as it provides a basic understanding of the structures and functions of the human body. Students will learn about all major human body systems, plus basic principles of life, body organization and homeostasis in lecture and laboratory experiments. Materials include, but not limited to textbooks, anatomical models, computer simulations and case studies.

Student Learning Outcomes:

- \* Identify anatomical structures and function of human body including cells and its organelles.
- \* Explain mechanisms of life sustaining processes.
- \* Distinguish relationships between systems and organs for maintenance of homeostasis.
- \* Relate changes in body structure and function to diseases.
- \* Relate human anatomical systems to the physiology associated with each system.
- \* Assess changes in the structure and function of organ systems as age-related v pathological.
- \* Use scientific method in the formulation and conduction of laboratory experiment through actual or virtual dissections and simulations.
- \* Create laboratory reports based on experimentation, dissection, and simulation.
- \* Assess changes in structure and function of cells and organ systems in relation to cancer and cardiovascular diseases.
- \* Form conclusions as to how diet and exercise affects the over-all function of human body.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 2 lect/pres, 2 lab, 0 other)

### BLGY 1325 - Nutrition

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. Students will learn about nutritional requirements and how humans digest, absorb and metabolize nutrients. Nutrition is a science that is a part of a holistic wellness approach to health. This course studies the chemistry and physiology involved in nutrition, and how life choices impact nutritional wellbeing. Students will not only learn what and how much to eat, they will learn what influences their dietary intake, how manufacturing and growing processes influence their food supply and how these influences effect their wellness and the science behind their nutritional needs, becoming informed consumers and valuable care givers for their families and for those with nutritional concerns. This class does not include a laboratory (lab) component.

Student Learning Outcomes:

- \* Distinguish what influences one's dietary intake including cultural, emotional, financial, health, physical, and societal impacts.
- \* Explain the functions and recommended dietary intake guidelines of nutrients.
- \* Calculate energy requirements and plan a healthy energy balance for life.
- \* Analyze food labels to determine the quality and quantity of food products.
- \* Describe digestion, absorption, transport, elimination, and metabolism of nutrients in the human body.

- \* Compare health benefits and consequences of specific foods.
- \* Describe steps used to ensure food safety.
- \* Differentiate between whole and processed foods, and organic and conventional growing techniques.
- \* Describe how food growing techniques and manufacturing practices influence health.
- \* Plan, record and analyze nutrient and dietary intake.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### BLGY 1351 - General Biology I

Meets MN Transfer Curriculum Goal Areas 3 and 10 - Natural Sciences, People and the Environment. The focus of this course is cellular biology and how cellular characteristics determine the characteristics of all life. This class builds the needed foundation for any student moving forward in the field of biology or health care. It is also of use to general education students seeking to understand life around them and its impact on the world. Students will gain valuable experience using the scientific method, experimentation and literature study to help in their journeys as lifelong learners. This class includes a laboratory (lab) component.

Student Learning Outcomes:

- \* Apply the scientific method to test hypotheses by performing laboratory experiments or simulations.
- \* Explain the interactions of humans and the environment with regard to levels of biological organization ranging from the atom to the biosphere.
- \* Compare living and non-living entities.
- \* Identify pre and post Darwin era evolution findings.
- \* Deconstruct organic and inorganic chemistry, showing patterns and interrelationships of biophysical systems.
- \* Recognize names and functions of cellular structures including organelles, membranes and membrane proteins.
- \* Determine how osmosis, diffusion, and active transport relate to cellular function.
- \* Deconstruct cellular respiration, photosynthesis, mitosis and meiosis.
- \* Apply the laws and tools of Mendelian genetics to determine pedigree, and genotype/phenotype probability.
- \* Summarize the impact of biotechnology on society and the environment.
- \* Relate basic biological concepts to everyday observations and problems.
- \* Discover the influence of cell and molecular biology on institutions, the environment, and natural resource challenges.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 2 lect/pres, 2 lab, 0 other)

### BLGY 1355 - General Biology II

Meets MN Transfer Curriculum Goal Area 3 Natural Sciences. This course covers biological processes, including a survey of life forms (viruses, bacteria, protists, fungi, plants, and animals), their evolution, and ecology. The laboratory focuses on organism taxonomy, classification, and mammalian systems including comparative anatomy, organism dissections, ecological interrelationships of organisms and their environment. This standard science course design is 2 hours face-to-face lecture and an accompanying 4 hours hands-on laboratory application of major scientific concepts which include some dissection of preserved animals and animal organs. This course meets the General Biology II requirement component of the MN State ASP, Biology.

Student Learning Outcomes:

- \* Understand and apply knowledge of plant biology, animal biology, evolution and diversity, and ecology.
- \* Recall, explain, and apply concepts, knowledge, and vocabulary of biology at the level necessary for success in subsequent biology courses for science majors.
- \* Demonstrate understanding of the scientific theories in biology.
- \* Demonstrate quantitative reasoning skills at a level appropriate for subsequent course in biology for science majors.
- \* Distinguish between and demonstrate appropriate use of primary and secondary scientific literature.
- \* Formulate and test hypotheses by performing laboratory experiments in biology that include the collection of data, statistical analysis, graphical presentation of results and interpretation of sources of error and uncertainty.
- \* Communicate experimental findings both orally and in writing.

\* Understand and apply knowledge of use of the microscope and other biological laboratory equipment, and apply that knowledge in the proper conduct and interpretation of laboratory investigations.

\* Interpret how the history of life over the geologic time scale explains patterns and interrelationships of bio-physical and socio-cultural system.

\* Diagram major taxa of organisms by morphology.

\* Examine the effect of humans on the environment.

\* Evaluate the major threats to biodiversity.

\* Summarize how organisms interact with each other and their environment.

Prerequisite(s): BLGY1351

(4 C: 2 lect/pres, 2 lab, 0 other)

### **BLGY 2310 - Human Anatomy/Physiology I**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. Human anatomy and physiology is the study of the structure and function of the human body.

Utilizing a solid base of general biological knowledge students will study the integumentary, skeletal, muscular, nervous systems and special senses. In addition to these basic areas of study, histology will be covered in general and in detail as it relates to each of the above organ systems. This class includes a laboratory (lab) component.

Student Learning Outcomes:

\* Demonstrate proficiency with standard anatomical terminology.

\* Identify anatomical structures of the integumentary, skeletal, muscular, nervous, and sensory systems.

\* Explain functions of the integumentary, skeletal, muscular, nervous, and sensory systems from the molecular through the systemic levels of complexity.

\* Describe the relationship between the anatomy and physiology of organ systems.

\* Classify tissue types by structure, function, and location.

\* Describe homeostatic mechanisms.

\* Identify common pathophysiology within each organ system.

\* Summarize the effect of aging on the systems covered in class.

\* Apply the scientific method to the study of human anatomy and physiology.

\* Communicate experimental findings.

Prerequisite(s): BLGY1351.

(4 C: 2 lect/pres, 2 lab, 0 other)

### **BLGY 2320 - Human Anatomy/Physiology II**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. Human anatomy and physiology is the study of the structure and function of the human body in health and disease. It is a continuation of Human Anatomy and Physiology I, BLGY 2310. In this class students will study the endocrine, cardiovascular, lymphatic, immune, urinary, respiratory, digestive, and reproductive systems. In addition to these organ systems students will study fluids and electrolytes, nutrition and metabolism, development, pregnancy and heredity. This class includes a laboratory (lab) component.

Student Learning Outcomes:

\* Name the relevant structures of each organ system covered in the class.

\* Relate physiological significance to anatomical structures.

\* Classify tissue types by function and location.

\* Deconstruct the hypothalamic pituitary axis of the endocrine system.

\* Deconstruct blood pressure, fluid, electrolyte and gas regulation, the immune response, juxtaglomerular and nephron function.

\* Compare and contrast the components of the digestive system.

\* Compare and contrast the male and female reproductive systems including homologous structures.

\* Classify the stages of pregnancy along with the fetal and maternal changes related to each stage.

\* Recognize the effects of aging on the systems covered.

\* Construct relationships between organ systems required of an organism "holistic theme".

Prerequisite(s): BLGY2310

(4 C: 2 lect/pres, 2 lab, 0 other)

### **BLGY 2330 - Microbiology**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. Microbiology is the study of microscopic organisms including bacteria, fungi, protozoa, algae, helminths, and viruses. This course is beneficial to all students, and essential for health science majors due to the ubiquitous nature of microorganisms and the impacts they have on everyday life. Students will be exposed to core microbiol-

ogy concepts including how to effectively identify, control, and safely work with microorganisms in both a lecture and laboratory setting. This course includes a laboratory (lab) component.

Student Learning Outcomes:

\* Summarize major groups of microorganisms with respect to the impact they have in the world.

\* Discuss the use of microorganisms as model species for understanding life processes.

\* Identify microbial structures and functions.

\* Demonstrate microbiology laboratory techniques through safe handling, cultivation, and identification of microorganisms.

\* Summarize microbial genetics including variations and manipulations of microbial genomes.

\* Discuss the importance of microorganisms to humans and our environment.

\* Explain the metabolic and nutritional diversity found in microorganisms.

\* Predict the effectiveness of various microbial control methods on microorganisms.

\* Illustrate the complex interactions that occur between a microorganism and a host.

\* Summarize the pathogenesis of microbial diseases in humans.

Prerequisite(s): BLGY1351

(4 C: 2 lect/pres, 2 lab, 0 other)

### **BLGY 2340 - Genetics**

Meets MN Transfer Curriculum Goal Area 3 Natural Sciences. This course studies the basis of heredity, combining classical Mendelian genetics with the contributions of molecular biology. Students will explore genetic principles as they apply to biology from the molecular level thru the population level. This course is appropriate for all students interested in the study of heredity and genetics. It meets the genetics requirement component of the MN State Associate of Science Pathway, biology.

Student Learning Outcomes:

\* Summarize how eukaryotic and prokaryotic DNA, RNA, genes, chromosomes and proteins produce traits in organisms.

\* Apply known heredity patterns to predict offspring genotype and phenotype ratios and vice versa.

\* Predict the possible effects of a specific chromosomal change on an organism.

\* Apply basic statistical principles, such as chi square, to genetic data.

\* Use the scientific method in the formulation and conduction of genetic experimentation.

\* Apply known heredity patterns to predict offspring genotype and phenotype ratios and vice versa.

\* Use the scientific method in the formulation and conduction of genetic experimentation.

\* Create (including organization, drafting and editing) formal scientific writing using current standards of writing and citation.

\* Relate the principles of genetics to risk and development of human cancer.

\* Identify the risks and rewards offered by genetic engineering/biotechnology to humans and the world.

Prerequisite(s): BLGY1351

(4 C: 3 lect/pres, 1 lab, 0 other)

### **BLGY 2350 - Cellular Biology**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. Students will undertake a detailed investigation into microscopic cellular structure and function. This course will focus on the regulation of major aspects of cell biology including intracellular trafficking of proteins and membranes, cell signaling, cell cycle, metabolism, and organelle function. Students will also read, interpret, and discuss primary scientific literature as well as develop scientific writing skills. Laboratory investigation will enhance skills necessary for upper-level biology courses and/or careers in the biological sciences.

Student Learning Outcomes:

\* Explain and apply fundamental concepts found in General Biology I by explaining cellular life in terms of the biomolecules used by cells

\* Understand the underlying molecular and cellular mechanisms of cellular structure and function

\* Use critical thinking skills to understand, evaluate, and analyze processes of membrane structure and function, trafficking of molecules, the endomembrane system, signal transduction pathways, extracellular matrix, and the cell's cytoskeleton/motility



- \* Describe cellular metabolism and energy flow in molecular terms
  - \* Evaluate the relationship among cell signaling pathways, gene regulatory pathways, cellular function, and cellular adaptation
  - \* Formulate a hypothesis, and conduct and analyze an experiment
  - \* Organize, draft, edit, and revise formal scientific writing
  - \* Read, interpret, incorporate, and cite information and ideas from primary literature into writing
  - \* Utilize and understand the application of selected biotechnologies
  - \* Interpret the impact of cell biology and biotechnology on societal issues.
- Prerequisite(s): BLGY1355  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **BLGY 2360 - Ecology**

This course fulfills MN Transfer Curriculum Goal Area 3 - Natural Sciences and 10 - People and Environment. This course will examine the fundamental principles of ecological relationships between organisms and their environment. Students will investigate ecological interactions at the organismal, population, community, ecosystem, and global scales. Students will also read, interpret, and discuss primary scientific literature as well as develop scientific writing skills. Laboratory investigation will enhance skills necessary for upper-level biology courses and/or careers in the biological sciences.

Student Learning Outcomes:

- \* Understand and apply knowledge of the relationships between organisms and their environment at the individual, population, community, ecosystem, and biosphere levels
  - \* Understand, evaluate, and analyze ecological processes and interactions using critical thinking skills
  - \* Select appropriate sampling methods/regimes and apply appropriate statistical analyses to ecological data
  - \* Apply the scientific method in order to conduct, analyze, and interpret ecological experiments
  - \* Organize, draft, edit, and revise formal scientific writing
  - \* Read, interpret, cite, and assess the validity of information and ideas from primary scientific literature
  - \* Understand and utilize ecological modeling, monitoring, and restoration practices to define and improve the interaction between humans and the environment
  - \* Evaluate and analyze how ecological interactions impact societal decisions and environmental issues
- Prerequisite(s): BLGY1355  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **BMET 1400 - Biomedical Technician Field Exploration**

This course is designed to give students the opportunity to explore different career options in the biomedical technician field and gain exposure to the environments in which they would be working. Students will research the Hospitals, Clinics and OEM (Original Equipment Manufacture) to get a better understanding of the different field options.

Student Learning Outcomes:

- \* Observe the medical work site
- \* Identify the daily duties of a technician.
- \* Explain safety, sanitation, and hazardous material protocols.
- \* Identify medical test equipment and preventive maintenance procedures
- \* Demonstrate basic workplace etiquette

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

#### **BMET 1405 - Administrative Functions**

This course fulfills course requirements for the Biomedical Equipment Technology program. This is an introductory course to the biomedical field as it relates to healthcare technology management (HTM). This course prepares students for the requirements of regulatory agencies, introduces them to computerized maintenance management systems (CMMS), and explains the role of biomedical professionals in the management of information including work orders. This course includes a lab component that emphasizes accurate data collection and analysis. This course will also expose individuals to the many opportunities within the HTM field.

Student Learning Outcomes:

- \* Identify various regulatory agencies responsible for oversight of healthcare operations.

- \* Create appropriate work order documentation using a computerized maintenance management system.
  - \* Differentiate between subjective and objective data within the CMMS system.
  - \* Describe medical gas safety systems.
  - \* Explain patient privacy and confidentiality policies.
  - \* Apply appropriate safety procedures when working in the biomedical lab.
  - \* Identify proper personal protection equipment (PPE) for various infectious disease scenarios and isolation precautions.
- Prerequisite(s): BMET1400, BMET1410  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **BMET 1410 - Electrical Theory for Technicians**

In this course we will combine AC and DC theory with a focus on safety and troubleshooting. The course will work with examples and labs based on components and concepts that relate to what would be experienced by the biomedical technician.

Student Learning Outcomes:

- \* Interpret basic electrical schematics
- \* Differentiate between digital and analog circuitry
- \* Analyze series and parallel circuits using Ohms law.
- \* Test electrical power sources for function and isolation.
- \* Demonstrate troubleshooting and test equipment skills.
- \* Apply electrical safety and circuit protection
- \* Demonstrate a safety-first mindset for the workplace
- \* Demonstrate properly measuring electrical voltage, current, and resistance.

Prerequisite(s): MATH1300

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **BMET 2401 - Healthcare Technology Management Field Preparation**

This course fulfills course requirements for the Biomedical Equipment Technology Management field. This course covers preparation for entering the Healthcare Technology Management field. The major topics covered are job search skills, resume, interviewing, networking with professionals, having a long-term plans. This course includes a lab component where students attend an industry educational conference where students will gain technical skills and learn about industry hot topics. Students will gain knowledge about the field they are entering. Students will also begin to build their professional portfolio for future employment.

Student Learning Outcomes:

- \* Construct a completed professional resume.
- \* Identify professional job searching and interviewing skills.
- \* Develop the ability to interact with professionals in the biomedical field.
- \* Create an outline for a portfolio that will be built throughout the biomedical technology coursework.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **BMET 2426 - Biomedical Technology**

This course fulfills course requirements for the Biomedical Equipment Technology program. This course provides students with an overview of the biomedical technology field. This course will provide a general overview of the daily operations of biomedical technicians. Coursework covers biomedical asset control, equipment tracking and control, and planned maintenance on all equipment. Students will also learn the relationships between equipment and patient care. Students will work with a diversity of equipment, and clinical staff to ensure equipment is available, calibrated and ready to help save lives.

Student Learning Outcomes:

- \* Create maintenance procedures on medical equipment.
- \* Maintain biomedical equipment assets on equipment.
- \* Use a CMMS for predictive/preventative maintenance tasks. .
- \* Perform maintenance on medical equipment such as pumps and vitals machines.
- \* Complete an inventory verification of medical equipment by assigned department.
- \* Test electrical safety of medical equipment to National Fire Protection Agency (NFPA) standards
- \* Identify proper PPE and procedures for surgical areas.

Prerequisite(s): BMET1410, BMET1405, ETEC1507

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **BMET 2430 - Medical Equipment Networking**

This course fulfills course requirements for the Biomedical Equipment Technology program. This course covers the operation and maintenance of medical equipment network systems within the HTM realm. The major topics covered are medical networking applications, HL7, EMR, telemetry, security topics, and medical network troubleshooting. This course includes a lab component where students install, test and inspect a patient monitoring network.

Student Learning Outcomes:

- \* Summarize common medical networking applications.
- \* Explain the difference between hard wired and wireless monitoring network.
- \* Install test and inspect a patient monitoring network.
- \* Illustrate network infrastructure components.
- \* Summarize how interoperability impacts medical equipment.

Prerequisite(s): ETEC1535

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **BMET 2436 - Biomedical Instrumentation**

This course fulfills course requirements for the Biomedical Equipment Technology program. This course provides continued study in the theory of operation of medical and test equipment. In addition, the theory of circuit analysis, calibration procedures, troubleshooting techniques, and safety precautions are covered. The student will become familiar with various types of test equipment associated with clinical instrumentation. Upon completion, students will be able to repair, calibrate and certify that medical equipment meets manufacture specifications.

Student Learning Outcomes:

- \* Discuss blood flow in the human body and its relationship to various pump and pressure meters.
- \* Analyze how biomedical transducers convert measured quantities into electrical signals.
- \* Perform functional checks on various types of medical equipment including EKG's, ESU's, etc.
- \* Perform equipment inspections and necessary maintenance on lab equipment including centrifuges and microscopes.
- \* Compose and execute a capstone project relevant to the HTM industry.
- \* Inspect, troubleshoot and repair various equipment including dental and general nursing items.
- \* Create, write and close work orders utilizing appropriate documentation standards.

\* Analyze work order documentation

Prerequisite(s): BMET1405, BMET1410, ETEC1507

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **BMET 2441 - Biomedical Equipment Technician Internship**

Introduces the student to an on-site learning experience at an operating biomedical equipment section of a health care facility. The student will be assigned to a regional health care facility to complete the requirements of this course. Supervision of the intern is shared by a health care facility supervisor and a SCTCC faculty member. Placement will be a minimum of 8 hours per week off campus in a technical capacity until hours are met with a hospital or an employer in the biomedical field. The college and the employer will jointly evaluate the student, which will then serve as a basis for a final grade

Student Learning Outcomes:

- \* Identify the basic operations of each department of a health care facility.
- \* Identify equipment operations for each department of a health care facility.
- \* Summarize the organization, policies and procedures of a Biomedical Equipment Technology Department.
- \* Calibrate medical equipment to the correct standard as identified for the equipment.
- \* Work with hospital staff in a respectful and collaborative manner.
- \* Troubleshoot equipment problems.
- \* Respond accordingly to instructions and concerns of superiors, co-workers and other hospital staff.
- \* Adhere to applicable safety procedures.
- \* Repair assigned medical equipment properly.
- \* Record and report experience working as a BMET at internship site.
- \* Create a portfolio of educational highlights to share with instructor and internship site.
- \* Participate in at least 2 mock interviews with industry professionals.

Prerequisite(s): BMET2435, BMET2425, BMET2426, BMET2436

(6 C: 0 lect/pres, 0 lab, 6 other)

#### **BUSM 1260 - Applied Business Mathematics/Calculators**

This course covers application of mathematical functions to the solution of business problems. This course emphasizes practical hands on approaches to prepare students for careers in business with a focus on real-world application. Developing math competency in business applications of interest, financial statement analysis, discounts, merchandise inventory, inventory pricing, credit financing, fixed asset costs, future and present value, operation ratios, corporate stocks, government and corporate bonds. Applied Business Mathematics prepares students for the math requirement of future business courses and business careers.

Student Learning Outcomes:

- \* Solve business mathematical functions using a 10-key calculator.
- \* Identify and calculate the base, rate and percentage of business transactions.
- \* Use percents to measure increase and decrease in financial data and to allocate overhead expenses.
- \* Determine the proper amount to pay on invoices utilizing cash, series and trade discounts.
- \* Demonstrate pricing procedures related to markup based on cost or selling price.
- \* Calculate the correct value of ending inventory and cost of goods sold based on FIFO, LIFO and Average costing methods.
- \* Estimate ending inventory using the cost of goods sold.
- \* Analyze the effect of Fixed Assets on the financial statements using various depreciation methods.
- \* Calculate and understand the impact of simple and compound interest on business transactions.
- \* Determine interest earned and deposits required for business investments using future and present value concepts.
- \* Understand the financial impact of various installment purchase decisions.
- \* Analyze balance sheets and income statements, comparing items and periods and operating ratios.
- \* Compute the costs and proceeds of stock transactions along with comparative earning potential.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **BUSM 1267 - Introduction to Business**

This course provides fundamental knowledge of the characteristics and functions of business in our economic environment as well as how business impacts our society. Areas of study include form of business ownership, economic systems, business ethics, management, motivation, leadership, marketing, finance, and components of a business plan. Through this course students gain an understanding of business operation so that employees in various positions can play an integral part of the overall success of any organization.

Student Learning Outcomes:

- \* Explain the contemporary business environment
- \* Differentiate the various forms of business ownership
- \* Apply basic economic concepts to the business environment
- \* Describe the principles of business ethics
- \* Demonstrate various motivational theories as they apply to the workplace
- \* Identify marketing principles and demonstrate the use of a marketing mix
- \* Explain how the global economy affects the local business environment
- \* Contrast various leadership styles and how they affect business performance
- \* Contrast different financing options for small business
- \* Explain the accounting function
- \* Evaluate different investment options and balancing risk with reward
- \* Prepare a business plan

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **BUSM 1290 - Job Seeking/Keeping Skills**

In this course, students will take a comprehensive approach to career decisions and planning. Students will develop job-search strategies as well as the crucial attitudes and skills needed for keeping jobs and growing in their chosen career.

Student Learning Outcomes:

- \* Demonstrate effective and efficient ways to search for jobs in online and print databases and publications.
- \* Develop appropriate and personalized communications used during job search and interview processes.
- \* Review acceptable interview skills, dress, and behaviors.
- \* Define critical practices and persona necessary for job keeping and career growth.

(1 C: 1 lect/pres, 0 lab, 0 other)

**BUSM 2275 - Legal Environment of Business**

This course covers key areas of law relevant to businesses. An overview is provided of civil laws that impact businesses including constitutional law, statutory law, common law and administrative regulations. The US legal framework is studied. Case law will be an integral part of the course as students learn to apply the law to business situations. Major content areas include the US legal system, business ethics, tort and contract law, employment, consumer and environmental law.

Student Learning Outcomes:

- \* Explain business law concepts and apply these concepts to relevant business issues.
  - \* Evaluate the fundamentals of business law.
  - \* Contrast sources of law including constitutional law, statutory law and case law and administrative law.
  - \* Distinguish between resolving legal disputes through the court system and/or alternative dispute resolution.
  - \* Evaluate the legal consequences of business decisions.
  - \* Identify and analyze ethical issues that arise in business environment.
  - \* Analyze a legal issue arising in the business environment.
  - \* Assess alternative outcomes in legal case studies.
  - \* Recognize the global and cultural environment in which businesses function.
- (3 C: 3 lect/pres, 0 lab, 0 other)

**CADD 1502 - AutoCAD Foundations**

This course provides an introduction to the creation of 2D graphics with AutoCAD software. A guided lab approach to constructing basic drawings for industry related parts, utilizing a variety of AutoCAD commands will be used. A hands-on, exercise intense process to drawing and part creation will be taken. Students will establish a basis for creating 2D, multi-view drawings that meet industry standards. Applications utilized include data storage, file maintenance and outputting drawings to printers and/or plotters.

Student Learning Outcomes:

- \* Manipulate AutoCAD geometric construction commands.
  - \* Utilize the AutoCAD modify and layers functions.
  - \* Employ the use of the zoom, pan, object selection and object properties.
  - \* Apply dimensions, notes and text to multi-view drawings.
  - \* Set up drawing layout/template and create Multi-view drawings.
  - \* Generate completed drawing in hard copy form.
  - \* Store, transfer, and retrieve data in a variety of CADD formats.
- (3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1507 - Drawing Principles I**

This is a further study of Computer-Aided Drafting. Drawing creation will be done by the use of absolute, relative and polar coordinates and will examine advanced CAD capabilities used in creating complex multi-view drawings with 2D and solid modeling software, as well as the creation of blocks with attributes.

Student Learning Outcomes:

- \* Demonstrate the use of standard dimensioning rules and terms.
- \* Produce complex multi-view drawings according to industry standards.
- \* Create and modify complex detail part drawings and 3 dimensional objects.
- \* Utilize dimensional notes to call out various machine element features.
- \* Create blocks with attributes.

(3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1512 - Inventor Foundations**

This course provides an introduction to Inventor parametric modeling software. A guided lab approach is used to construct basic models, basic mechanical designs, and create multi-view drawings that conform to industry standards. A hands-on, exercise intense approach to the parametric modeling techniques and concepts will be taken. Students explore the parametric modeling process and learn about the growing field of Mechanical Design.

Student Learning Outcomes:

- \* Demonstrate the setup/startup for a new model/drawing to be created.
- \* Utilize the 2D sketching functions of the software.
- \* Construct solid model geometry/features from 2D sketches.
- \* Create placed features on a model.
- \* Demonstrate the ability to modify features and 2D sketches.
- \* Produce 2D multi-view drawings from a models.

- \* Apply Dimensions, notes and text to drawings.
  - \* Use printer/plotter to create drawing hardcopies.
- (3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1516 - Drawing Principles II**

This is an introduction to different components of engineering drawings. It also includes the creation of views needed to give greater detail for complex part drawings as well as techniques used to create unique geometric features of some parts. These components and techniques will be covered using both 2D and solid modeling applications. Students will be introduced to the process used for creating assemblies in the solid model environment.

Student Learning Outcomes:

- \* Create part features requiring the use of geometric construction.
  - \* Navigate vendor documentation and extract needed information.
  - \* Determine tolerances for mating parts.
  - \* Apply tolerances to part features.
  - \* Create drawings of fasteners.
  - \* Create and label part features related to the application of fasteners.
  - \* Generate a variety of different types of section views.
  - \* Create small assemblies using solid modeling software.
- (3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1520 - SolidWorks Foundations**

This course delivers an introduction to Solidworks parametric modeling software. Students construct basic models, basic mechanical designs, multi-view drawings and assembly models. A solid model is more than simply a drawing of an engineered component, it is a true virtual representation of the component, which can be manipulated, combined with other components into assemblies and used to drive the production of the components and the final assembly. A hands-on, exercise intense approach to the parametric modeling techniques and concepts will be taken. The course will establish a basis for exploring the parametric modeling process and growing in the field of Mechanical Design.

Student Learning Outcomes:

- \* Demonstrate the startup of the software and the setup for a new model/drawing to be created.
  - \* Utilize the 2D sketching functions of the software.
  - \* Construct solid model geometry/features from 2D sketches.
  - \* Create placed features on a model.
  - \* Demonstrate the ability to modify features and 2D sketches.
  - \* Produce 2D multi-view drawings from models.
  - \* Create an assembly and establish the assembly relationships between the parts.
  - \* Apply dimensions notes and text on drawings.
- (3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1523 - Design Calculations I**

This is an exploration into the principles of force, motion, work, power, energy, simple machines, thermodynamics and the properties of solids and liquids. The application of knowledge will be through experimentation and problem solving.

Student Learning Outcomes:

- \* Calculate unknown information dealing with motion
- \* Determine unknown vector information.
- \* Calculate simple work, power and energy problems.
- \* Solve situations dealing with simple machines.
- \* Determine unknown information when dealing with the effects of heat on materials.
- \* Calculate design information based on the properties of solids and liquids.

Prerequisite(s): TECH1545

(3 C: 1 lect/pres, 2 lab, 0 other)

**CADD 1530 - Basic Electric Circuits**

This course will give students a fundamental understanding of electrical circuits, basic components of an electrical circuit, electricity flow and an explanation of the basic units used to measure electricity. The course will cover principles of AC, DC electricity and basic rules for calculating voltage, current, resistance and power. Students will examine the basic principles of interpreting electrical prints, and will be given an overview of various meters used in electrical maintenance.

Student Learning Outcomes:

- \* Describe the foundational principles and components of AC/ DC electric circuits.

- \* Explain basic principles and proper usage of various meters.
  - \* Calculate power, voltage, current, resistance values for basic circuits.
  - \* Interpret basic electrical prints.
- (1 C: 1 lect/pres, 0 lab, 0 other)

#### **CADD 2505 - Advanced Drawing Principles I**

This is a further introduction to different components of engineering drawings. Students will be introduced to the common techniques used in the sketching of objects which are used to help communicate ideas to others. The course will also cover the creation of in-house layouts and how information and geometry in these layouts are used in the creation of production drawings. Some of these components and techniques will be covered using both 2D and solid modeling applications.

Student Learning Outcomes:

- \* Create isometric sketches of objects.
- \* Create a design layout.
- \* Calculate critical dimensions for design layout.
- \* Apply surface finishes to drawings.
- \* Prepare detail drawings requiring auxiliary views.
- \* Document revisions on existing drawings.

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2509 - Advanced Drawing Principles II**

This course will provide students with the knowledge and skills to create bolted and welded assembly drawings using 2D and solid modeling software.

Student Learning Outcomes:

- \* Identify common parts of welding symbols
- \* Create bolted and welded assembly drawings
- \* Formulate parts list for drawings
- \* Demonstrate timeliness in finishing assignments
- \* Treat classmates with respect

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2510 - Design Concepts**

Students will create and evaluate different product designs for function, quality, cost, manufacturing techniques and machine elements. Practical geometric, functional dimensioning and tolerancing will be applied to drawings. The course will give students an insight to the importance of providing a quality, cost effective design.

Student Learning Outcomes:

- \* Develop design layouts.
- \* Analyze the design layout function.
- \* Create and evaluate design options.
- \* Integrate machine elements into design.
- \* Evaluate tolerance and fit applications as they relate to production and cost.
- \* Create drawings for newly designed parts that meet industry standards.
- \* Apply the use of functional dimensioning to all component part drawings.

Corequisite(s): CADD2522

Prerequisite(s): CADD2509

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2514 - Computer- Aided Design**

A complete product design consists of a design layout, design reviews, material calculations, detail drawings, bill of materials, and a complete set of technical documents. Students will be responsible for a complete product design with emphasis on accuracy, tolerances, surface finishes, notes, system design and weld symbols. The documents finalized in the course will be used to create a portfolio for perspective employers.

Student Learning Outcomes:

- \* Evaluate design for manufacturability/cost.
- \* Analyze the design for function and incorporate changes suggested by design review process.
- \* Evaluate the design for maintenance, safety and appearance requirements.
- \* Prepare a complete set of detail drawings.
- \* Create a complete bill of materials.
- \* Prepare related technical documents associated with the completed design.
- \* Apply practical machine design elements and use of vendor catalogs/websites.
- \* Assemble a portfolio of the completed design.

Corequisite(s): CADD2522

Prerequisite(s): CADD2510  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2518 - Design Calculations II**

This is an introduction of how the size of a component and the type of material used is determined.

This is partially done through the study of how forces are distributed through components and determining a components center of gravity. Using this information one can reference different materials properties such as the 3 basic types of stress, strain and modulus of elasticity and make necessary decisions in the design of components.

Student Learning Outcomes:

- \* Determine unknown values in concurrent-coplanar force systems.
- \* Calculate stress and strain on components.
- \* Determine unknowns in parallel force systems.
- \* Calculate shear forces along the length of a beam/shaft.
- \* Calculate bending moments along the length of a beam/shaft.
- \* Determine components cross sectional area.

Prerequisite(s): PHYS1300 or PHYS1305, CADD1523

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2522 - Machine Design**

This course will examine the design and function of common machine elements, such as bearings, shafts, belt and chain drives, lubrication, fasteners, gears and springs. Students will explore comprehensive design problems in the area of machine design relevant to real world applications. Upon completion of the course students will have an understanding of the broad field of mechanisms in Machine Design.

Student Learning Outcomes:

- \* Analyze part failure.
- \* Define requirements for friction and anti-friction bearings.
- \* Perform calculations for shaft, coupling and key design.
- \* Analyze the design and application of gears.
- \* Calculate power transfer for belt and chain drive systems.
- \* Assess applications of mechanical fasteners and the design of power screws.
- \* Analyze and apply equations for the design of various spring types.
- \* Perform pneumatic and hydraulic cylinder sizing calculations.

Prerequisite(s): CADD2518

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **CADD 2529 - Manufacturing Systems**

This course will provide exposure to the basic elements of manufacturing. The basic elements are arranged under two major categories, materials and the process. Students will explore statistics related to process control, product quality, sheet metal processes, foundry and forging practices, material properties and classifications. Students will also be introduced to ISO and Lean Manufacturing.

Student Learning Outcomes:

- \* Examine metallic material properties and classifications.
- \* Explore methods of metal, plastic, ceramic and composite material processing, conditioning and finishing.
- \* Examine various casting and forging methods.
- \* Explore methods of lean manufacturing and ISO certifications.
- \* Participate in industry tours.
- \* Apply fundamental statistical analysis of measurements to verify the quality of a design or process.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **CADD 2532 - Geo-Dim for Designers**

This is an introduction to the basics of the Geometric Dimensioning and Tolerancing standards (ASME Y14.5). It is another way to communicate with manufacturing and engineering staff what degree of accuracy and precision is needed on each facet of a part or assembly. The proper creation and placement of symbols are emphasized. Theoretical and practical concepts of each of the geometric controls are explained relative to design and function.

Student Learning Outcomes:

- \* Explain what each geometric characteristic controls.
- \* Define what datums is.
- \* Designate datums on detail drawings.
- \* Determine which geometric characteristic should be used for different situa-

tions.

- \* Apply geometric tolerances of form, profile, orientation, runout and location to drawings.
  - \* Calculate tolerance values for hole locations.
  - \* Determine material conditions for internal and external features.
  - \* Organize geometric symbols on a drawing for maximum readability.
- Prerequisite(s): CADD1516  
(2 C: 1 lect/pres, 1 lab, 0 other)

#### **CADD 2541 - Mastercam Fundamentals**

This course provides an introduction to Mastercam software. Students will gain an introductory understanding of computer assisted CNC (computer numeric controlled) programming software. A guided lab approach to construction of 2D geometry and toolpaths for lathe and mill applications will be used. Students will operate CNC equipment in a lab setting, while exercising safe lab practices.

Student Learning Outcomes:

- \* Manipulate basic 2D geometry for lathe and milling machine using Mastercam software.
  - \* Input data for tool selection, speeds and feeds of machines.
  - \* Develop tool paths and CNC program for lathe and milling machine.
  - \* Generate basic g-codes using post processors for the mill and lathe.
  - \* Produce projects using CNC mill and lathe.
  - \* Exercise safe practices when using lab equipment.
- Prerequisite(s): CADD1502  
(2 C: 0 lect/pres, 2 lab, 0 other)

#### **CADD 2542 - Reverse Engineering**

This course emphasizes the fundamentals of part documentation and production of professional quality engineering documents consistent with industry standards as a result of reverse engineering a product or component. The class will have students using various types of inspection devices/tools. Students will disassemble mechanisms, measure and sketch parts, and record data. Students create assembly and detailed piece part drawings utilizing functional dimensioning practices. Creation of these drawings will help build a portfolio of engineering documents for potential employers.

Student Learning Outcomes:

- \* Measure parts with inspection equipment.
  - \* Produce sketches of parts and record measurements and data.
  - \* Produce multi-view detailed piece part and assembly drawings according to industry standards.
  - \* Apply dimensions and tolerances with regard to functionality and in accordance with industry and manufacturing practices.
  - \* Select drawings to be inserted in a student portfolio.
  - \* Utilize the Metric and English measuring system.
- Prerequisite(s): CADD2509  
(2 C: 0 lect/pres, 2 lab, 0 other)

#### **CADD 2550 - Mechanical Design Technical Communications**

This is a study of the different types of written communications in the technical field including the collection and presentation of technical data. While drawings are the main mode of communication for a drafter, there are several types of written documents they need to create on a weekly or monthly basis. In some of these documents technical drawings need to be created. These technical drawings give a more realistic look to parts and assemblies.

Student Learning Outcomes:

- \* Create common documents that are used in the design department.
  - \* Perform a site visit and create a report.
  - \* Organize information by creating an outline.
  - \* Create an Operation and Maintenance Manual.
- (1 C: 1 lect/pres, 0 lab, 0 other)

#### **CADM 3502 - CMM Operations**

Student will setup and perform flexible gauging operations on a stand-alone coordinate measuring machine (CMM). Inspection of piece-parts and fixtures will be done on the three axes. Students will do part-to-print inspection. Piece-parts and matching prints drawn in conventional and geometric dimensioning will be inspected to size and location tolerances, as well as other tolerancing such as runout, form and orientation where applicable.

Student Learning Outcomes:

- \* Start up, calibrate and setup CMM
  - \* Probe part and compare generated data with drawing specifications
  - \* Create drawing from probed part
  - \* Create CMM program for specific part
- Prerequisite(s): MACH1524, MACH1525  
(2 C: 1 lect/pres, 1 lab, 0 other)

#### **CARP 1507 - Construction Tools, Equipment and Machines**

Proper use and care of hand and power tools is critical to the success of the carpenter. With successful completion of this course the student will understand how to use and care for many hand and power tools. Because power and pneumatic tools can be dangerous to the user and others safety will be emphasized in this course.

Student Learning Outcomes:

- \* Distinguish different carpentry hand and power tools for their proper uses.
  - \* Employ hand tools in a safe manner.
  - \* Employ power and pneumatic tools in a safe manner.
  - \* Demonstrate processes for maintaining hand and power tools.
  - \* Integrate safety practices while completing projects
  - \* Explain the importance of safety while using construction tools.
  - \* Demonstrate the safe use of ladders, scaffold and fall protection equipment.
  - \* Construct a safe, OSHA compliant work site including ladders, scaffolding, and fall protection.
  - \* List the OSHA requirements for the use of ladders, scaffold and fall protection.
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### **CARP 1521 - Construction Principles**

This course will enable the student to learn about materials and methods for footings, foundations, framing floors, walls, and rafters for residential and light commercial construction. The course will cover terms, techniques and layouts used. Estimating and materials used will also be emphasized.

Student Learning Outcomes:

- \* Identify types of footings.
  - \* Identify types of foundations and the relationship to applicable building codes.
  - \* Examine waterproofing techniques.
  - \* Recognize residential layout and framing techniques.
  - \* Layout and frame floor systems.
  - \* Construct exterior and interior walls including layout and framing.
  - \* Estimating of materials.
  - \* Distinguish building codes and how applied.
- (4 C: 1 lect/pres, 3 lab, 0 other)

#### **CARP 1524 - Rafters and Stairs**

The effective carpenter must be able to perform the calculations necessary to correctly layout and cut rafters and stairs. This course will take the student through the steps necessary to understand the mathematical principles, materials, and methods used in modern stair and rafter framing. The student will be able to identify the building code requirements and safety concerns related to rafters and stairs.

Student Learning Outcomes:

- \* Describe various roof designs.
  - \* Recognize the terms associated with roof framing and identify roof framing parts used in gable and hip roofs.
  - \* Apply the methods used to calculate the length of rafters.
  - \* Employ a framing square, a speed square, and a calculator to layout rafters.
  - \* Classify types of trusses and truss bracing.
  - \* Identify various types of sheathing used in covering roofs.
  - \* Estimate the materials used in framing and sheathing a roof.
  - \* Identify building code requirements pertaining to roofs.
  - \* Recognize the safety requirements pertaining to roof construction.
  - \* Identify the various types, parts, and materials of stairs.
  - \* Perform the calculations to determine the total rise, number of risers, number and size of treads for a stair.
  - \* Layout and cut a stair.
  - \* Estimate the materials required to build a stair.
  - \* Identify building code requirements pertaining to stairways.
- Prerequisite(s): CARP1507, CNST1502  
(4 C: 1 lect/pres, 3 lab, 0 other)

**CARP 1538 - Cabinet Building and Estimating**

The building and installation of cabinets requires great precision, attention to detail and the ability to use a variety of specialized tools. This course will introduce the learner to the materials and techniques used in cabinet making. The student will design, estimate materials for, build, and finish a cabinet. The proper use of power tools and tool safety will be emphasized.

Student Learning Outcomes:

- \* Recognize the common materials used in cabinet making.
- \* Correctly and safely use stationary power tools.
- \* Identify the various joints used in cabinet making.
- \* Design a cabinet project.
- \* Estimate materials for a cabinet project.
- \* Select the proper materials for a cabinet project.
- \* Construct cabinet cases, doors and drawers.
- \* Select and apply finishing materials.
- \* Properly apply cabinet finishes.
- \* Identify cabinet hardware.
- \* Install a cabinet.
- \* Install cabinet hardware.
- \* Explore various countertop materials
- \* Recognize safety concerns pertaining to cabinet construction and finishing.
- \* Demonstrate professionalism

Prerequisite(s): CNST1502, CARP1570

(4 C: 1 lect/pres, 3 lab, 0 other)

**CARP 1540 - Blueprint Reading**

This course introduces students to basic blueprint reading for residential construction. Students study and read a series of residential construction working drawings including floor plans, elevations, detail drawings, electrical, and plumbing.

Student Learning Outcomes:

- \* Identify isometric, orthographic, oblique, and presentation drawings.
- \* Understand blueprint terminology.
- \* Recognize construction dimensioning techniques.
- \* Interpret blueprints.
- \* Comprehend construction specifications.

(2 C: 2 lect/pres, 0 lab, 0 other)

**CARP 1545 - Interior Finish**

The skills of a carpenter become most apparent in the interior finishing of a building. This course introduces the student to the materials, methods, and techniques used in the application of various interior finish materials including drywall, interior doors, moldings, baseboard, casing, and crown molding. Successful completion of the course will move the student forward in their journey to master the skills necessary to be a proficient carpenter.

Student Learning Outcomes:

- \* Identify types of drywall and drywall fasteners and their uses.
- \* Install drywall on wood and steel studs.
- \* Recognize various types and sizes of interior doors.
- \* Identify and install various interior moldings.
- \* Classify fasteners used in the installation of interior trim.
- \* Install various interior doors and interior trim.
- \* Install hollow metal doors and hardware.
- \* Demonstrate safe work habits.

Prerequisite(s): CNST1502, CARP1570

(3 C: 1 lect/pres, 2 lab, 0 other)

**CARP 1550 - Exterior Finish**

This course will enable the student to develop skills used to properly install windows, exterior doors, shingles, soffits and siding.

Student Learning Outcomes:

- \* Identify and install materials used in roofing, cornice and siding work
- \* Demonstrate how to make roof projections watertight.
- \* Identify critical elements of the building exterior as they relate to water, vapor, and air intrusion.
- \* Select and install flashings.
- \* Estimate materials used in exterior finish.
- \* Demonstrate safe work habits.
- \* Explain the safety requirements for working on roof, ladders and scaffold.
- \* Demonstrate professionalism.

Prerequisite(s): CNST1502, CARP1570

(2 C: 1 lect/pres, 1 lab, 0 other)

**CARP 1555 - Residential Construction Lab**

This course provides advanced skill development in installation and maintenance of the building system. Students will practice these skills through layout and construction of floors, walls, and roofs, while gaining knowledge of the various installation methods and techniques. Students will perform window and door installation according to manufacturer specifications and Minnesota Building Code compliant processes. Students will develop the skill needed to spot job hazards and OSHA safety hazards. Students will learn best practices as identified by industry standards.

Student Learning Outcomes:

- \* Demonstrate layout and framing of floors, walls, and roofs.
- \* Analyze and prepare the building for installation of exterior materials.
- \* Perform window and door installation per manufacturer's specifications and applicable building codes.
- \* Demonstrate safe, OSHA compliant work habits.
- \* Identify "punch list" items on the job site.
- \* Identify safety hazards.

(3 C: 0 lect/pres, 3 lab, 0 other)

**CARP 2506 - Residential Framing II**

This course is a further examination of residential building systems. Areas of study include foundations, advanced framing systems, engineered materials and roofs. The learner will estimate materials for projects as well as identify energy efficient construction methods and building code requirements pertaining to residential and light commercial construction. These skills will be applied on a jobsite.

Student Learning Outcomes:

- \* Explain different types of floor and wall systems.
- \* Layout and build a foundation
- \* Describe various advanced framing systems and explain the techniques and materials used in their construction.
- \* Identify the parts of an engineered roof system.
- \* Layout the parts of floor, wall and, roof systems.
- \* Demonstrate the construction of advanced floor, wall and roof systems.
- \* Demonstrate the ability to combine hand framed and engineered roof systems.
- \* Construct various portions of a house building project.
- \* Estimate the materials required to construct advanced floor, wall and, roof systems.
- \* Identify building code requirements pertaining to foundations and advanced framing systems.
- \* Identify energy efficient construction principles.
- \* Apply energy efficient construction principles to on site projects.
- \* Demonstrate professionalism.

Prerequisite(s): CNST1502, CARP1570

(4 C: 2 lect/pres, 2 lab, 0 other)

**CARP 2524 - Residential Construction Lab I**

This course is a culmination of the skills and knowledge the learner has developed in the prerequisite courses. The learner will practice those skills on a jobsite while developing new knowledge and skills. The focus will be on concrete work, framing and exterior finishes.

Student Learning Outcomes:

- \* Layout, form and pour concrete footings, foundations and flatwork.
- \* Estimate materials for concrete projects.
- \* Layout and frame floors, walls and roofs.
- \* Estimate materials for framing projects.
- \* Prepare the building for installation of exterior finish materials.
- \* Install windows and doors to manufacturers specifications and applicable building codes.
- \* Install various types of siding and accessories.
- \* Estimate materials for siding projects.
- \* Demonstrate an understanding of the importance of jobsite safety.
- \* Identify safety hazards.
- \* Develop leadership skills.
- \* Demonstrate professionalism.

Prerequisite(s): CNST1502, CARP1570, CARP1521

(5 C: 0 lect/pres, 5 lab, 0 other)

**CARP 2546 - Residential Construction Lab II**

This course is a culmination of the skills and knowledge the learner has developed in the prerequisite courses. The learner will practice those skills on a jobsite while developing new knowledge and skills. The areas of study include: the builders level, deck and deck stair construction, zoning requirements and the use and disposal of treated lumber. These skills will be utilized on a real world project.

Student Learning Outcomes:

- \* Identify materials commonly used in building decks, deck railings and deck stairs.
- \* Explain safety and disposal concerns regarding treated lumber.
- \* Identify building code requirements pertaining to decks and deck stairways.
- \* Discuss the placement, sizing, and excavation of deck footings.
- \* Discuss final grading and building code and zoning requirements pertaining to water drainage.
- \* Demonstrate using a builders level to confirm final grade elevations.
- \* Discuss the storage and collection of recyclables on the jobsite.
- \* Identify punch list items on the job site.

Prerequisite(s): CARP2524

(3 C: 0 lect/pres, 3 lab, 0 other)

**CARP 2562 - Carpentry Internship**

The internship presents an opportunity to the student to apply and showcase the skills they have developed in the course of their training. While the student is in the employ of a contractor they will be able to observe others working in a real world setting and will gain practical experience.

Student Learning Outcomes:

- \* Apply skills learned in previous courses while working in a real life setting.
- \* Synthesize academic knowledge with practical job experiences.
- \* Observe technical problems and solutions while working with people under varied and unpredictable conditions.
- \* Demonstrate the ability to function independently.
- \* The learner will gain practical experience in the construction industry.
- \* The learner will gain a greater sense of responsibility maturity, and self-confidence through interaction with co-workers and by performing competent work.
- \* The learner will gain an awareness and appreciation of different cultures as they interact with others in new environments.
- \* Students may have the opportunity for employment after graduation or to make professional contacts that may lead to future employment.

(3 C: 0 lect/pres, 0 lab, 3 other)

**CHEM 1305 - Chemistry for the Non-Scientist**

Meets MN Transfer Curriculum Goal Areas 3 and 10 - Natural Sciences, People and the Environment. In this course, students with little or no science background will learn how chemistry is at the center of essentially every aspect of our daily lives. In addition to learning the basic concepts that comprise the field of chemistry, the practical applications and impact that chemistry has on modern concerns such as: food and drug production, health and fitness, environmental pollution and energy sources will also be examined. Hands-on laboratory sessions will provide the opportunity to put the scientific method into action to allow for further exploration and reinforcement of chemical principles.

Student Learning Outcomes:

- \* Identify the roles chemistry plays in the advancement of: food and drug production, health and fitness, environmental pollution and energy sources.
- \* Relate basic chemical concepts to everyday observations and problems.
- \* Discuss physical phenomena from a molecular perspective.
- \* Explain how and why atoms and molecules combine to form new compounds.
- \* Use the periodic table to predict the physical and chemical properties of the elements.
- \* Complete basic quantitative problems involving unit conversions and chemical equations.
- \* Apply appropriate laboratory ways and means including: recording, interpreting and reporting experimental observations as well as using laboratory equipment and chemicals safely.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**CHEM 1345 - General, Organic and Biological Chemistry Foundations**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. This course is intended as a broad introduction to general, organic, and biochemistry. Topics covered include the scientific method, measurements, atomic structure, radioactivity, ionic and covalent compounds, reactions, oxidation-reduction, solutions, acids and bases, organic compounds and biological macromolecules. This is recommended for students intending to enroll, or already enrolled in the health sciences programs. This course includes two hours of required lab per week. The laboratory introduces students to safe handling of chemicals, appropriate use of lab ware, and transcription of observations and data. Attendance in the week 1 lab safety session is mandatory.

Student Learning Outcomes:

- \* Use physical and chemical properties to explain the structure of matter from macroscopic to sub-atomic levels.
  - \* Describe the types of chemical bonds in compounds
  - \* Compare different types of chemical reactions and rationalize their occurrence from a thermodynamic standpoint
  - \* Identify organic functional groups found in biological molecules and use their reactivity to explain their physical and chemical influence in biological systems
  - \* Explain the main metabolic pathways in humans
  - \* Identify the relationships between chemistry and nutrition, disease and pharmacology
  - \* Complete quantitative problems involving unit conversions, chemical equations and formulas
  - \* Utilize skills appropriate to the chemistry laboratory environment
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**CHEM 1350 - General Chemistry I**

Meets MN Transfer Curriculum Goal Area 3 Natural Sciences. This is the first course in a two-semester sequence that, upon completion of the sequence, meets the general chemistry requirements for the Biology (Minnesota State Transfer Pathway) AS degree. Fundamental chemical concepts including measurements, nomenclature, atomic and molecular structure, chemical reactions, thermochemistry and the behavior of gasses are explored. This course includes two hours of required lab per week. Attendance in the first week lab safety session is mandatory.

Student Learning Outcomes:

- \* Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry.
  - \* Explain and apply skills in analytical thinking and problem solving, and apply scientific methods to experimental data.
  - \* Demonstrate skills in laboratory operations including making accurate and precise measurements, preparing solutions, operating instrumentation, experimental design, and the interpretation and reporting of quantitative and qualitative data and results.
  - \* Communicate their own data and analysis in oral and written communications that uses tables and graphs, describes detailed experimental procedures, and clearly explains conclusions, in order to create clear and compelling papers, posters, or presentations.
  - \* Work both independently and collaboratively in the classroom and in the laboratory.
  - \* Apply learned concepts to everyday situations and experiences and critically evaluate contributions to science reported in the media; identify valid approaches to scientific problem solving and reporting.
- Prerequisite(s): CHEM1345 or MATH0475 or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**CHEM 1355 - General Chemistry II**

Meets MN Transfer Curriculum Goal Area 3 Natural Sciences. This is the second course in a two-semester sequence that, upon completion of the sequence, meets the general chemistry requirements for the Biology (Minnesota State Transfer Pathway) AS degree. Topics covered include intermolecular forces of liquids and solids, properties of solutions, chemical kinetics, equilibrium, and nuclear chemistry. This course includes two hours of required lab per week. Attendance in the first week lab safety session is mandatory.

Student Learning Outcomes:

- \* Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry.
- \* Explain and apply skills in analytical thinking and problem solving, and apply

scientific methods to experimental data.

\* Demonstrate skills in laboratory operations including making accurate and precise measurements, preparing solutions, operating instrumentation, experimental design, and the interpretation and reporting of quantitative and qualitative data and results.

\* Communicate their own data and analysis in oral and written communications that uses tables and graphs, describes detailed experimental procedures, and clearly explains conclusions, in order to create clear and compelling papers, posters, or presentations.

\* Work both independently and collaboratively in the classroom and in the laboratory.

\* Apply learned concepts to everyday situations and experiences and critically evaluate contributions to science reported in the media; identify valid approaches to scientific problem solving and reporting.

Prerequisite(s): CHEM1350

(4 C: 3 lect/pres, 1 lab, 0 other)

#### **CMAE 1502 - Technical Math**

This is an introductory technical math course. The course is for students who have basic math skills and for those who need basic technical math concepts. The primary goals of this course are to help individuals acquire a solid foundation in algebra and geometry used in a technical setting. This course will show how these skills can model and solve authentic real-world problems.

Student Learning Outcomes:

\* Solve practical problems using correct order of operations, fractions and percent, units of linear measure, signed numbers and metric system.

\* Solve practical problems in technical algebra concepts that include operations of polynomials and monomials, addition, subtraction, multiplication and division principles of equality, manipulating equations, formulas, ratios, and proportions

\* Solve practical problems in technical geometry concepts that include lines and angles, angular measurement, types of triangles, interior angles of a triangle, areas of geometric shapes, characteristics of geometric shapes, principles of circles, and the Pythagorean Theorem

\* Utilize a systematic approach to problem solving

\* Use a scientific calculator to solve technical math problems

Prerequisite(s): ENGL0900, ESOL0910, ESOL0920, ESOL0930, MATH0420, MATH0410, READ0900 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **CMAE 1506 - Introduction to Computers**

This is an introductory course in Microsoft Office computer applications for technical fields. The

primary goal of this course is to help individuals acquire a hands-on working knowledge of

current personal computer applications including word-processing, spreadsheets, database,

presentation, and internet browser software.

Student Learning Outcomes:

\* Compose technical documents using a word-processing application

\* Sort and query database information

\* Create spreadsheets utilizing functions, formulas and charts

\* Construct a professional level multi-media presentation

\* Utilize internet browser software to find credible information

\* Manage files, email application, business calendars, and contacts while using professional etiquette

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **CMAE 1510 - Print Reading**

This course will give students an understanding of basic mechanical drawing principles. Topics include the alphabet of lines, arrangement of views, orthographic projections, scaling, dimensioning, tolerancing, and symbols. Students will read and interpret mechanical drawings.

Student Learning Outcomes:

\* Interpret types of multi-view drawings within manufacturing

\* Evaluate drawings based on information in the title block, notes and tables

\* Explain line types, symbols, and dimensions on mechanical drawings

\* Apply tolerances and to determine dimensional limits on drawings

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910,

ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **CMAE 1514 - Safety Awareness**

This course aligns with the Manufacturing Skill Standards Council's (MSSC) assessment and

certification system for Safety. The curriculum is based upon federally endorsed national standards for production workers including Occupational Safety Health Administration (OSHA)

standards relating to Personal Protective Equipment (PPE), lockout/tagout (LOTO), Hazardous

Material (HAZMAT), tool safety, and confined spaces.

Student Learning Outcomes:

\* Implement safe and effective workplace practices

\* Apply procedures for emergency situations

\* Choose correct Personal Protective Equipment (PPE) for workplace environment

\* Choose applicable OSHA requirements for maintenance, installation, and repair

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910,

ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **CMAE 1518 - Manufacturing Processes and Production**

This course aligns with the Manufacturing Skill Standards Council's (MSSC) assessment and

certification system for Manufacturing Processes. The curriculum is based upon

federally endorsed national standards for production workers emphasizing lean manufacturing principles,

basic supply chain management, communication skills, and customer service.

Student Learning Outcomes:

\* Identify the needs of the customer

\* Determine resources required for the production process

\* Interpret job assignments to meet production goals

\* Analyze work flow of team members and work groups to meet production goals

\* Utilize lean and high-performance manufacturing principles to improve the manufacturing process

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910,

ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **CMAE 1522 - Quality Practices**

This course aligns with the Manufacturing Skill Standards Council's (MSSC) assessment and

certification system for Quality Practices. The curriculum is based upon federally

endorsed

national standards for production workers. Emphasis is placed on Continuous

Improvement

concepts and how they relate to a quality management system. Students will be

introduced to a

quality management system and its components. These include corrective actions, preventative actions, control of documents, control of quality records, internal

auditing of

processes, and control of non-conforming product.

Student Learning Outcomes:

\* Summarize the basics of quality management systems including the PDCA cycle

\* Illustrate calibration of gauges and other data collection equipment

\* Apply key principles of quality systems including Lean, ISO, and TQM

\* Apply process control practices for quality assurance

\* Document test results and corrective actions to restore or maintain quality

\* Apply key principles of 6 Sigma

\* Evaluate internal quality audit practices, outcomes, and trends to improve quality and processes

\* Develop a Quality Policy Statement utilizing the fundamentals of quality documents

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910,

ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)



**CMAE 1528 - Career Success Skills**

This is an introductory career success skills course. The primary goals of this course is to help individuals acquire a solid foundation in the basic skills for a successful career. This course will identify the skills important to businesses and help the student assess his/her level of skill. The course will provide suggestions for how the student can improve his/her level of skill.

Student Learning Outcomes:

- \* Characterize appropriate and inappropriate professional behavior
- \* Evaluate areas of personal strengths and weaknesses related to a successful career
- \* Identify the skills needed to be a productive, responsible, and professional employee for a business

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(1 C: 1 lect/pres, 0 lab, 0 other)

**CMAE 1560 - Interpreting Symbols**

Welding symbols are used to facilitate communication among the designer, fabricator, and inspection personnel. To accurately layout and fabricate parts, the welder will need basic knowledge of working drawings and their significance to the welding industry. Students will breakdown welding prints to develop skills necessary to fabricate individual component parts of welded structures. Written and fundamental tests will be administered in accordance with American Welding Society (AWS) standards and the appropriate correlating code books (AWS A2.4).

Student Learning Outcomes:

- \* Interpret basic elements of a drawing or sketch.
- \* Interpret welding symbol information and placement guidelines.
- \* Describe Nondestructive Examination (NDE) methods and symbol use.
- \* Calculate weight and cost of welding consumables and materials.
- \* Prepare an applicable bill of materials (BOM).

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(2 C: 2 lect/pres, 0 lab, 0 other)

**CMAE 1562 - Oxyfuel Welding and Cutting Process**

This course covers the use of oxyfuel equipment while welding, cutting, brazing, and using the

Plasma Arc Cutting (PAC) and Air Carbon Arc Cutting (CAC-A) processes.

There will also be an introduction to laser cutting equipment. A very important part of this course will be discussing safety as it relates to thermal welding and cutting equipment. Written tests will be completed in accordance with -American Welding Society (AWS) codes and standards.

Student Learning Outcomes:

- \* Explain proper use of Personal Protective Equipment (PPE) in welding and cutting operations.
- \* Describe the differences between gas welding, brazing, and soldering.
- \* Describe the differences between plasma arc cutting (PAC), laser cutting, and air carbon arc cutting (CAC-A).
- \* Identify the welding and cutting applications used by researching current industry practices

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 1 lect/pres, 2 lab, 0 other)

**CMDE 1500 - Two Dimensional CADD**

Students will develop knowledge of system configuration, hardware operations and interactive graphics software and will input drafting commands to develop drawings, store data and output drawings to the plotter for hard copy.

Student Learning Outcomes:

- \* Perform start up and shut down procedures for computer software.
- \* Manipulate the drawing software.
- \* Set up drawing layout and create basic drawings.
- \* Generate completed drawing in hard copy form.
- \* Store, transfer, and retrieve data in a variety of CADD formats.
- \* Demonstrate the ability to respect others and their ideas.

(3 C: 1 lect/pres, 2 lab, 0 other)

**CMDE 1504 - Inventor Foundations**

The primary goal of this course is to introduce students to the aspect of creating components with Inventor parametric modeling software. The course will guide you through constructing basic models, basic mechanical designs, creating multi-view drawings and assembly models. A solid model is more than simply a drawing of an engineered component, it is a true virtual representation of the component, which can be manipulated, combined with other components into assemblies and used to drive the production of the components and the final assembly. We will take a hands-on, exercise intense approach to the parametric modeling techniques and concepts. As an introductory course it is intended to help the student establish a basis for exploring the parametric modeling process and growing in the exciting field of Computer Aided Engineering.

Student Learning Outcomes:

- \* Demonstrate the startup of the software and the setup for a new model/drawing to be created.
- \* Utilize the 2d sketching functions of the software to construct solid model geometry .
- \* Create placed features on a model.
- \* Produce a 2 dimensional multi-view drawing from a model according to industry standards.
- \* Utilize dimensional notes to call out various machine element features.
- \* Define and demonstrate the use of standard dimensioning rules and terms.
- \* Create an assembly and establish the assembly relationships between the parts.
- \* Demonstrate the ability to meet deadlines, work independently and respect others.

(3 C: 1 lect/pres, 2 lab, 0 other)

**CMDE 1508 - Mechanical Drafting Foundations**

This course is a further study of Computer-Aided Drafting. Students will input drawings using absolute, relative and polar coordinates and will examine advanced CAD capabilities such as complex multi-view drawings, libraries and attributes using 2D and solid modeling software.

Student Learning Outcomes:

- \* Demonstrate the use of standard dimensioning rules.
- \* Produce complex multi-view drawings according to industry standards.
- \* Create and modify complex detail part drawings and 3 dimensional objects.
- \* Utilize dimensional notes to call out various machine element features.
- \* Create Blocks, Attributes, and Symbol Libraries.
- \* Demonstrate timeliness in finishing assignments.
- \* Treat classmates with respect.

Prerequisite(s): CMDE1504

(3 C: 1 lect/pres, 2 lab, 0 other)

**CMDE 1512 - Intermediate Mechanical Drafting**

This course provides information for completing engineering drawings including geometric construction, sections, fasteners, and tolerances and fits using 2D and solid modeling software as well as 3D assemblies.

Student Learning Outcomes:

- \* Create drawings using geometric construction.
- \* Generate section views.
- \* Create drawings of fasteners.
- \* Determine tolerances for mating parts.
- \* Apply tolerances to part features.
- \* Create 3D Assemblies.
- \* Demonstrate timeliness in finishing assignments.
- \* Treat classmates with respect.

Prerequisite(s): CMDE1504

(3 C: 1 lect/pres, 2 lab, 0 other)

**CMSC 1203 - Structured Programming Logic**

This course introduces students to the programming major and lays the foundation for continued skill development in programming. Students in this course will study a variety of program design tools, structures, object-oriented, and procedural methodologies. Using a mix of theory and practical application students will learn the introductory skills needed in structured program logic to continue in the programming major.

Student Learning Outcomes:

- \* Write algorithms using flowcharts and pseudocode to solve programming problems.
- \* Define program variables and data types.

- \* Define structures such as spaghetti code, sequence, decision and looping structures, priming read, case structures and modularization.
  - \* Define array concepts such as declaring, initializing, manipulating and sorting single and multi-level arrays.
  - \* Use loops, decision structures and sequential structures to solve programming problems.
  - \* Write programs that integrate user input to control program outcomes.
  - \* Write file processing and maintenance programs.
  - \* Write programs that implement single-level and multi-level control breaks.
  - \* Define object-oriented, procedural and event driven models and methodologies.
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1206 - Introduction to Information Technology Concepts

This course will provide students with an introduction to information technology concepts in order to prepare them for a career in IT. During this class students will learn about hardware, cloud applications and data management systems. The student will be introduced to operating systems concepts, application software fundamentals, and using the Internet to communicate and search for information. The course will cover basic concepts and terminology used in local area networks and students will also be introduced to information security best practices.

Students will become familiar with containers and virtualization, and be given an overview of use cases and best practices for these tools. Software development collaboration will also be demonstrated with a focus on team-based collaboration. Ethics and Intellectual Property rights will be emphasized throughout the course. Student Learning Outcomes:

- \* Identify computer system hardware and software components
  - \* Troubleshoot hardware and software issues
  - \* Explain networking fundamentals
  - \* Implement container and virtualization technologies
  - \* Describe the need for information security
  - \* Explain the concepts of risk management
  - \* Use software development collaboration tools
  - \* Discuss legal and ethical issues in information technology
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1212 - Web Markup Language

This course will teach the student how to create web pages using the markup language HTML. Students will follow industry standards by using JavaScript and Cascading Style Sheets, which is used to make the web pages dynamic, formatted and styled. Students will also complete exercises using links, graphics, tables and forms. The programming techniques include proper coding syntax, passing information via web pages, and responsive design (mobile-friendly design) The HTML 5 and CSS3 standards will be reviewed in the course.

Student Learning Outcomes:

- \* Develop and build web pages using HTML, HTML5, JavaScript and CSS3.
  - \* Create dynamic web pages with JavaScript and JavaScript libraries such as jQuery.
  - \* Format web pages with Cascading Style Sheets (CSS).
  - \* Integrating links, graphics, tables and forms in HTML pages.
  - \* Create responsive web pages using media queries, flexbox and bootstrap framework concepts.
  - \* Publish code to production web servers.
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1216 - Database Modeling I

Databases are an integral part of modern computer applications. This course introduces students to basic relational database concepts, relational database terminology, and data modeling concepts. Students will create a conceptual data model using entity-relationship diagrams, understand the importance of referential integrity, and learn how to enforce data integrity constraints when creating a database. SQL Data Manipulation Language and Data Definitions Language will be used to create database objects and to insert, read, update, and display data in a relational database management system. An introduction to NOSQL databases will also be covered.

Student Learning Outcomes:

- \* Install and configure a relational database in a Virtual PC environment.
- \* Employ database normalization techniques.

- \* Create and maintain relational databases, tables and other objects using Structured Query Language (SQL).
  - \* Write SQL statements to create indexes, views, referential, entity, domain and user-defined constraints on database tables.
  - \* Write SQL statements and scripts to insert, delete, update and retrieve data in tables.
  - \* Write SQL statements to extract and manipulate data from database objects using joins.
  - \* Determine differences between different relational databases and not-relational databases
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1217 - Introduction to Data Analytics

The goal of data analytics is to gain knowledge and communicate conclusions drawn from data. This is an introductory data analyst course using commonly available data management systems. Throughout the course the students will make extensive use of spreadsheets including formulas, graphs and pivot tables. This course covers concepts such as percentages, trends and basic statistical concepts and database fundamentals. The course is targeted towards individuals who would like to apply the practices and potential use of large-scale data analytics to data sets.

Student Learning Outcomes:

- \* Demonstrate an understanding of the analytical process
  - \* Compare different data analysis tools
  - \* Recognize how data analysis tools automate and enhance the data analysis process
  - \* Identify the role statistical concepts play in analytics
  - \* Apply basic spreadsheet modeling for use in analytics
  - \* Create flexible data aggregations using pivot tables
  - \* Represent data visually using spreadsheet tools
  - \* Employ advanced spreadsheet functions to analyze data
  - \* Create a basic data model and connect to external data
  - \* Demonstrate an understanding of the importance of databases in the analytical process
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1228 - Client-Side Programming

As internet and mobile use continues to grow, users expect web applications to perform like desktop applications. Single-page web apps (SPAs) deliver this functionality for the user. SPAs integrate client-side JavaScript frameworks to allow the application to seamlessly and dynamically integrate front-end user interfaces with back-end databases and server processing. Because SPAs only send the data that has been changed back to the server, they also offer the user a better application experience. These factors have increased the popularity and use of SPAs in the internet development environment.

Student Learning Outcomes:

- \* Construct a SPA programming environment.
- \* Utilize JavaScript framework to develop SPAs.
- \* Write SPAs that integrate JavaScript variables and constructs.
- \* Integrate HTML templates into SPAs.
- \* Utilize JSON for SPA database access and manipulation.
- \* Integrate routing into SPAs to manipulate the SPA content.
- \* Integrate sessions into SPAs to manage user profile information.
- \* Integrate security into SPAs to manage user authentication and SPA security.

Prerequisite(s): CMSC1255

(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 1236 - Java Programming

Java is a programming language that is utilized extensively in the programming world. It is used to program applications, network programs, mobile devices and more. Students will learn the skills necessary for the effective and efficient creation of computer programs using Java as well as Java fundamentals and concepts, Java structures and testing. Students will complete exercises which include creating new programs as well as modifying existing code. An introduction to GUI programming will be provided.

Student Learning Outcomes:

- \* Create the Java programming environment by installing the JDK and JRE.
- \* Construct Java programs using variables, structures, arrays, and other language constructs.

- \* Construct Java programs using in-class agile programming methods.
  - \* Construct Java programs using object-oriented programming techniques.
  - \* Construct Java programs that process data from files.
  - \* Construct Java programs with an IDE.
  - \* Employ debugging techniques while working in Java programs.
  - \* Introduction to GUI Building
- Prerequisite(s): CMSC1203  
(4 C: 2 lect/pres, 2 lab, 0 other)

### CMSC 1255 - Server-Side Programming

This course is an introduction to PHP, a widely-used open source server side general-purpose scripting language that is especially suited for web development and can be embedded in HTML. A prerequisite for this course is a basic understanding of HTML, particularly creating forms. The student will perform database connectivity within their PHP programs using a MySQL database. The student will use MySQL to create tables; insert, edit and delete data; link tables and learn basic database programming techniques. Using the knowledge learned in this course the student will stay up-to-date with current market demands for web developers and programmers. The student will create dynamic web applications using open source technology.

Student Learning Outcomes:

- \* Implement PHP functions within HTML web-pages
  - \* Create dynamic PHP driven web forms that store and retrieve data from a database
  - \* Understand decision and loop structure of the PHP language
  - \* Connect to a live database with a PHP enabled web-page, and be able to add/edit and delete data.
  - \* Develop a web-based database driven application using PHP and MySQL
- Prerequisite(s): CMSC1203, CMSC1212  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 2201 - Database Modeling II

Database Modeling II is an advanced database modeling course designed to introduce the student to the management side of relational databases. This course builds on the skills learned in course prerequisites with a review of database maintenance and creation. Database reporting, administration and programming skill development will be the primary focus of this course. Advanced skill development in design, installation, configuration, maintenance, and analysis of performance will be highlighted throughout the course.

Student Learning Outcomes:

- \* Create, configure, and maintain SQL Server databases, tables, views, constraints, indexes, queries
  - \* Construct UDF's, stored procedures, and triggers
  - \* Import data into database systems
  - \* Export data from database systems
  - \* Design security policies for operating and database users
  - \* Perform and maintain database systems
  - \* Implement database performance monitoring and tuning
  - \* Create and configure user permissions on database systems
  - \* Design and implement data backup and recovery plans on database systems
  - \* Create end user reports
  - \* Implement a basic Create, Read, Update, Delete interface
  - \* Explore alternative database models and software systems
- Prerequisite(s): CMSC1203, CMSC1216  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 2203 - C# Programming I

C# is an object-oriented language from Microsoft. C# is programmed in the Visual Studios Integrated Development Environment (IDE) in a virtual environment. Object oriented methodology; various approaches to data access; C# language constructs and structures using C# will be covered in this class.

Agile development is practiced when creating programs. Students learn this methodology by participating in project-based, team-oriented groups while developing application. Students also learn team dynamics through changing project roles, meetings, demonstrations, and maintaining technical documentation for their projects.

Student Learning Outcomes:

- \* Develop Visual Studios C# projects using the IDE.
- \* Utilize C# programming language constructs to create Windows Presentation

Foundation (WPF) applications.

- \* Implement data access with Graphical User Interface (GUI) controls, text files and local and remote databases for WPF applications.
- \* Integrate source control and unit testing into WPF applications.
- \* Integrate agile programming practices while developing WPF applications.
- \* Take part in project development techniques and iterations.
- \* Analyze a project to determine how best to implement changes into the project.
- \* Take part in different roles of project and team development using Agile development.

Prerequisite(s): CMSC1236

(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 2204 - Mobile Device Programming/Connectivity

Mobile devices have become an integral part of the business world. Having the knowledge to program these devices will increase the programmer's value in the workplace. Mobile applications are developed using programming languages to be able to render intelligently on different devices. Applications are developed on a virtual PC using software to emulate different mobile devices and deployment scenarios. Mobile development focuses on the Android mobile device.

Student Learning Outcomes:

- \* Employ the Android Studios Integrated Development Environment (IDE) to write and deploy mobile applications.
- \* Write mobile applications using Bootstrap and Web programming languages.
- \* Write mobile applications that process data.
- \* Write mobile applications that cross platforms to render data to the user.
- \* Write mobile applications that consume web services.
- \* Write Android applications that use Android User Interface (UI) constructs.
- \* Write Android multi-page applications.
- \* Discuss other mobile application platforms.

Prerequisite(s): CMSC1236, CMSC1216

(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 2205 - Computer Programming Internship

The Computer Programming Internship course offers students an opportunity to learn in an IT related work setting while obtaining practical experience in their field. Students will also apply and reflect on the connection of academic theory and practice to a real world environment.

This course offers the potential for valuable experiential education opportunities that can't be replicated in the traditional classroom setting, and serves as a bridge between the professional and academic worlds. It offers the opportunity for hands-on skills development under the guidance of a faculty/employer mentor, testing of academic theory in practice, sampling of a career path before further education, resume development, and building a network of professional contacts.

The student will work with a Faculty Internship Advisor who will provide guidance to aid the student in seeking out appropriate experiences to meet the internship obligation. Students will work a minimum of 150 hours in an Information Technology related activity.

Student Learning Outcomes:

- \* Apply technical proficiency and professional communications skills in a work, volunteer, supervised mentorship, or entrepreneurial setting.
- \* Examine organizational structure, culture, and ethics in the industry.
- \* Reflect how the professional environment connects to academic theory and practice.
- \* Practice critical thinking, research skills and problem solving skills.
- \* Explain the importance of creating a network of professional contacts, mentors, and references.

Prerequisite(s): CMSC1236

(3 C: 0 lect/pres, 0 lab, 3 other)

### CMSC 2240 - C# Programming II

This course will expose the student to advanced C# components which will increase their programming expertise and value in industry. Students will build additional knowledge and skills by creating ASP.Net applications and learning how to use generics, delegates, collections, events and Lambda expressions. Integrating remote database connectivity with ADO.Net into applications and program performance techniques will be reviewed and implemented.

Student Learning Outcomes:

- \* Demonstrate knowledge of Visual Studios (VS) Integrated Development Environment (IDE).
- \* Develop ASP.Net Applications with C#.
- \* Build applications that use generics, delegates, collections and events.
- \* Develop anonymous functions using Lambda expressions.
- \* Develop multi-threaded applications.
- \* Integrate synchronization into multi-threaded applications.
- \* Develop applications that utilize tasks and asynchronous techniques.
- \* Write C# applications to access and manipulate data in a database using ADO.Net.
- \* Develop, deploy, and consume Web Services applications.

Prerequisite(s): CMSC2203  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CMSC 2279 - Systems Analysis and Design

This course provides the student with an opportunity to design and implement an application from start to finish. Various agile methodologies are studied and used to develop the applications. Students are part of a team when designing and creating the application. This experience will help student's will grow their team management skills. As a team, they will design the application's database, incorporate reporting, implement remote database connectivity through web services, implement project source control, insure iteration success through recording and executing stories and tasks and integrate testing throughout the application's development. When the system is finished, the team will deploy the application to a remote web server.

#### Student Learning Outcomes:

- \* Analyze agile methodologies.
- \* Interact with other students to recognize the dynamics of team development.
- \* Analyze and develop a practical approach to build an application.
- \* Participate in fact-finding activities to determine user needs for application development.
- \* Choose the appropriate language, platform and database to build the application with.
- \* Produce stories and tasks to document iteration goals.
- \* Participate in weekly team stand-up meetings.
- \* Recognize and resolve the challenges of application development in teams.
- \* Participate in mock interviews to build interviewing skills.

Prerequisite(s): CMSC2201, CMSC1236, CMSC2203  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CMST 1320 - Introduction to Communication Studies

This course meets MN Transfer Curriculum Goal Area 1 - Oral Communication. This course introduces students to a variety of communication areas, including listening, interpersonal communication, small group communication and public speaking. Students will apply concepts from these areas through writing, discussion and speaking. This course emphasizes the importance of effective communication in everyday life.

#### Student Learning Outcomes:

- \* Explain how perception and identity affect how we send and receive messages both in writing and speaking.
- \* Utilize effective communication choices that meet the needs of a multicultural audience.
- \* Study how communication functions within personal relationships, small groups, and public contexts, and apply these concepts to one's own communication.
- \* Explore how communication is affected by language and nonverbal communication choices within personal, academic and professional settings.
- \* Apply effective listening strategies individually and within groups.
- \* Participate in group communication to develop effective small-group skills.
- \* Develop communication skills and improve self-confidence when public speaking by preparing, practicing, and delivering logical speeches.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### CMST 2300 - Introduction to Public Speaking

Meets MN Transfer Curriculum Goal Area 1 - Oral Communication. This course helps students become familiar with, and use, a variety of techniques for effective public speaking. These skills will empower students with the ability to more effectively achieve communicative goals in their professional and personal

lives. Public speaking skills built in this class can help individuals in a range of communicative settings; from a large keynote addresses to interpersonal job interviews.

#### Student Learning Outcomes:

- \* Develop understanding of public speaking as an interactive process through audience analysis and evaluation of speeches.
- \* Demonstrate the components of effective speaking.
- \* Compose and effectively deliver a research-based informative speech.
- \* Compose and effectively deliver a research-based persuasive speech.
- \* Compose and effectively deliver a special occasion speech.
- \* Compose and effectively deliver an impromptu speech.
- \* Examine the role of speech-making in society.
- \* Relate critical listening skills to persuasive messages.
- \* Analyze ethical issues related to public speaking.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### CMST 2302 - Small Group Communication

This course meets MnTC Goal Area 1 and Goal Area 9 - Oral Communication and Ethical and Civic Responsibility.. This course covers basic Small Group Communication principles and practices. Students are given a variety of group projects in order to experience for themselves problem solving and decision making techniques. In groups, students will try a variety of group roles, work on facilitation skills, and develop their listening and discussion abilities. Topics such as mediated communication, culture, power, and leadership and their influence on small group communication will be covered. Group presentations (preparation, delivery, and assessment) will be part of the course.

#### Student Learning Outcomes:

- \* Demonstrate communications skills necessary for effective groups
- \* Apply effective communication strategies for groups involving technology and virtual environments
- \* Analyze ethical issues and responsibilities of groups and their members in society
- \* Examine types of leadership and the benefits and limits of different leadership styles.
- \* Examine types of power and the influence of different sources of power.
- \* Evaluate effective group decision making and problem solving
- \* Analyze types of conflict and conflict-management styles.
- \* Evaluate groups and their work in our society, both as participant and observer.
- \* Deliver and assess group presentations.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### CMST 2310 - Interpersonal Communication

Meets MN Transfer Curriculum Goal Area 1 - Oral Communication - This course provides students with an understanding of the theory and practice of interpersonal communication. Successful management and maintenance of relationships is a necessity in professional and personal settings. Students will apply concepts to enhance their ability to effectively send and receive verbal and nonverbal messages across a variety of channels. This course highlights the importance of style, perception, and identity when communicating in the context of interpersonal interactions.

#### Student Learning Outcomes:

- \* Identify basic theories and concepts in the processes of Interpersonal Communication.
- \* Analyze the effects of culture, gender, self, and perception when communicating.
- \* Understand how sending and receiving interpersonal messages (verbal and nonverbal) is affected across varying channels.
- \* Evaluate the implications of various communication behaviors and influence of those behaviors on self and others.
- \* Demonstrate active listening.
- \* Demonstrate effective written and oral communication with positive outcomes for human relationships.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

**CMST 2315 - Persuasion and the Media**

Meets MN Transfer Curriculum Goal Area 1 Oral Communications and Goal Area 9 Ethical and Civic Responsibility. This course will explore the logical and psychological processes of persuasion. This is accomplished through analysis of various persuasive theories and practices as they occur in a range of communication situations and across different media. Students will apply concepts from these areas through writing, discussion and speaking. This course will focus on the impact of mediated persuasion on society in order to develop an awareness of our responsibilities as consumers of persuasion.

Student Learning Outcomes:

- \* Examine the nature, methods and functions of persuasion in contemporary society.
- \* Evaluate persuasion in a variety of communication contexts to become better receivers of persuasive messages.
- \* Understand our responsibility as citizens to be aware of the impact of persuasion on us.
- \* Identify and employ strategies for analyzing and discussing persuasive messages.
- \* Analyze the impact of media on cultural attitudes and values.
- \* Assess how persuasive messages from the media influence a receiver's attitudes and creates behavioral change.
- \* Understand the ethical and moral obligations of being a consumer of the media's persuasive messages.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

**CNST 1502 - Building Materials and Methods**

This course introduces the student to materials used in construction, including lumber, panel materials, engineered products, concrete, and metals. Adhesives, fasteners and fastening techniques will be studied. This course will also introduce the student to the basics of construction practices, techniques, and construction problem solving.

Student Learning Outcomes:

- \* Identify various building materials and elements of a building using the correct industry terms.
- \* Describe the various components of building systems, including foundations, structural systems, thermal and moisture protection systems, finish systems, electrical and mechanical systems.
- \* Demonstrate the application of various materials.
- \* Select materials for correct use based on their compliance with applicable building codes and industry practices.
- \* Examine the manufacturing, environmental issues, social impacts, and the distribution processes of various building materials.
- \* Evaluate various methods of construction used currently and in the past.
- \* Compare various conservation strategies.

(3 C: 3 lect/pres, 0 lab, 0 other)

**CNST 1506 - Estimating for the Construction Trades I**

This course will introduce the student to residential construction estimating concepts. Students will be introduced to materials and methods used in residential construction projects. Some materials to be examined include, metals, concrete, masonry, wood, engineered wood products, plastics, thermal and waterproofing products. Application of linear, square, and cubic measurements and their relationships to the estimating process will be studied. Estimating software will be introduced. The application of the various Minnesota Codes used in residential construction will be studied.

Student Learning Outcomes:

- \* Develop an understanding of various building trade terminology.
- \* Identify various types of construction used on specific projects.
- \* Identify the principles of estimating.
- \* Examine residential construction documents to determine items and quantities.
- \* Explore and interpret plan specifications.
- \* Organize material takeoffs for building plans.
- \* Select appropriate materials for various applications.
- \* Describe properties of various materials.
- \* Develop an understanding of the applicable codes and how they apply to residential construction estimating.
- \* Estimate costs using industry cost sources.
- \* Demonstrate consistency in the estimating process.

Prerequisite(s): CNST1502

(3 C: 2 lect/pres, 1 lab, 0 other)

**CNST 2502 - Estimating for the Construction Trades II**

This course will build on the knowledge and skills developed in CNST1506. Further study will include more complex structures, commercial construction documents and emerging materials of the industry. Materials costs, availability and compatibility will be analyzed.

Student Learning Outcomes:

- \* Identify various types of construction used on specific projects.
- \* Apply the principles of estimating.
- \* Examine commercial construction documents to determine items and quantities.
- \* Expand knowledge of plan specifications.
- \* Organize takeoffs by CSI division.
- \* Select appropriate materials for various applications.
- \* Analyze properties of various materials.
- \* Develop an understanding of the applicable codes in commercial construction.
- \* Determine unit costs using industry cost sources.
- \* Demonstrate consistency in the estimating process.

Prerequisite(s): CNST1506

(3 C: 2 lect/pres, 1 lab, 0 other)

**CNST 2506 - Construction Management**

The learner will develop skills and knowledge of construction management that will assist them in understanding how projects are envisioned, designed, and built; the types of materials and methods used; methods for estimating the cost of construction; project scheduling and project management.

Student Learning Outcomes:

- \* Describe the phases of a construction project.
- \* Explain why it is important to plan.
- \* Explain the importance of construction documents.
- \* Identify various construction documents and describe their use.
- \* Identify the components of an estimate.
- \* Describe the estimating process.
- \* Select the correct materials for a project.
- \* Prepare a project estimate.
- \* Compare scheduling methods.
- \* Create a project schedule.
- \* Describe the billing process.
- \* Compute net billing calculations.
- \* Explain the importance of personal presentation to customers.
- \* Discuss the importance of ethical business behavior.

Prerequisite(s): CNST2502

(3 C: 3 lect/pres, 0 lab, 0 other)

**CNST 2510 - Commercial Estimating and Project Analysis**

This course will introduce the students to commercial construction estimating concepts. Application of linear, square, and cubic measurements and their relationships to the estimating process will be studied. Estimating software will be introduced and used for commercial applications.

Student Learning Outcomes:

- \* Identify various types of construction used on specific projects.
- \* Establish material quantities for commercial construction projects.
- \* Establish material quantities with emphasis on related mathematics as it applies to commercial construction.

Prerequisite(s): CNST2502

(2 C: 0 lect/pres, 2 lab, 0 other)

**CPTR 1200 - Introduction to Microsoft Excel**

This course is designed to teach fundamental spreadsheet skills. Students in this course will learn and demonstrate a strong proficiency in Microsoft Excel by creating and manipulating spreadsheets. The course will focus on learning how to input data, edit and format text, perform basic calculations, and create charts and graphics.

Keyboarding proficiency is recommended for any student entering this course.

Student Learning Outcomes:

- \* Utilize skills needed to work with Microsoft (MS) Excel in the Windows environment.
- \* Generate worksheets to process, manipulate, and display numeric data in a

meaningful manner through the use of special functions, charts, and graphs.

\* Demonstrate an ability to save, preview and print MS Excel workbook.

(1 C: 1 lect/pres, 0 lab, 0 other)

### CPTR 1210 - Introduction to Computers

Students in this course will learn and demonstrate a strong proficiency in all components of the Microsoft Office Suite (Word, Excel, Access, and PowerPoint) by creating documents, worksheets, databases, and presentations. Students will also gain hands on experience with the most recent Microsoft Windows operating system. In addition, students will gain an understanding of the components of a computer, computer terminology, the internet, networks, security, and privacy. Keyboarding proficiency is recommended for any student entering this course. Student Learning Outcomes:

\* Demonstrate an understanding of computer hardware, software and terminology.

\* Employ proper file management skills for local, networked and removable storage devices

\* Use skills needed to work in the Windows environment.

\* Explore the internet, World Wide Web and the potential security and privacy issues associated with their usage.

\* Acquire an appreciation of the moral and social implications of computer technology.

\* Create professional documents using word processing to include use of appropriate referencing, citations, tables, building blocks, special formatting.

\* Create professional and informational slide shows using presentation software.

\* Use worksheets to process, manipulate, and display numeric data in a meaningful manner through the use of special functions, charts, and graphs.

\* Demonstrate the ability to plan and create basic databases with an emphasis on efficient data access and retrieval using database software.

\* Mobilize information by integrating content between word processing, spreadsheet, databases and presentation software.

(3 C: 2 lect/pres, 1 lab, 0 other)

### CRTK 1300 - Introduction to Critical Thinking

Meets MN Transfer Curriculum Goal Area 2 - Critical Thinking - Intro to Critical Thinking is a practical course in critical thinking. It develops monological and multilogical and ethical reasoning skills and explores creative and logical approaches to problem solving. It examines how our thinking skills affect our personal identities, our relationships with others, and our understanding of culture. It analyzes systems of ideas, multiple perspectives on issues, and differing analytical approaches. It develops the higher order thinking skills, intellectual values, and the qualities of thought important for personal integrity, academic success, and effective citizenship.

Student Learning Outcomes:

\* Solve problems using creative thinking and logical reasoning.

\* Distinguish between facts, assumptions, inferences and implications in beliefs and arguments.

\* Apply effective problem solving techniques to monological and multilogical problems.

\* Apply strategies for reducing the effect of bias and prejudice on thinking.

\* Analyze the Elements of Thought (Purpose, Questions, Information, Inferences, Assumptions, Point of View, Concepts, and Implications) in decision making.

\* Apply ethical reasoning to problem solving situations.

\* Apply the Intellectual Virtues (Intellectual Humility, Empathy, Integrity, Courage, Autonomy, Perseverance and Confidence in Reason) to the evaluation of beliefs, arguments, and theories.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### CSEC 2200 - Ethics in Information Technology

Information technology, the use of and creation of information spans almost every aspect of our lives. This course is designed to provide an understanding of the ethical responsibilities as end users, creators, and information technology specialists. The goal is to expand our understanding of how access to information and systems can have an impact on industry, society and the world. Through topical exploration this course will equip students with skills necessary to make ethical decisions when presented with personal and professional information especially in the field of cyber security.

Student Learning Outcomes:

\* Explain why ethics is important.

\* Describe what corporate social responsibility is.

\* Analyze trends in unethical use of data.

\* Summarize the value of compliance in industry

\* Understand laws for data privacy.

\* Evaluate the impact of IT on the standard of living and worker productivity.

(2 C: 2 lect/pres, 0 lab, 0 other)

### CSEC 2205 - Cloud Computing Fundamentals

The deployment of locally based computing resources to internet connected cloud-based service providers requires that network administrators and computer security professionals change the way they view their company's digital assets. Combining traditional business needs with new technologies means understanding virtualization, resource management, hybrid and multi-cloud systems. Exploration of current industry leading cloud providers along with private cloud solutions provides students with the skills to understand standard cloud methodologies; to implement, maintain, and deliver cloud technologies. This course prepares students for the CompTIA Cloud+ certification exam.

Student Learning Outcomes:

\* Analyze system requirements to ensure successful system deployment.

\* Analyze testing results to determine if the testing was successful in relation to given system requirements.

\* Analyze central processing unit (CPU) and memory sizing for a provided deployment.

\* Apply elements required to extend the infrastructure into a given cloud solution.

\* Apply the appropriate access control list (ACL) to the target objects to meet access requirements according to a security template

\* Implement defined security technologies to meet given security requirements.

\* Apply an appropriate backup or restore method.

\* Determine the appropriate allocation of cloud resources.

\* Analyze defined metrics to determine the presence of an abnormality and/or forecast future needed cloud resources.

Prerequisite(s): MSNA1235 or Instructor Approval

(3 C: 2 lect/pres, 1 lab, 0 other)

### CSEC 2210 - Computer Forensics

The investigation of computer-related crimes with the goal of exposing, cataloging and reviewing evidence to be presented in court is a methodical and detail oriented process. Using a variety of digital forensics tools and techniques students will gain hands-on experience discovering and analyzing systems for digital evidence.

Student Learning Outcomes:

\* Describe different aspects of computer crime.

\* Discover, protect and present digital evidence.

\* Differentiate valid evidence from mundane data

\* Explain various ways of hiding data

\* Utilize computer software to search for evidence.

\* Perform basic investigations on a computer system.

\* Examine ethical and legal responsibilities associated with a forensic examination.

\* Review and critique a forensic report.

\* Recover whole and partial data from a variety of computing systems.

Prerequisite(s): MSNA1213

(3 C: 2 lect/pres, 1 lab, 0 other)

### CSEC 2215 - Scripting and Automation

Making the most efficient use of our time is critical in any business. In Information Technology the use of scripts and automation reduce mundane tasks and simplify complex implementations. This course will introduce methods and tools for understanding and automating system tasks. Scripting and Automation explores the foundations and usage of the command line, developing programmatic flow and creating shell scripts to assist in the automated performance of common technology management duties. Successful participants will be able to automate many tasks with scripts and reduce effort by creating scripts that can run interactively or automatically.

Student Learning Outcomes:

\* Implement basic programming structures in programs and scripts

\* Understand the flow a program or script

\* Apply problem solving strategies to develop scripts/programs

- \* Demonstrate appropriate use of programming fundamentals
  - \* Evaluate how scripting may or may not facilitate system automation
  - \* Apply systems automation techniques to new areas in system administration
- Prerequisite(s): MSNA2211  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CSEC 2220 - Offensive Security

Research a network, examine the traffic and identify its vulnerabilities. Computer security relies on the research and examinations provided by ethical penetration testers. This course provides a foundation for strong security research and the execution of a controlled and well documented system examination to identify weaknesses in an enterprises physical and digital systems.

#### Student Learning Outcomes:

- \* Enumerate target networks and systems
- \* Analyze computer systems to identify potential vulnerabilities
- \* Identify and exploit cross-site scripting, Server Query Language (SQL) injection and file inclusion vulnerabilities
- \* Demonstrate creative problem solving and lateral thinking.
- \* Develop and deploy a buffer overflow in Linux and Windows operating systems
- \* Explain the ethical and legal challenges of a penetration test
- \* Apply the appropriate tools for specific reconnaissance or attack
- \* Utilize appropriate exploits depending on the presented vulnerability
- \* Produce a detailed test report

Prerequisite(s): MSNA2245, MSNA2211  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CSEC 2225 - Network Forensics

Attacks on our systems are becoming increasingly broad and complex. It is simply not feasible to conduct full host-based forensic analysis on every system in an organization of any size. The proper use of network forensics can enable examiners to determine the origin and impact of malicious events quickly and effectively. This course will allow students to develop the understanding of the fundamentals of network forensics, normal and abnormal conditions for common network protocols, the process and tools used to examine device and system logs, wireless communication and encrypted protocols.

#### Student Learning Outcomes:

- \* Evaluate the behavior, security risks and controls of common network protocols.
- \* Analyze techniques and practices used to encode and encrypt common network traffic and common attacks on these controls.
- \* Utilize NetFlow data and information sources to identify network attacks.
- \* Demonstrate familiarity of open source packet analysis tools and their purpose
- \* Design and deploy a network employing diverse transmission and collection technologies.
- \* Analyze diverse protocols and data traversing a network environment.
- \* Integrate network security proxies, common log formats and flow of data in a network.
- \* Analyze diverse log formats, protocols and the security impact of the event generating processes.
- \* Apply the configuration and deployment strategies for position logging aggregators and collection devices throughout a network environment.
- \* Identify and control the risks associated with wireless technologies, protocols and infrastructure.

Prerequisite(s): MSNA1255  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CSEC 2230 - Advanced Security Concepts

Building on the Information Security Fundamentals course, the Advanced Security Concepts course will dive deeper into the complex and constantly changing information security and assurance landscape. Examination of security models, governance, and security process assessment to produce secure computing environments and effective threat evaluation. Hands-on activities will develop the use of threat detection tools and provide experience using data analysis to identify threats and risks to the enterprise.

#### Student Learning Outcomes:

- \* Apply environmental reconnaissance techniques using appropriate tools and processes.
- \* Analyze the results of a network reconnaissance.
- \* Explain the purpose of practices used to secure a corporate environment.

- \* Implement an information security vulnerability management process.
- \* Distinguish threat data or behavior to determine the impact of an incident.
- \* Explain the importance of communication during the incident response process.
- \* Summarize the incident recovery and post-incident response process.
- \* Explain the relationship between frameworks, common policies, controls, and procedures.
- \* Compare and contrast the general purpose and reasons for using various cyber-security tools and technologies.

Prerequisite(s): MSNA2245  
(3 C: 2 lect/pres, 1 lab, 0 other)

### CULN 1202 - Introduction to Culinary Arts

This course introduces and covers key introductory components of the Culinary Arts program at SCTCC as well as an introduction to the Food Service industry including historical/foundational practices, standards of professionalism, industry-specific terminology, the use of weights/measurements, equipment/tool identification, safe equipment/tool usage, and proper cleaning and sanitization of equipment/tools. This course will also cover knife identification, knife use, and proper care of knives.

#### Student Learning Outcomes:

- \* Identify and display proper standards of professionalism within the Food Service industry.
  - \* Define various segments within the Food Service industry and identify various employment opportunities within each segment.
  - \* Explain various historical/foundational practices within the Food Service industry and apply practices to current methodologies.
  - \* Learn, utilize and apply kitchen terminology to all aspects of food production.
  - \* Identify by sight equipment/tool items within a kitchen environment.
  - \* Demonstrate proper use of scales and weights/measurements.
  - \* Demonstrate proper use of, and proper cleaning/sanitization procedures for multiple kitchen equipment items.
  - \* Identify various types/parts of kitchen knives and demonstrate appropriate knife usage and proper knife care.
- (3 C: 2 lect/pres, 1 lab, 0 other)

### CULN 1205 - Kitchen Operations

This course teaches essential operating procedures that students will need to know in all areas of the Food Service Industry. This course will cover service line operations, kitchen mathematics, dish and ware-washing procedures, and equipment identification, usage, and proper cleaning procedures.

#### Student Learning Outcomes:

- \* Apply kitchen terminology to all equipment, techniques, and protocols.
- \* Efficiently perform proper dish washing/dish room procedures.
- \* Demonstrate knowledge of kitchen mathematics in daily operations.
- \* Calculate food expenses including profit and loss statements.
- \* Utilize recipes in the composition of various dishes and demonstrate recipe conversion, replication, and usage.
- \* Demonstrate the process of designing, planning, and sequencing menus.
- \* Demonstrate preparation procedures (Mise en Place) in the production of various dishes

(3 C: 2 lect/pres, 1 lab, 0 other)

### CULN 1210 - Servsafe Certification

This course provides a working knowledge of safe food handling, personal hygiene, food-borne illnesses, HACCP procedures. This course is designed to prepare students for the State of MN food management certificate examination.

#### Student Learning Outcomes:

- \* Identify and understand food-borne illnesses.
- \* Understand proper sanitation techniques.
- \* Practice good personal hygiene methods.
- \* Successfully pass state food safety tests.

(1 C: 1 lect/pres, 0 lab, 0 other)

### CULN 1215 - Stocks, Soups, Sauces

The production of a properly seasoned stock is a foundational principle within all of food production. This course covers the key concepts of stock production and from these stocks; various sauces and soups can be prepared utilizing various

cooking principles. This course covers the identification and production of classical stocks as well as the utilization of convenience bases for stock production.

Student Learning Outcomes:

- \* Prepare various stocks and sauce ingredients and apply to stock and sauce production.
  - \* Demonstrate selection and utilization of proper equipment for stock, sauce, and soup production.
  - \* Prepare from scratch various stocks including, chicken, beef, vegetable, and other stocks.
  - \* Identify and evaluate various convenience bases and utilize this knowledge to develop stocks, sauces and soups.
  - \* Identify by sight, taste, and/or flavor profile up to 100 herbs, spices, flavorings, and oils.
  - \* Evaluate flavor profiles within stocks, sauces and soups and demonstrate proper adjustment techniques.
  - \* Identify and prepare various types of sauces including mother sauces and small sauces.
  - \* Demonstrate preparation and use of various thickening agents (i.e., roux and slurry) in the production of various sauces and soups.
- (3 C: 1 lect/pres, 2 lab, 0 other)

### **CULN 1220 - Introduction to Pantry Food Preparation**

This course covers proper techniques, procedures and responsibilities in the preparation of various pantry foods/dishes including salads, salad dressings and sandwiches. An emphasis on the proper storage and handling of various ingredients is addressed. Hands-on work will be an integral part of this course as students apply knowledge of various aspects of pantry foods.

Student Learning Outcomes:

- \* Demonstrate a knowledge pantry food preparation including the safety and storage of various ingredients and sanitization methods for various pantry food items.
  - \* Identify by sight and flavor profile various salad ingredients and types.
  - \* Identify and evaluate various types of oils and vinegars and apply knowledge to the creation of various salad dressings.
  - \* Identify and prepare various types of breads, spreads, and fillings for sandwich production.
  - \* Demonstrate the proper production of both hot and cold sandwiches.
  - \* Evaluate and critique various pantry items for quality and usage.
- (2 C: 1 lect/pres, 1 lab, 0 other)

### **CULN 1230 - Vegetables, Potato, Rice and Starches**

This course covers the key components of cooking practices related to vegetables, potato, rice, and starches (legumes, grains, pasta, and other starches). A wide range of topics will be covered, including identification, utilization within menus, yield analysis, small and large batch cooking principles, safety and sanitization, and proper dry and wet storage. Each area will be covered in detail with emphasis on demonstrative production. Classroom demonstrations and hands-on work will be an integral part of this course as students apply knowledge to multiple areas within food production.

Student Learning Outcomes:

- \* Demonstrate multiple cooking methods and approaches to various vegetables, potato, rice, and starches and apply these methods/approaches to a wider variety of products.
  - \* Identify the different vegetable types (Red, Yellow, Green, White, etc.) and apply cooking techniques to each type.
  - \* Apply knowledge of vegetables, potato, rice and starches to menu preparation and design.
  - \* Identify and evaluate proper safety and storage procedures for vegetables.
  - \* Develop an understanding of starch products (rice, pasta, potato, and grains) and apply knowledge to multiple areas of food production.
  - \* Apply small and large batch cooking techniques to various food products.
  - \* Demonstrate troubleshooting and problem solving skills in food production.
- (2 C: 1 lect/pres, 1 lab, 0 other)

### **CULN 1235 - Introduction to Breakfast**

This course covers keys components of breakfast production including the preparation of various egg dishes, meats, cereals, starch products, breakfast pastries, fruits, and beverages. Teamwork, professionalism and efficiency in service are stressed in this course. Students will practice these concepts concurrently while

gaining knowledge of the various cooking methods and techniques. A capstone project to this course will include preparing 2 over-easy eggs and an omelet within 4 minutes.

Student Learning Outcomes:

- \* Identify various types of breakfast food products and demonstrate proper food safety and sanitization techniques.
  - \* Learn and apply proper terminology for breakfast items for efficiency in breakfast production.
  - \* Demonstrate proper techniques in the preparation of eggs including over-easy, poached, scrambled, hard-boiled, and various types of omelets.
  - \* Identify and prepare various types of meats and potato products for breakfast service.
  - \* Perform and serve breakfast beverage preparation.
  - \* Identify, prepare, and properly serve multiple types of pastries.
  - \* Demonstrate professionalism and teamwork in the production of breakfast items and develop a sense of urgency in the production of breakfast items.
  - \* Properly prepare 2 over-easy eggs and an omelet within 4 minutes.
- (2 C: 1 lect/pres, 1 lab, 0 other)

### **CULN 1245 - Basic Baking**

This course covers keys components of bakeshop production and will provide an understanding of terminology, methods, and functions of multiple baking ingredients. A wide range of topics will be covered in this course including the use of yeast products, the development of yeast breads and quick breads, cake production and icings, cookies, various pies and pastries, and the production of creams, custards, puddings and desserts.

Student Learning Outcomes:

- \* Identify and utilize standard baking terminology and ingredients in a variety of productions.
  - \* Demonstrate the proper use of scales and other weights and measurements.
  - \* Demonstrate various mixing methods within the bakeshop such as straight dough method, angel food method, sponge method, and creaming method.
  - \* Prepare a variety of cakes, cookies, pies, pastries, and dough products utilizing skills and production techniques demonstrated in class.
  - \* Learn and utilize baker's percentages to convert bakeshop recipes for production.
  - \* Participate in a variety of experiences that develop professional skills, attitudes, and behaviors.
  - \* Demonstrate proper safety and sanitization methods for all bakeshop work
- (3 C: 1 lect/pres, 2 lab, 0 other)

### **CULN 1250 - Basic Cooking Principles**

This course builds upon the skills and knowledge developed in the preparation of stocks, sauces and soups and applies the knowledge to larger food industry principles. Key topics included in this course include identification of various meat products, fabrication of meats, poultry, wild game, various seafood items, processing and curing of meats, and the application of complimentary sauces for meat, poultry, and seafood dishes. Additional topical areas in this course include food cost and pricing, "center of the plate" costs, yield testing for the fabrication of meats, application of cooking methods for various meat, poultry, and seafood dishes, and an introduction to food presentation and garnishing.

Student Learning Outcomes:

- \* Identify by sight over 25 meat cuts.
  - \* Fabricate a primal cut of beef and perform a raw yield test. Apply raw yield test results to food costs and menu pricing.
  - \* Demonstrate proper fabrication of poultry and various wild game products and prepare fabrications for meal service.
  - \* Demonstrate cleaning and preparation of various seafood items including fish, clams, mussels, squid, octopus, and others.
  - \* Prepare accompaniments and sauces to various meat, poultry, and seafood dishes.
  - \* Develop, assess, and evaluate various dishes on presentation and garnishing to determine final product for customers.
  - \* Apply proper cooking principles to a multitude of dishes.
  - \* Learn industry terminology and apply to multiple aspects of food production.
  - \* Apply proper safety, sanitization, and storage procedures for all meat, poultry and seafood items.
- (4 C: 0 lect/pres, 4 lab, 0 other)

### **CULN 1265 - Basic Food Production Principles**



This course covers key components of food production including menu planning, time management for food production, delegation and direction within kitchen teams, and food presentation. Teamwork and professionalism are stressed in this course. Students in this course will practice these concepts concurrently while gaining knowledge of various cooking methods and techniques including broiling and grilling, roasting and baking, and sautéing. A capstone project to this course will include preparing a three (3) course dinner for four (4) people to whom the student will demonstrate and apply various cooking methods and procedures.

Student Learning Outcomes:

- \* Identify and apply proper food production terminology to various projects.
  - \* Prepare various dishes (meat, poultry, seafood, vegetables, fruits, pastas, etc.) utilizing multiple cooking techniques including broiling and grilling, roasting and baking, and sautéing.
  - \* Develop and apply various concepts related to kitchen leadership including sense of urgency, time management, preparation/planning, management, and direction and delegation.
  - \* Apply and practice food production principles for convenience foods and ingredients.
  - \* Develop and apply knowledge of garde manger techniques including concepts of food presentation, plate layout and design, and applying height to plates.
  - \* Demonstrate proper safety and sanitization techniques to all aspects of food production and service.
  - \* Prepare and serve a three (3) course meal (soup/salad, main entree with accompaniments, and dessert) to an evaluating team.
- (3 C: 1 lect/pres, 2 lab, 0 other)

#### **CULN 1270 - Garde Manger**

Developing visual interest and appeal in all dishes is an essential skill for all professional cooks. This course introduces students to the fundamental elements of food art and Garde Manger work. This course will specifically address food selection and preparation techniques, fruit, vegetable, and tallow carvings, and various centerpiece displays. Additional work with hors d'oeuvres, canapes, and charcuterie will be emphasized.

Student Learning Outcomes:

- \* Identify tools, equipment and techniques used in garde manger work.
  - \* Learn the definitions and terminology used in garde manger and apply the knowledge to various classroom projects.
  - \* Identify products used in garde manger work.
  - \* Prepare and display a variety of centerpieces and garnishes for dishes developed in class.
  - \* Participate in a variety of experiences that will develop student professional skills, attitudes and behaviors.
  - \* Prepare and display one (1) showpiece utilizing proper garde manger techniques
- (4 C: 1 lect/pres, 3 lab, 0 other)

#### **CULN 1275 - Social Etiquette**

Social etiquette behaviors within a society or group vary greatly across cultures. This course is an overview of current etiquette standards in today's work environment with special attention given to the Food Service industry. Key components of this course include social/dining etiquette, professional behaviors and standards, and an exploration of different cultural norms and expectations for social etiquette.

Student Learning Outcomes:

- \* Identify the key elements of professional and social etiquette for formal dining.
  - \* Identify specific professional behaviors for use in a variety of global industry settings.
  - \* Describe, practice, and demonstrate social dining etiquette for a formal 8-course gourmet dinner.
  - \* Research and present on social etiquette from different countries throughout the world.
  - \* Demonstrate proper place settings for a multiple-course gourmet dinner and describe proper use of various utensils and dishware.
  - \* Develop communication strategies and techniques that demonstrate professional behaviors and standards.
- (2 C: 0 lect/pres, 2 lab, 0 other)

#### **CULN 1280 - Foodservice Internship**

This course involves a three-week (96 hour) internship at a food service opera-

tion. This course will provide the student an opportunity to sharpen their culinary skills in a fast-paced, real-world environment. The student will, under the direction of experienced chefs/cooks, experience teamwork, problem solving, and a feel for the Food Service industry.

Student Learning Outcomes:

- \* Set up and assist with the coordination of internship expectations, hours/scheduling, goals, paperwork, and duties to be assigned.
  - \* Develop teamwork skills through communication and daily work with food service staff.
  - \* Demonstrate problem solving abilities by applying in-class experiences and knowledge to the real-world environment.
  - \* Demonstrate an understanding of the different menu items and cooking procedures while balancing classroom knowledge with processes/procedures expected at the internship location.
  - \* Experience a food service establishment in full operation.
  - \* Demonstrate professional behaviors and standards.
  - \* Maintain communication with internship coordinator(s) and instructors.
  - \* Serve as a positive reflection of both St. Cloud Technical & Community College and the Culinary Arts program through their work with internship contact.
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **DEHY 1400 - Dental Hygiene Seminar I**

This course introduces the first year dental hygiene student to the profession of dental hygiene. Students gain knowledge and understanding of patient assessments, medical histories, dental histories, medical emergencies and infection control protocol in the dental setting. Students will learn charting, documentation, and components of the dental record. Identification of soft and hard deposits, use of dental indices and stain removal techniques are introduced. The topics of patient communication, health literacy, and cultural competence are addressed.

Student Learning Outcomes:

- \* Explain the history of the dental hygiene profession and role of the dental hygienist.
  - \* Relate the significance of personal, medical and dental histories to provide safe dental care for patients.
  - \* Describe procedures for managing medical emergencies in the dental office.
  - \* Discuss how health literacy facilitates culturally competent patient care.
  - \* Explain confidentiality and privacy of patient information related to the Health Insurance Portability and Accountability Act (HIPAA).
  - \* Identify transmissible diseases and infection control protocols.
  - \* Explain use of personal protective equipment in the dental setting.
  - \* Demonstrate dental charting and documentation procedures for patient records.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### **DEHY 1402 - Dental Hygiene Seminar II**

This course will expand the dental hygiene student's knowledge level in planning dental hygiene patient care. Emphasis is on dental disease prevention, patient education, use of oral hygiene devices, tobacco cessation, and xerostomia counseling. Students will assess the oral care needs of edentulous patients, patients with dentures, orthodontic appliances and dental prosthetics. Students will learn about diabetes mellitus, the Americans with Disabilities Act (ADA), mobility devices, safe patient handling, and guidelines for creating a barrier free environment for dental patients.

Student Learning Outcomes:

- \* Utilize scientific evidence to plan and deliver dental hygiene patient education.
- \* Develop educational counseling sessions for xerostomia patients and patients who use tobacco products.
- \* Demonstrate oral hygiene devices, adjuncts, and plaque removal aids to prevent dental disease.
- \* Assess the oral hygiene needs of patients with orthodontic appliances, dentures and dental prosthetics.
- \* Explain the periodontal risk factors for patients with diabetes mellitus.
- \* Describe a barrier free environment based on government regulations for accessibility standards.
- \* Demonstrate safe patient handling using transfer techniques and devices.

Prerequisite(s): DEHY1400

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **DEHY 1404 - Clinical Seminar III**

This course is a continuation of Clinical Seminar II (DEHY 1402) with emphasis on advanced dental hygiene skills, and adjunct therapies. The course includes

didactic study of treatment planning and preventative therapy with the use of oral health care adjuncts such as: dentifrices and mouthrinses, hypersensitivity treatment, ultrasonic powered instrumentation, dental antimicrobials and chemotherapeutics, implant care and care for the client who is medically compromised with cardiovascular disease. It includes the application of sealants, local delivery of chemotherapeutic agents and hypersensitivity treatment in a lab setting. This course is to be taken concurrently with DH Materials and Methods (DEHY 1420) and Clinical DH III (DEHY 1486).

Student Learning Outcomes:

- \* Formulate, write and present a formal dental hygiene care plan.
- \* Interpret and utilize the process of dental hygiene diagnosis, care planning, therapy and maintenance and how they all fit into the total dental hygiene treatment plan.
- \* Recognize the need for and recommendation of appropriate mouth rinses and dentifrices, hypersensitivity therapy and placement of antimicrobials/chemotherapeutics.
- \* Recognize the need for advanced ultrasonic instrumentation for effective clinical treatment planning.
- \* Propose appropriate treatment for the client with implants and present motivational strategies for home care.
- \* Recognize client special needs in relationship to cardiovascular disease.
- \* Formulate a scientific paper on a product or method utilizing evidenced based research to incorporate into a dental hygiene care plan.

Corequisite(s): DEHY1486, DEHY1421

Prerequisite(s): DEHY1402 or DEHY1485

(2 C: 1 lect/pres, 1 lab, 0 other)

#### DEHY 1406 - Clinical Seminar IV

This course is a continuation of DEHY 1404, with a continued focus on care of the client with special needs, and continued emphasis on dental hygiene research, leadership and management, and the role of the dental hygienist in alternative care settings. This course also prepares the student for the workplace with resume and cover letter writing and professional development. This course is to be taken concurrently with DEHY 1488.

Student Learning Outcomes:

- \* Recognize cultural diversity in the delivery of the dental hygiene health care plan including writing and presenting a formal plan appropriate for treatment.
- \* Critique current trends in dentistry as evidenced by scientific articles.
- \* Assess management and recognize alteration in dental hygiene care planning for clients with special needs.
- \* Recommend parameters for the dental hygiene practitioner in selection of new products for clients.
- \* Design an appropriate resume and cover letter for the dental hygienist.

Corequisite(s): DEHY1488

Prerequisite(s): DEHY1404, DEHY1486

(2 C: 2 lect/pres, 0 lab, 0 other)

#### DEHY 1410 - Introduction to Dental Materials and Methods

This lecture/lab course is designed to provide the dental hygiene student with information required to facilitate the optimal selection, handling, placement and care of the materials used in dentistry. Topics covered include: adhesive materials, direct polymeric restorative materials, amalgams, dental cements, impression materials, and gypsum materials. Lab procedures will include: restoration identification, denture cleaning, etch and place sealants on a green teeth, placing and polishing amalgam restorations, fabricate temporary restorations, cement temporary restorations, adjust temporary restorations, remove temporary restorations, place temporary fillings, take impressions, and fabricate study models.

Student Learning Outcomes:

- \* Describe the physical, chemical, and biologic properties of dental materials addressed in this course
- \* Identify the physical, chemical, and biologic properties of dental materials to demonstrate proper selection, handling, and care of dental materials used within our dental hygiene scope of practice.
- \* Assess client needs, plan materials, implement procedures and evaluate results of material used within our dental hygiene scope of practice.
- \* Apply the most up to date infection control and safety procedures in the laboratory and clinical setting.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### DEHY 1414 - Nutrition and Dental Hygiene

This course is an introduction to the basic principles of nutrition and the relationship to dental hygiene. Course content includes: the role of nutrients in the maintenance of normal health, the effects of nutrition on disease, nutrition in the human life cycle, food behaviors and diet. The course will analyze the links between oral health and diet and how to assess the nutritional status of dental patients. Students will learn about sugars, acids, caries cycle, the prevention of tooth decay, and the benefits of fluorides to prevent tooth decay. Students will complete a self-analysis of their own diets and learn how to develop a nutritional care plan for dental patients.

Student Learning Outcomes:

- \* Explain the therapeutic value of foods in the normal diet.
- \* Apply basic nutrition principles through the lifespan and with ethnic groups to recognize food choices that may be different.
- \* Explain the role of sugar in cause of tooth decay.
- \* Identify nutritional factors in tooth development and maintenance.
- \* Discuss the implications of specific foods and nutrients on oral health and systemic health.
- \* Complete a nutritional self-assessment of diet and eating habits.
- \* Analyze a food diary of a dental patient.
- \* Develop a care plan for a patient with a high sugar diet and potential for tooth decay.
- \* Compare and contrast the use topical versus systemic fluoride in preventing tooth decay.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### DEHY 1418 - Introduction to Radiology

This lecture/laboratory course provides dental hygiene students with the knowledge of radiographic principles and exposure techniques in digital radiography. Course content includes theoretical concepts of radiation, effects of radiation exposure, radiation production, radiation safety and monitoring, infection control, x-ray film, operation of x-ray unit, intraoral and extraoral radiographic techniques, and anatomical landmarks. The laboratory portion of the course will prepare the student to demonstrate competency in exposing digital radiographs using the paralleling techniques. Students will practice taking radiographs on phantom skulls and DXTTR (Human-like mannequins).

Student Learning Outcomes:

- \* Identify the concepts, effects, production and monitoring of radiation according to OSHA (Occupational Safety and Health Administration) guidelines for both traditional and digital radiology.
- \* Describe and implement necessary infection control guidelines for preparation, during and after x-ray exposure for the operator, the patient and the equipment.
- \* Recognize the difference between the paralleling and bitewing technique for digital imaging.
- \* Demonstrate the exposure of digital radiographs according to the SCTCC Radiology Criteria manual.
- \* Identify images of anatomical structures and images recorded on all dental radiograph.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### DEHY 1421 - Dental Hygiene Materials and Methods

This course is a continuation of DEHY 1410 where students gain lab experience and competency with dental hygiene expanded functions. Lab procedures will include alginate impressions, study models, custom bleaching trays, power scaling devices, isolation techniques, irrigation, and use of dental technology.

Student Learning Outcomes:

- \* Assess dental clients and determine need for dental hygiene procedures.
- \* Explain level of supervision for each procedure based on the Minnesota Board of Dentistry guidelines.
- \* List risks and benefits of treatment as they relate to patients' dental needs.
- \* Demonstrate dental hygiene procedures on typodonts and classmates.
- \* Demonstrate documentation of procedures in patient dental chart.

Corequisite(s): DEHY1404, DEHY1486

Prerequisite(s): DEHY1485, DEHY1402, DEHY1410

(1 C: 0 lect/pres, 1 lab, 0 other)

#### DEHY 1422 - Dental Pharmacology

This course provides an explanation of basic pharmacology and drug use. The major focus is on drug mechanism of action, therapeutic effects, clinical uses, and adverse reactions to drugs. Dental hygiene students will learn about over the counter medications and prescription medications that appear on medical

histories of dental patients.

Student Learning Outcomes:

- \* Identify and discuss the therapeutic uses, mechanism of action, and important pharmacokinetics for common drugs.
  - \* Explain the role of the central nervous system, parasympathetic autonomic nervous system, and the sympathetic autonomic nervous system in drug use.
  - \* List and describe the major pharmacologic effects, adverse reactions, and side effects associated with the drug groups.
  - \* Describe any contraindications or precautions for various drug groups.
  - \* Determine changes in the treatment plans that would be required for patients taking medications.
  - \* Utilize drug references look up medications, indications and side effects.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### DEHY 1424 - Head, Neck and Dental Anatomy

This course covers the anatomical components and functions of head, neck, teeth, and supporting structures. Emphasis will be on the skeletal, muscular, nervous, venous and masticatory systems. The course includes comparative study of the deciduous and permanent teeth.

Student Learning Outcomes:

- \* Describe the development, form and function of primary and permanent dentitions.
  - \* Classify teeth according to classification, arch, type, function and notation system.
  - \* List the calcification dates and eruption patterns of primary teeth and permanent teeth.
  - \* Identify the parts of a tooth and the landmarks of the crowns and roots.
  - \* Classify occlusion and bite according to the Angle's classification system.
  - \* Identify the TMJ (temporal-mandibular joint) and describe various TMJ disorders.
  - \* Identify the various glandular tissues found in the head, face and neck.
  - \* Identify bones and muscles of the head and neck utilizing diagrams, skulls and models.
  - \* Describe the bony landmarks of the maxilla and mandible as they relate to local anesthetic injection sites.
  - \* Differentiate the various blood vessels to and from the head, neck, and oral structures.
  - \* Identify the major nerve branches of the head, neck, face, and teeth and describe what structures they innervate. \* Describe the muscles of mastication and muscles of facial expression.
  - \* Locate the major lymph nodes of the head, neck, face and teeth.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### DEHY 1428 - General and Oral Pathology

This course covers concepts of development and growth disturbances; diseases of microbiological origin; injury and repair; metabolic and disease disturbances; and oral manifestations of various diseases and conditions. Special emphasis is placed on clinical and slide recognition of pathology in the oral cavity.

Student Learning Outcomes:

- \* Identify normal and abnormal pathology while using dental terminology to describe findings
  - \* Differentiate between inflammation and immunity to recognize diseases associated with each process.
  - \* Synthesize patient information (medical history, dental history, and dental assessments) to develop a care plan for oral pathology findings.
  - \* Differentiate common etiologies and neoplasms to determine between benign and malignant oral neoplasms.
  - \* Classify cysts and tumors by examining pictures and radiographs.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### DEHY 1440 - Community Dental Health I

This course introduces students to the disciplines and basic principles of dental public health, epidemiologic methods, and biostatistical measurements and analysis. The course will include identification of current issues in community dental health and review current community health practices. Emphasis will be placed on comparing and contrasting community health practices with those in private clinical settings. Students will be introduced to current literature in the field of community dental health through evaluation and critiquing of journal articles.

Student Learning Outcomes:

- \* Compare and contrast the histories of public health dentistry and public health

medicine.

- \* Utilize dental indices and describe how they can be used for evaluation.
  - \* Compose a written grant designed around the dental hygiene process of care as it relates to dental public health.
  - \* Identify the barriers in dental public health and the dental needs as related to age, sex, race, income, and geographic regions.
  - \* Evaluate different types of research designs and describe how to measure, analyze and interpret data.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### DEHY 1445 - Community Dental Health II

This lab course is designed to provide the dental hygiene student with field experience in assessment, planning, implementation and evaluation of community dental health presentations. Practical application of dental public health methods is included.

Student Learning Outcomes:

- \* Demonstrate theory and practice in instructional methods by presenting field experiences.
- \* Integrate the dental hygiene program at St. Cloud Technical & Community College with other health outreach programs in the community through field trips and presentations.
- \* Implement and evaluate a dental public health program within the community.
- \* Research and develop a professional Table Clinic to educate dental professionals within the community.
- \* Apply theory and practice in instructional methods to help educate healthcare professionals.
- \* Apply theory and practice in instructional methods to educate patients in the community on the latest research and healthcare information.

Prerequisite(s): DEHY 1440

(1 C: 0 lect/pres, 1 lab, 0 other)

#### DEHY 1448 - Dental Hygiene Radiology II

This lecture/laboratory course is a continuation of DEHY 1418. The course will cover: the paralleling and the bisecting technique, processing and mounting of traditional film, exposure of digital imaging and panoramic experiences, anatomical landmarks, intraoral and extraoral radiographic techniques, and exposing and processing errors. The laboratory aspect of this course prepares the student to demonstrate competency in exposing traditional radiographs using the bisecting and paralleling techniques on a skull/dexter. The human experience in this course will be with digital imaging only and is to include panoramic imaging. This course also covers the interpretation of dental images for the dental hygienist. The emphasis is on recognition of anatomic conditions, caries, periodontal disease, abnormalities, dental materials, foreign objects and periapical lesions. All dental hygiene students must complete this course prior to graduation.

Student Learning Outcomes:

- \* Integrate didactic and clinical skills in exposing and evaluating radiographic images using digital technology.
- \* Incorporate radiographs into the assessment process for effective dental hygiene care planning and client education.
- \* Implement supplemental techniques and patient management skills for clients that present with special needs.
- \* Contrast and compare normal radiographic landmarks, artifacts and shadows to those conditions that present as a result of the disease process.
- \* Demonstrate Digital Panoramic Exposure Technique on both Dexters and humans.
- \* Demonstrate traditional film exposure on skulls/dexters to lab competency only.
- \* Compare the processing, mounting and critiquing of dental radiographs for traditional vs. digital imaging.

Prerequisite(s): DEHY 1418

(2 C: 1 lect/pres, 1 lab, 0 other)

#### DEHY 1460 - Periodontics I

This course will focus on the pathogenesis, diagnosis, and treatment of periodontal disease. Emphasis will be on the progression of periodontal disease, diagnostic methods, treatment modalities, and the role of the dental hygienist in the prevention and treatment of periodontal disease.

Student Learning Outcomes:

- \* Describe the pathogenesis of periodontal diseases in relationship to host response.
- \* Define local and systemic risk factors for periodontal diseases as they relate to

severity of periodontal destruction.

- \* Classify periodontal patients using the American Academy of Periodontology (AAP) and World Workshop 2017 guidelines for staging and grading.
- \* Explain the goals of nonsurgical periodontal therapy.
- \* Identify periodontal abscesses and endodontic-periodontal lesions.
- \* Explain peri-implant diseases and conditions.

Corequisite(s): DEHY1485

Prerequisite(s): DEHY1428

(2 C: 2 lect/pres, 0 lab, 0 other)

#### DEHY 1464 - Periodontics II

This course incorporates periodontal protocols and care planning with the CDT (Current Dental Terminology) dental insurance codes. Student will learn indications and contraindications for periodontal surgical procedures. Students will place periodontal dressings, remove sutures and gain understanding of periodontal flap procedures and types of bone grafts.

Student Learning Outcomes:

- \* Identify indications and contraindications for periodontal surgical procedures.
- \* Describe periodontal surgical procedures and the role of the dental hygienist.
- \* Demonstrate placement of periodontal dressings and removal of sutures.
- \* Utilize CDT insurance codes to formulate dental hygiene care plans

Prerequisite(s): DEHY1460

(1 C: 1 lect/pres, 0 lab, 0 other)

#### DEHY 1468 - Pain Management

This course covers pain management techniques used in dentistry. The course will focus on preparing the dental hygiene student for the safe, effective administration of local anesthesia and nitrous oxide/oxygen inhalation for dental hygiene practice. Included in this course are content areas in anatomy, physiology, pharmacology and emergency procedures as they relate to local anesthesia and nitrous oxide. In the clinical sessions, students will be administering local anesthesia and nitrous oxide/oxygen to fellow students.

Student Learning Outcomes:

- \* Recognize the scientific basis and/or rationale for local anesthesia and nitrous oxide/oxygen inhalation analgesia for pain management in dentistry.
- \* Administer local anesthetic agent, competently, safely and effectively, to control pain with a minimum of patient discomfort.
- \* Administer nitrous oxide/oxygen, competently, safely, and effectively, to manage associated complications.

Prerequisite(s): DEHY1424, DEHY1422

(2 C: 1 lect/pres, 1 lab, 0 other)

#### DEHY 1480 - Pre-Clinical Dental Hygiene I

This dental hygiene lab course is an introduction to the dental clinic setting. Students will learn principles of infection control, dental unit operation, ergonomics, dental hygiene instrument design and usage. Students will learn how to assess hard tissues and soft tissues of the head, neck and mouth. Students will be introduced to electronic patient records and data gathering. This course provides the dental hygiene student with skills and knowledge to provide prophylactic dental hygiene services to patients.

Student Learning Outcomes:

- \* Demonstrate infection control protocol, hand washing and use of personal protective equipment.
- \* Demonstrate operation and usage of the dental chair and dental unit parts.
- \* Demonstrate and explain usage of assessment instruments.
- \* Demonstrate and explain the usage of calculus removal instruments.
- \* Perform oral cancer screenings.
- \* Document all findings in the patient record.

(3 C: 0 lect/pres, 3 lab, 0 other)

#### DEHY 1485 - Clinical Dental Hygiene II

This clinical course introduces the first year dental hygiene student to providing direct patient care in the dental clinic. Students are supervised in the dental clinical setting while performing patient assessments, charting, preventive dental hygiene services, scaling, mechanical polishing and therapeutic services. Students gain experience in reviewing medical histories, taking vital signs, using dental imaging, and interacting chair side with the dentist.

Student Learning Outcomes:

- \* Demonstrate professional and ethical behavior when treating dental patients.

- \* Apply HIPAA rules and regulations when dealing with patient data.

\* Perform patients assessments based on medical history, dental history and vital signs.

\* Classify patients using the ASA (American Society of Anesthesiologists) medical classifications.

\* Classify dental patients according to American Academy of Periodontology (AAP) guidelines.

\* Differentiate plaque and calculus deposits on teeth.

\* Demonstrate removal of dental deposits with hand instruments and mechanical equipment.

\* Utilize dental imaging on dental patients.

\* Utilize electronic dental record system to document patient services and patient chart data.

\* Provide clinical dental hygiene services to pediatric, adolescent, adult and geriatric aged patients.

\* Demonstrate critical thinking skills when planning and delivering dental treatment to patients.

\* Demonstrate verbal and non-verbal communication skills with patients, staff, dentists and peers.

\* Integrate time management protocols and procedure sequencing during patient care.

Corequisite(s): DEHY1402

Prerequisite(s): DEHY1480

(4 C: 0 lect/pres, 4 lab, 0 other)

#### DEHY 1486 - Clinical Dental Hygiene III

This course is a continuation of Clinical DH II with supervised clinical experiences which include introduction to periodontal therapy, ultrasonic instrumentation, treatment planning, and sealant placement. Radiographic interpretation is incorporated within the radiographic portion of this clinical experience.

Student Learning Outcomes:

\* Incorporate dental hygiene methodology and technology from laboratory competency to clinical competency.

\* Demonstrate clinical competency in areas of client communication, assessment, care planning, implementation of care and evaluation of success.

\* Interpret medical history for assessment of indications/contraindications for dental hygiene procedures.

\* Interpret the relationships between oral health and general health and the inter-relationships between medical and dental care.

\* Demonstrate intermediate clinical competency in areas of time management, treatment planning, instrumentation, tissue management, radiography and client counseling.

\* Demonstrate sharpening of instruments and maintain sharpness throughout all procedures for scaling and root planing.

\* Record all assessments, observations and procedures using Subjective, Objective, Assessment, and Plan (SOAP) format.

Corequisite(s): DEHY1404

Prerequisite(s): DEHY1485

(6 C: 0 lect/pres, 6 lab, 0 other)

#### DEHY 1488 - Clinical Dental Hygiene IV

This course is a continuation of Clinical DH III with supervised clinical experiences which include advanced periodontal therapy, advanced ultrasonic instrumentation, chemotherapeutics and completion of procedural requirements. Clinical application of pain management techniques and radiographic interpretation are included during this clinical course. Students gain experience removing marginal overhangs and placing nonsurgical retraction material for gingival displacement.

Student Learning Outcomes:

\* Demonstrate clinical competency in areas of client assessment, care planning, implementation of care and evaluation of dental hygiene treatment.

\* Demonstrate workplace readiness through clinical competency in areas of time management, instrumentation, nonsurgical periodontal therapy, client counseling and digital radiography.

\* Correlate the relationships between oral health and general health and the inter-relationships between medical and dental care.

\* Demonstrate cultural competency and health literacy when providing dental services to patients.

\* Evaluate sharpness of instruments and maintain sharpness during all scaling procedures.

- \* Demonstrate effective pain management techniques on clinical patients and minimize tissue discomfort for post-operative care.
  - \* Document all assessments, observations and procedures in Subjective, Objective, Assessment, and Plan (SOAP) format.
- Prerequisite(s): DEHY1486, DEHY1468  
(6 C: 0 lect/pres, 6 lab, 0 other)

#### **DEHY 1490 - Dental Hygiene Licensure and Jurisprudence**

This is a lecture course that will prepare the students for the Minnesota Board of Dentistry Jurisprudence exam for dental hygiene licensure. This course will look at the Minnesota Board of Dentistry Rules and Regulations and their responsibilities involved with legal actions and how it relates to the dental profession. This course will also prepare the dental hygienist for ethical issues in the profession including mandated reporting.

Student Learning Outcomes:

- \* Prepare for the Minnesota Jurisprudence exam.
  - \* Develop an awareness of ethical dilemmas encountered in the practice of dental hygiene.
  - \* Identify legal issues relevant to the various roles of the dental hygienist.
  - \* Recognize criteria for reporting child abuse.
  - \* Discuss ethical issues as they relate to the American Dental Hygienist Association Code of Ethics.
- (1 C: 1 lect/pres, 0 lab, 0 other)

#### **DENT 1400 - Dental Sciences**

This course is designed to provide fundamental knowledge of embryonic development pertaining to the face and oral cavity, development of the hard and soft tissues, oral histology and the terminology related to the oral cavity and anatomy of the teeth. Students will be introduced to the various structures and functions of the head and neck and their relationship to the oral cavity and dentistry. Characteristic supporting structures are studied along with an introduction to general anatomy and physiology.

Student Learning Outcomes:

- \* Identify the stages of development with emphasis on the formation of the teeth and structures of the oral cavity.
  - \* Discuss genetic and environmental disturbances that can have an impact on dental development.
  - \* Discuss sensory intervention of the head and neck.
  - \* List and explain the body systems and their effects on the overall health of the patient.
  - \* Identify salivary glands related to maintaining the integrity of the tooth surfaces and their function in the oral cavity as well as in the digestion process.
  - \* Identify and label bones of the cranium and face and their associated landmarks.
  - \* Locate and identify the muscles of the head and neck and explain their relationship with facial expression, mastication and movement.
  - \* List the components of the temporomandibular joint and its relationship to mastication and speech.
  - \* Identify and discuss the regions of the face and facial features used for clinical applications in dentistry.
  - \* Diagram anatomic parts of a tooth, supporting structures and oral mucosa surrounding the teeth and oral cavity.
  - \* Locate teeth using individual characteristics and numbering systems within the maxillary and mandibular arches.
  - \* Compare and contrast the features of the primary and permanent dentitions.
  - \* Explain how size, shape and location of teeth relate to function.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### **DENT 1405 - Introduction to Dental Assisting**

This course combines lecture and preclinical instruction to acquaint the student with the fundamentals of working as a chairside assistant in a dental office. Students will be introduced to instruments and equipment utilized for performing basic dental procedures. Emphasis is placed on the proper techniques utilized during hand washing, patient seating/dismissal and oral evacuation while maintaining infection control protocols. Students will apply knowledge towards the completion of clinical records including medical/dental and vital signs.

Student Learning Outcomes:

- \* Identify equipment located in a dental operatory and demonstrate and/or state its use.
- \* Identify and/or list the instruments used in basic dental procedures.

- \* Demonstrate necessary steps to take and record vital signs.
  - \* Review and record medical and dental histories and explain its relevance to dental treatment.
  - \* Demonstrate the procedures necessary to seat and dismiss a patient.
  - \* Demonstrate infection and work practice protocol consistent with professional guidelines prior to and after performing chairside procedures.
  - \* Utilize appropriate ergonomics while performing oral evacuation.
  - \* Apply the concepts of patient, operator and assisting positions while delivering dental care.
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### **DENT 1413 - Preclinical Dental Assisting**

This course is designed to provide the student with the knowledge necessary to evaluate and understand medical conditions, symptoms and treatments in order to function effectively as part of the dental team in medical emergencies. The student will be familiar with the fundamentals of pharmacology and drugs used in dentistry as well as their effects and interactions. The course will also introduce the student to preventive dentistry and basic nutritional concepts and their practical applications as it relates to oral disease.

Student Learning Outcomes:

- \* Differentiate between a drug's chemical, generic, and brand name.
  - \* Identify medical conditions relating to medication.
  - \* Describe indications and contraindications of medications as they relate to dental care.
  - \* Discuss protocols for managing medical emergencies and the medically compromised patient.
  - \* Discuss the signs and symptoms of a medical emergency.
  - \* Define the Drug Enforcement Agency (DEA), and explain why drugs are categorized in five schedules of the Controlled Substance Act.
  - \* Describe factors relating to drug dosage, administration and the stages a drug goes through the body.
  - \* Describe the differences between the "recommended daily allowance", "Dietary Reference Intake", and "Dietary Guidelines for Americans".
  - \* Differentiate key nutrients and their primary functions providing insight for making healthy food choices as a means for evaluating dietary intake.
  - \* Interpret food labels, including criteria that must be met for food to be considered organic.
  - \* Explain what is meant by a cariogenic food source and its relationship to decay.
  - \* List how diet and nutrition can affect oral conditions.
  - \* Discuss psychosocial aspects of food and eating.
  - \* Match health and oral implications as they relate to eating disorders.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### **DENT 1415 - Infection Control in the Dental Environment**

This course will enable the dental assisting student to function effectively as part of the dental health team within the concepts of infection control, the bloodborne pathogens and hazard communication standards. It will include infection control recommendations for dentistry from the CDC (Center for Disease Control and Prevention), OSHA (Occupational Safety and Health Administration), OSAP (Organization for Safety and Asepsis) and the ADA (American Dental Association) protecting the patient and the dental health care worker. Topics of discussion include but are not limited to microorganisms and infectious diseases and their means of transmission, instrument processing, surface and equipment asepsis and managing chemicals safely in the dental office.

Student Learning Outcomes:

- \* Recognize the role played by governmental, state and professional organizations in relationship to infection control in dentistry.
- \* Explain the concepts of how microorganisms cause diseases including types and stages of infections and the function of the immune system in relation to breaking the chain of disease transmission.
- \* Describe the rationale for performing infection control procedures utilized to interfere with the mode of transmission of microbial spread in the dental office.
- \* Explain the components of the Occupational Safety and Health Administration Bloodborne Pathogen Standard as it relates to infection control protocols in dentistry.
- \* Recognize the principles and techniques of disinfection and instrument processing and sterilization according to specified guidelines.
- \* Explain the components of the Occupational Safety and Health Administration Hazard Communication Program in relation to chemical and waste management in the dental setting.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **DENT 1425 - Chairside Assisting I**

This course is designed to continue the students' education in basic dental assisting with emphasis on instrument identification, charting, anesthesia and instrument transfer in general dentistry. Students will perform chairside techniques and follow infection control protocols in the dental clinic and utilize dental software to record clinical data. Students will also increase oral communications skills by instructing patients in oral hygiene and preventive care.

Student Learning Outcomes:

- \* Apply infection control and safety measures within OSHA, ADA, CDA guidelines to protect the patient and dental personnel while working in the dental clinic
- \* Demonstrate knowledge of dental equipment, anesthetics, hand and rotary instruments while performing chairside techniques
- \* Identify instruments, supplies and equipment necessary for restorative procedures utilized in general dentistry
- \* Assist in the collection of diagnostic data and maintain patient clinical records utilizing manual and dental software systems
- \* Understand concepts of preventive dentistry while communicating oral hygiene instruction to patients in a clinical setting

Prerequisite(s): DENT1405

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **DENT 1435 - Dental Materials**

This course is designed to introduce the student to dental materials and techniques utilized for various laboratory, restorative and clinical applications. It includes both didactic information and laboratory practice with products including gypsum, impression materials, waxes, cements, restorative materials and thermoplastic resins. Safety is emphasized.

Student Learning Outcomes:

- \* Identify gypsum materials based on type, classification, color and use.
- \* Manipulate gypsum materials according to its clinical application.
- \* Select impression materials according to its use.
- \* Identify the types of dental wax used in dentistry.
- \* Distinguish the differences of various dental cements.
- \* Manipulate dental cements according to its intended application.
- \* Manipulate various restorative materials according to their use.
- \* Demonstrate comprehension of resins (acrylic and/or thermoplastic) through manipulation according to clinical applications.
- \* Function within current industry standards for infection control and personal safety.

Prerequisite(s): DENT1400

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **DENT 1441 - Dental Radiology I**

This course combines lecture and laboratory practice to introduce dental assisting students to the knowledge and skills required in dental radiology. The course introduces students to the equipment, various full-mouth image surveys, and provides instruction on the paralleling and bisecting techniques. Radiation history, production and control, and exposure variables are discussed. Other concepts include; dental anatomy and pathology, intraoral and extraoral imaging, and critiquing. Laboratory practice is provided on skulls and teaching manikins.

Student Learning Outcomes:

- \* Demonstrate techniques to produce diagnostic dental image surveys on manikins.
- \* Describe and practice the use of dental imaging equipment and processing procedures.
- \* Demonstrate competency in mounting and critiquing dental image surveys.
- \* Diagram the components of a dental x-ray machine and explain how they relate to the production of x-rays.
- \* Explain how exposure variables affect an image.
- \* Identify anatomical landmarks and pathologies on dental images.
- \* Demonstrate panoramic imaging and describe other extraoral radiography.

Prerequisite(s): DENT1400

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **DENT 1445 - Expanded Functions I**

This course is an introduction to expanded functions that are delegated to the licensed dental assistant in the State of Minnesota. The course combines lecture,

laboratory and clinical instruction and experience performing functions according to predetermined criteria utilizing typodonts, manikins and classmates. Infection control, safety and proper patient management will be reviewed.

Student Learning Outcomes:

- \* Describe benefits, types and characteristics of topical fluoride and demonstrate various methods of application.
- \* Recognize supporting structures of the oral cavity and demonstrate proper sizing, loading and seating of the tray while taking an alginate impression and appropriate bite registrations.
- \* Identify the procedural steps in preparing a dental dam and demonstrate the steps in applying and removing the dental dam.
- \* Assess the purpose and action of topical medications and demonstrate the application technique as prescribed.
- \* Describe classifications, examples, distribution and the removal process or treatment (including bleaching techniques) of common stains seen in a patients oral cavity.
- \* Defend indications and contraindications for the use of pits and fissure sealants and demonstrate procedural steps in etching appropriate surfaces and applying sealants.
- \* Identify instruments, supplies and equipment and prepare tray set-ups associated with performing designated expanded functions.
- \* Demonstrate competence in preclinical and clinical levels as indicated by the Minnesota Board of Dentistry in the procedural steps of expanded functions covered in this course.

- \* Demonstrate infection control protocols and safety precautions during laboratory and clinical procedures.

Prerequisite(s): DENT1405

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **DENT 2406 - Dental Health**

This course will provide an overview of pathological conditions and developmental disorders of the oral cavity. Students will recognize the appearance and maintenance of healthy oral tissue as well as anomalies of the teeth and abnormal conditions of surrounding tissues. Students will apply their knowledge while presenting oral hygiene instructions and develop citizenship skills through service learning projects.

Student Learning Outcomes:

- \* Compare and contrast characteristics of healthy oral tissue with pathological conditions of the oral cavity.
- \* Differentiate developmental disorders and anomalies of the teeth and surrounding tissues.
- \* Summarize characteristics of oral diseases and screening processes and treatments associated with oral cancer.
- \* Plan and facilitate a group oral health presentation to a diverse population.
- \* Develop citizenship skills and understand what it means to be a contributing member to the community by completing service learning projects.
- \* Support and respect concepts of human dignity and appreciate individual differences.

Prerequisite(s): DENT1425

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **DENT 2413 - Dental Practice Management**

This course will cover principles and applications related to the management of the dental business office. Topics discussed include appointment control, telephone techniques, financial records maintenance, third-party reimbursement forms, HIPAA regulations, supply inventory and business operating systems. Emphasis will be placed on job seeking skills and developing a professional portfolio.

Student Learning Outcomes:

- \* Develop dental software skills by completing pre-treatment estimates and third-party reimbursement forms
- \* Apply knowledge utilized in business operation systems to include appointment scheduling, record keeping and inventory management
- \* Apply knowledge utilized in financial management to include accounts payable, accounts receivable and dental insurance following HIPAA guidelines
- \* Assemble an employment professional portfolio
- \* Prepare a resume, cover letter and follow-up letter necessary to attain employment
- \* Relate staff/patient interactions as they pertain to the dental business office

through the use of role-play scenarios

Prerequisite(s): DENT2424

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **DENT 2424 - Chairside Assisting II**

This course the student will be introduced to the different specialties in dentistry, specifically: endodontics, oral surgery, prosthodontics, periodontics, and pediatric dentistry. Through lecture and instrument identification, the student will become familiar with the procedures and instruments used in each specialty. Current concepts of chairside assisting in general dentistry as well as dental specialties are presented with emphasis on the utilization of the dental assistant.

Student Learning Outcomes:

- \* Explain the procedures performed within each specialty of dentistry and its relationship with general dentistry.
- \* Summarize the need for Pediatric dentistry relating to long term oral health of patients.
- \* Compare and contrast surgical and non-surgical procedures utilized in Periodontic dentistry.
- \* Categorize instruments utilized in Oral and Maxillofacial surgery.
- \* Justify endodontic treatment relating to overall health of the patient.
- \* Compare and contrast fixed and removable dental prosthetics.
- \* Demonstrate appropriate adaptation for patients with special needs.
- \* Demonstrate knowledge of dental procedures to be performed and prepare tray set-ups for the various procedures in each specialty.
- \* Select and arrange armamentarium necessary for treatment in restorative dentistry and dental specialties.
- \* Demonstrate job entry level competence using instrument transfer techniques while assisting for specific dental procedures.
- \* Demonstrate skills necessary to chart and record medical and dental histories.
- \* Apply patient management skills appropriate for the communication of pre-operative and post-operative instructions to patients.
- \* Apply infection control protocol and safety precautions during laboratory and clinical procedures according to regulating agencies.
- \* Utilize appropriate positioning for operator and assistant while performing dental procedures.

Prerequisite(s): DENT1425

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **DENT 2447 - Dental Radiology II**

This course combines lecture and laboratory practice to expand on knowledge and skills in dental radiology. Radiation characteristics, the geometry of image formation, biological effects and dosimetry are included. Operator safety, patient safety, and infection control procedures are expanded. Quality assurance and radiology regulations are stressed. Clinical practice is heightened to include patients. The radiographer's role as it pertains to patient relations, education, and patients with special needs are included.

Student Learning Outcomes:

- \* Demonstrate knowledge and skills to produce diagnostic dental image surveys on patients as indicated by the MN Board of Dentistry.
- \* Explain the effects of radiation characteristics on an image (density, contrast, sharpness, magnification, and distortion)
- \* Explain dosimetry, the effects of ionizing radiation on living tissue and protection procedures for the patient, operator and other personnel.
- \* Demonstrate infection control techniques, quality assurance and describe radiology regulations.
- \* Explain radiographer expectations including: patient relations, education, management and special needs.
- \* Demonstrate ethical conduct, moral attitudes and principles essential when treating patients from diverse populations.

Prerequisite(s): DENT1441

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **DENT 2454 - Expanded Functions II**

This course is a continuation of Expanded Functions I and will provide the student with the background knowledge and necessary skills to perform expanded functions that are delegated to the licensed dental assistant according to the Minnesota Dental Practice Act. This course combines lecture, laboratory and clinical instruction and experience performing the advanced functions according to predetermined criteria utilizing typodonts, manikins, and patients. Infection control, safety, and patient management will be emphasized.

Student Learning Outcomes:

- \* Contrast classifications, examples, distribution and the removal process or treatment (including bleaching techniques) of common stains seen in a patient's oral cavity.
- \* Compare polishing agents and demonstrate mechanical polishing techniques and operator/patient positions while performing a coronal polish.
- \* Demonstrate procedural steps in etching appropriate surfaces and applying and adjusting pit and fissure sealants.
- \* Classify the angles of malocclusion and identify terminology as it relates to orthodontic treatment and demonstrate procedures performed in an orthodontic office as it specifically relates to the designated orthodontic expanded functions.
- \* Explain indications and contraindications and pharmacological effects of nitrous oxide and demonstrate techniques in the administration and monitoring of nitrous oxide-oxygen relative analgesia.
- \* Demonstrate the techniques and procedure for removing excess cement.
- \* Explain the purpose of sutures and suturing techniques and demonstrate the removal process.
- \* Compare the types, brands names, purpose and composition of various dressings and demonstrate the application and removal technique.
- \* Distinguish clinical uses for gingival displacement and its limitations and clinical contraindications.
- \* Summarize the purposes, features and uses of temporary restorations and fabricate a variety of provisional restorations utilizing different materials and armamentarium.
- \* Apply knowledge in each expanded function and demonstrate competence in preclinical and clinical levels as indicated by the Minnesota Board of Dentistry in the procedural steps for expanded functions covered in this course.
- \* Utilize infection control protocols, safety precautions and patient management during preclinical and clinical procedures.
- \* Demonstrate ethical conduct, moral attitudes and principles essential when treating all patients including those from diverse populations.

Prerequisite(s): DENT1445

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **DENT 2461 - Internship**

Clinical experience assisting a dentist is an integral part of the dental assistant program designed to perfect the students competence in performing chairside assisting and expanded functions. Each student will be assigned to two different clinics or offices for clinical experience. For each rotation, the student is given the opportunity to work with one or more dentists and auxiliary in a clinical office. The intent of each extramural assignment is to allow the student to further develop speed and accuracy of the skills learned throughout the program. Integration of knowledge and skills to a job entry level by hands-on experience and evaluation of competence is expected.

Student Learning Outcomes:

- \* Comply with CODA (Commission on Dental Accreditation) requirements for clinical externship experiences.
- \* Apply and perform essential dental assisting and chairside assisting skills previously learned in the preclinical and clinical dental assisting courses.
- \* Apply and perform dental practice management skills previously learned in the dental assisting curriculum.
- \* Apply and perform laboratory assistant skills previously learned in the preclinical dental assisting curriculum.
- \* Apply and perform expanded functions delegated duties previously learn in the preclinical and clinical dental assisting courses.
- \* Demonstrate technical competence, professional attributes and ethical standards during patient care including those from diverse populations.
- \* Demonstrate infection control and hazard control protocols consistent with published professional guidelines.

Prerequisite(s): DENT2424

(7 C: 0 lect/pres, 0 lab, 7 other)

#### **DENT 2486 - Internship Seminar**

Internship seminar coincides with Internship II and provides students with opportunities to share clinical experiences with their classmates and faculty. It combines the didactic training with the internship experience in preparation for the Dental Assisting National Board (DANB) General Chairside and the Minnesota State licensure examinations. Students are expected to complete and turn in written reports relating to functions performed in the clinical internship facility. The course will also provide the necessary information to apply for licensure with the

State Board of Dentistry and to establish and maintain a professional portfolio.  
Student Learning Outcomes:

- \* Complete weekly time sheets and reports and student evaluations to assess common dental materials and techniques utilized in general/specialty offices/clinics.
  - \* Identify and focus on deficient areas to increase awareness of proper studying and problem solving abilities.
  - \* Complete the necessary review sheets/assignments to successfully write the Dental Assisting National Board (DANB) General Chairside exam and the Minnesota State Licensure exam.
  - \* Provide the opportunity to work with SCTCC placement office in securing and maintaining employment.
  - \* Participate in group discussions relating to clinical experiences and problem solving skills.
- Prerequisite(s): DENT2424  
(1 C: 1 lect/pres, 0 lab, 0 other)

#### **DENT 2488 - Dental Ethics and Jurisprudence**

The course focuses on the legal and ethical standards that govern the practice of dentistry. It includes a guided process that will qualify the student to sit for the Minnesota Jurisprudence exam. Discussions will revolve around; scope of practice for dental professional, delegation of duties, mandated reporting, doctor-patient responsibility, privacy standards, with additional focus on continuing education requirements for maintaining licensure.

Student Learning Outcomes:

- \* Extrapolate the basic principle of ethics in dentistry.
  - \* State why continuing education is an ethical obligation for the dental professional.
  - \* Explain the American Dental Assistants Association Code of Ethics.
  - \* Define the meaning of ethical dilemmas.
  - \* Explain the steps involved in ethical decision-making.
  - \* Develop case studies that involve ethical dilemmas.
  - \* List examples of personal ethics and unethical behaviors.
  - \* Explain types of statutory law, including the difference between criminal law and civil law.
  - \* Expound on the purpose of the state Dental Practice Act, and role of the Minnesota Board of Dentistry.
  - \* Discuss the dynamics of dentist-patient relationship, standard of care, and dentist's obligation of due care.
  - \* Identify strategies for risk management in dentistry.
  - \* Discuss the protocol necessary when; working with patient records, obtaining consent, patient referral, and failure to refer.
  - \* Explain the role of dental professional in reporting abuse and neglect of patient.
  - \* Discuss the purpose of Health Insurance Portability and Accountability Act (HIPAA).
- (1 C: 1 lect/pres, 0 lab, 0 other)

#### **DENT 2499 - Dental Assisting Refresher**

This course is designed to reintroduce students to the skills and terminology necessary to allow them to succeed in the Dental Assisting program. Students will discuss preventative dentistry, nutritional health and its effects on the oral cavity. Basic dental patient care to include patient safety, asepsis, instruments and their use, as well as maintaining proper ergonomics. Students will also identify common anatomical landmarks, as well as the development of teeth and surrounding tissues.

Student Learning Outcomes:

- \* Identify landmarks of the face and oral cavity as they relate to the oral cavity.
  - \* Classify stages of tooth development as it relates to the different dentitions.
  - \* Explain what preventative dentistry means in relation to oral health and prevention.
  - \* List medical conditions that may compromise dental care.
  - \* Assemble instruments for use according to the procedure given.
  - \* Employ proper disinfection and sterilization for equipment and instruments used in dental care.
  - \* Practice oral evacuation techniques to produce a dry environment in the oral cavity according to evacuation type used.
  - \* Apply ergonomics used in dentistry while working as an operator or assistant.
  - \* Differentiate two handed and four handed dentistry when administering dental care.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### **DMSG 1401 - Introduction to the Sonography Field**

This course will introduce students to the sonography field, covering the origins and evolution of Diagnostic Medical Sonography. The students will learn the sonographer profile, sonographer safety; legal, ethical, and legislative issues; current sonographic examinations; and basic patient care skills.

Student Learning Outcomes:

- \* Discuss the evolutionary history of diagnostic ultrasound and the aptitude, abilities, and skills needed to be a sonographer.
- \* Explain the differences among accreditation, certification, and registration.
- \* Demonstrate awareness and understanding of safety considerations and professional confidentiality when dealing with patient care.
- \* Identify ergonomic methods of prevention of musculoskeletal injuries in the field of sonography.
- \* Recognize patient preparations for abdominal, obstetric-gynecologic, and vascular procedures, and state the major specialty sonographic examinations.
- \* Explain how patients, peers, and other health care professionals interact in a considerate and professional manner.
- \* Analyze the various ultrasound procedures performed in the simulated lab.
- \* Discuss the sonographers role in infection control.
- \* Explain how culture and religion can influence health and illness.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **DMSG 1402 - Ultrasound Cross-Sectional Anatomy I**

This course focuses on a detailed study of the normal anatomy and physiology of the abdomen, neck, musculoskeletal, neonatal brain and non-cardiac chest using ultrasound. Emphasis will focus on structure orientation and its significance in cross-sections of anatomy. Students will be able to determine normal sonographic appearances and recognize variances and sizes of organs and vessels. This course will introduce the hemodynamics patterns and spectral waveforms found in the abdominal vasculature.

Student Learning Outcomes:

- \* Determine normal sonographic cross-sectional anatomy and sizes of the abdominal organs.
- \* Identify the principal functions of the abdomen organs.
- \* Determine normal sonographic cross-sectional anatomy and sizes of the neck, musculoskeletal and non-cardiac chest.
- \* Identify the principal functions of the thyroid and parathyroid glands.
- \* Interpret normal ultrasound appearances and locations of abdominal vasculature.
- \* Identify the principal functions of the abdomen vessels.
- \* Analyze characteristics of normal Doppler flow signals of abdominal vessels.
- \* Identify normal neonatal brain anatomy and functions.
- \* Interpret normal ultrasound appearances of the neonatal head.
- \* Define how body structure relationships apply to sonography.
- \* Explain the importance of using two different scanning planes.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **DMSG 1404 - Diagnostic Medical Sonography I**

Students will be exposed to different pathologies of the abdomen organs, blood vessels, thyroid, and neonatal head. This course will focus on ultrasound findings, scanning techniques, patient history, laboratory data, and other imaging modalities to help better understand how to interpret pathology. Emphasis will focus on descriptive and anatomical terminology, clinic data, grayscale imaging and Doppler characteristics as seen with various pathologies.

Student Learning Outcomes:

- \* Evaluate normal and abnormal ultrasound appearances of the abdominal organs.
- \* Determine normal and abnormal ultrasound appearances of the thyroid and parathyroid glands.
- \* Investigate pertinent patient history and laboratory data that apply to the abdomen, thyroid and parathyroid.
- \* Evaluate scanning techniques, transducer selection and scanning protocols of the abdomen, thyroid and neonatal head.
- \* Identify ultrasound artifacts.
- \* Analyze Doppler characteristics of the abdomen and thyroid vessels.
- \* Complete mock diagnostic medical sonographer worksheets.
- \* Incorporate pathology case studies of abdominal organs and blood vessels, neck, musculoskeletal, and neonatal brain into sonography practice.

(3 C: 3 lect/pres, 0 lab, 0 other)



**DMSG 1405 - Ultrasound Physics**

A study of the physical principles and mathematical equations required to understand diagnostic ultrasound. Course includes parameters of sound waves, pulsed and continuous wave principles, laws of reflection and refraction and the role of piezoelectricity in the production and processing of ultrasound.

Student Learning Outcomes:

- \* Define selective terms in the production and use of ultrasound and Doppler
- \* List and describe the properties of sound waves including pulse and continuous wave
- \* Identify and calculate the mechanisms of attenuation and impedance
- \* Compare and contrast ultrasound transducers and their components
- \* List and describe factors affecting resolution to include reflection and refraction
- \* Describe the Doppler effect and interpret components of the Doppler equation
- \* Compare and contrast the differences between imaging modes
- \* Diagram and describe the role of the scan converter and all other major components of the US machine
- \* Demonstrate quality assurance through the use of a phantom in the lab  
(3 C: 3 lect/pres, 0 lab, 0 other)

**DMSG 1406 - Clinical Ultrasound Lab I**

Introduction to the aspects of sonography in a hospital or simulated clinical laboratory setting. Emphasis will be placed on instrumentation, on imaging, and identification of anatomy of the abdomen and thyroid.

Student Learning Outcomes:

- \* Demonstrate aspects of patient care pertaining to ultrasonography
- \* Perform ultrasound instrumentation, transducer care and maintenance
- \* Perform and observe abdominal and thyroid ultrasound scans in a hospital or simulated clinical setting following set protocols
- \* Perform measurements on ultrasound exams of the abdomen and thyroid
- \* Document patient history, measurements and comments on an ultrasound technologist worksheet
- \* Perform Doppler spectral waveform images of the abdomen vessels  
(3 C: 0 lect/pres, 3 lab, 0 other)

**DMSG 1410 - Ultrasound Cross-Sectional Anatomy II**

This course focuses on a detailed study of the normal anatomy and physiology of the male and female reproductive system, obstetrics covering all trimesters, breast sonography and vascular systems as it relates to the ultrasound field. Students will be able determine normal sonographic appearances and recognize variances and sizes of organs and vessels. This course will explore the hemodynamics patterns and spectral waveforms found in the male and female pelvis and obstetrics.

Student Learning Outcomes:

- \* Determine sonographic cross-sectional anatomy and functions of the male and female reproductive systems.
  - \* Determine the normal ultrasound appearance of the gestational sac and early embryo.
  - \* Identify normal sonographic anatomy of the second and third trimester.
  - \* Identify sonographic anatomy and functions of the placenta throughout all trimesters.
  - \* Perform sonographic measurements of the fetus during the first, second, and third trimester.
  - \* Determine sonographic cross-sectional anatomy and functions of the female breast.
  - \* Identify normal sonographic anatomy of the extracranial cerebrovascular and peripheral vascular systems.
  - \* Differentiate how gray scale ultrasound, color Doppler and spectral Doppler are used in the evaluation of Vascular systems.
  - \* List the applications of gynecologic and obstetric 3D acquisition.
- Prerequisite(s): DMSG1402, DMSG1406, DMSG1404, DMSG1401, DMSG1405  
(3 C: 3 lect/pres, 0 lab, 0 other)

**DMSG 1411 - Diagnostic Medical Sonography II**

Students will be exposed to different pathologies of the male and female reproductive systems, obstetrics covering all trimesters, breast and vascular systems. This course will focus on ultrasound findings, scanning techniques, patient history, laboratory data, and other imaging modalities to help better understand how to interpret pathology. Emphasis will focus on descriptive and anatomical terminology, clinic data, grayscale imaging, protocols, and Doppler characteris-

tics as seen with various pathologies.

Student Learning Outcomes:

- \* Determine sonographic technique and protocols used to evaluate the male and female pelvis.
  - \* Identify normal and abnormal sonographic appearances of the male and female pelvis.
  - \* Determine sonographic technique and protocol used to evaluate the female breast.
  - \* Identify normal and abnormal sonographic appearances of the female breast.
  - \* Evaluate sonographic technique and protocols used for the first, second and third trimester obstetric ultrasound.
  - \* Identify normal and abnormal sonographic appearances of the fetus during the first, second and third trimester.
  - \* Conduct obstetric measurements used for gestational age and fetal growth assessment.
  - \* List risk factors associated with vascular disease.
  - \* Differentiate sonographic techniques and protocols used to evaluate the extracranial cerebrovascular and peripheral vascular systems.
  - \* Recognize sonographic vascular anatomy of the extracranial cerebrovascular and peripheral vascular systems, along with the use of Doppler to determine the presence of vascular disease.
- Prerequisite(s): DMSG1402, DMSG1406, DMSG1404, DMSG1401, DMSG1405  
(3 C: 3 lect/pres, 0 lab, 0 other)

**DMSG 1412 - Clinical Ultrasound Lab II**

Practical training in a hospital or simulated clinical laboratory will focus on completing and becoming proficient in scanning of the human body. Emphasis will be placed on instrumentation, protocol, record findings along with associated calculations, and anatomy identification of the abdomen, thyroid, pelvis, obstetrics, breast and vascular systems.

Student Learning Outcomes:

- \* Explain aspects of patient care pertaining to sonography.
  - \* Perform proper ultrasound instrumentation, transducer care and maintenance.
  - \* Perform abdominal, thyroid, pelvic, obstetric, breast, and vascular ultrasound scans following set protocols.
  - \* List ultrasound protocol for scrotum and prostate imaging.
  - \* Perform various ultrasound measurements following set protocols.
  - \* Generate patient history, measurements, and comments on a sonographer report.
- Prerequisite(s): DMSG1402, DMSG1406, DMSG1404, DMSG1401, DMSG1405  
(5 C: 0 lect/pres, 5 lab, 0 other)

**DMSG 1415 - Professional Development and Growth in Sonography**

This course is designed to transition students from the classroom and lab setting into a clinical setting. Students will be able to recognize the functional skills required to be a diagnostic medical sonographer. Students will observe the day-to-day operations of different ultrasound departments and share their personal reflections.

Student Learning Outcomes:

- \* Define the role of a diagnostic medical sonographer.
  - \* Recognize the obligations of the sonographer to patients, institution, and self.
  - \* Identify aptitudes, abilities and functional skills to be a sonographer.
  - \* Identify the impact of cultural diversity in a clinical setting.
  - \* Analyze patient reactions to illness.
  - \* Apply infection control and safety measures when at a clinical setting.
  - \* Establish patient communication skills and teamwork in a clinical setting.
  - \* Recognize the various ultrasound exams that are completed in an ultrasound department.
  - \* Identify different ultrasound equipment used in ultrasound departments.
- Prerequisite(s): DMSG1406, DMSG1402, DMSG1404, DMSG1405  
(2 C: 2 lect/pres, 0 lab, 0 other)

**DMSG 2403 - Introduction to Vascular Sonography**

This course is designed to provide students with a foundation for understanding the basics of vascular sonography through both lectures and lab. Students will gain basic knowledge of the anatomy, physiology, and pathology associated with upper and lower extremity arteries and veins, renal arteries, mesenteric arteries, and extracranial vasculature. In addition, students will be given hands-on instruction and practice in a simulated lab to develop the basic scanning skills required to perform duplex imaging of these various vascular structures

Student Learning Outcomes:

- \* Identify normal anatomy of upper and lower extremity veins and arteries, renal arteries, mesenteric arteries, and extracranial vessels.
- \* Explain the characteristics of normal and abnormal venous and arterial flow patterns.
- \* List risk factors and symptoms associated with most common vascular pathologies.
- \* Demonstrate a basic understanding of how to assess for venous insufficiency through successful completion of scanning exercises.
- \* Examine upper extremity veins, lower extremity arteries, and renal arteries following set scanning protocols.
- \* Interpret normal vs. abnormal Doppler characteristics in various vascular systems using designated diagnostic criteria.

Prerequisite(s): DMSG1410, DMSG1415, DMSG1411, DMSG1412  
(4 C: 2 lect/pres, 2 lab, 0 other)

### DMSG 2407 - Sonography Board Reviews

This course will help students prepare to take the American Registry for Diagnostic Medical Sonography (ARDMS) specialty examinations in Physics, Abdomen and OB/GYN in a simulated atmosphere. It is designed to be used as an edition to your regular study and as a method to determine your strengths and weaknesses so that you can study more effectively. This course will cover test taking skills and preparation on the computer. Students will be able to better recognize pathology better through case study presentations.

Student Learning Outcomes:

- \* Apply test taking strategies to successfully complete registry exams and specialty exams.
- \* Identify testing strengths and weaknesses through self-assessment.
- \* Perform mock examinations in a simulated exam room on a computer.
- \* Interpret mock examination results.
- \* Present case studies.

Prerequisite(s): DMSG1412, DMSG1410, DMSG1411  
(1 C: 1 lect/pres, 0 lab, 0 other)

### DMSG 2425 - Clinical Ultrasound Internship I

Students are assigned to various clinical rotations where they gain hands-on experience under the direction and supervision of assigned clinical preceptors. Students will focus on becoming proficient in the scanning of, abdominal organs, superficial structures, pelvis, obstetrics, and vascular systems. Students will expand scanning and patient care skills and as the semester progresses more clinical responsibilities will be given.

Student Learning Outcomes:

- \* Conduct appropriate patient care in a hospital or clinical setting.
- \* Demonstrate practical communication skills that enable effective cross-cultural work with health professionals and clients with backgrounds different from their own.
- \* Perform infection control guidelines.
- \* Participate in the day-to-day operations of an ultrasound department.
- \* Display teamwork in an ultrasound department.
- \* Perform an examination of any abdominal and pelvic organs, gravid uterus, superficial structures and vascular procedures.
- \* Record and process for display the images necessary for a diagnostic ultrasound examination.
- \* Interpret ultrasound exams that are performed in an ultrasound department.
- \* Describes normal and pathological conditions on sonograms that are routinely examined in an ultrasound department.
- \* Record patient history, measurements, and ultrasound findings on a sonography report.
- \* Translate ultrasound findings to a reading physician.

Prerequisite(s): DMSG1415, DMSG1411, DMSG1412, DMSG1410  
(5 C: 0 lect/pres, 0 lab, 5 other)

### DMSG 2430 - Clinical Ultrasound Internship II

This is the final course in the Sonography Program. The student will focus on becoming proficient in the scanning of the human body. Students will perform under the guidance and supervision of assigned preceptors, in hands-on scanning in abdominal, superficial structures, OB/GYN, and vascular systems. Upon completion of this internship, students will be able to perform routine duties and be ready for the workplace as a Diagnostic Medical Sonographer.

Student Learning Outcomes:

- \* Apply appropriate patient care in a hospital or clinical setting.

- \* Model infection control.
- \* Recognize the impact of transcultural communications and the beliefs on diagnosis and treatment.
- \* Demonstrate sensitivity to diverse clinical populations.
- \* Perform the day-to-day operations that are routinely done in an ultrasound department while being part of the team in an ultrasound department.
- \* Perform all ultrasound examinations of any abdominal and pelvic organs, gravid uterus, superficial structures and vascular procedures routinely examined in a diagnostic ultrasound department.
- \* Record and process high quality images necessary for a diagnostic ultrasound examination.
- \* Interpret ultrasound exams that are performed in an ultrasound department.
- \* Determine normal and pathological conditions on sonograms that are routinely examined in an ultrasound department.
- \* Record patient history, measurements, and ultrasound findings on a sonography report.
- \* Translate ultrasound findings to a reading physician.

Prerequisite(s): DMSG2425

(11 C: 0 lect/pres, 0 lab, 11 other)

### DVRS 1304 - Diversity and Social Justice

Meets MN Transfer Curriculum Goal Areas 5 and 7 - History/Social, Behavioral Sciences and Human Diversity. Diversity and Social Justice is a course that uses critical thinking and questioning to define, recognize and analyze individual, institutional and cultural/societal racism, sexism, classism, heterosexism, ableism, and other forms of oppression. It will focus on development of practical skills for addressing these oppressive elements in personal, professional and public lives in the United States. Students will learn how to engage respectfully in interpersonal relationships and empower themselves to act as agents of social change, learning skills to create a more equal and just society.

Student Learning Outcomes:

- \* Critically examine ideas about people, perspectives, and experiences that are different than their own.
- \* Evaluate how their experiences impact their perception of others.
- \* Critically examine stereotypical or false beliefs, values, and opinions.
- \* Critically examine the dehumanizing biases and misinformation that lead to oppression that various groups in the United States' experience.
- \* Discuss the US' national debates which provide a societal context in which oppressive behaviors occur.
- \* Recognize ideological messages and social control in US culture.
- \* Analyze the prejudices, privilege and power that motivate individual and institutional classism, racism, sexism, heterosexism, ableism, and other forms of oppression.
- \* Explain the complexity of identity in relation to the various forms of oppression.
- \* Identify respectful interpersonal strategies for challenging disrespectful behaviors, and for building skills in creating a more supportive community for all people.
- \* Plan constructive ways to act an ally or advocate in channeling personal power toward societal change.
- \* Examine successful social movements in the US that have challenged oppression.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### DVRS 1310 - Human Relations for a Diverse Workplace

Meets MN Transfer Curriculum Goal Area 7. This is a practical and applied course in human interaction in the workplace. The course presents and practices skills that increase effectiveness and harmony in the workplace. These skills include effective communication in speaking and listening based on an awareness and understanding of various differences which affect human interaction. These include differences in culture, beliefs, traditions, socio-economic status and education. The course examines both social structures and the kinds of situations and opportunities which arise in the workplace and challenge cooperation, patience, sensitivity, and courtesy.

Student Learning Outcomes:

- \* Apply varied communication skills and strategies to improve interpersonal communication.
- \* Analyze the origins of attitudes, values and beliefs.

- \* Describe issues of diversity and social justice, especially as these affect the workplace.
- \* Apply ethical standards to personal and occupational situations.
- \* Explain the need for critical thinking skills to achieve clarity, accuracy, precision, depth, and fair-mindedness in reading, speaking, writing, and listening in the Human Relations discipline.
- \* Develop habits of thinking with: intellectual humility, intellectual empathy and/or courage, intellectual integrity, intellectual perseverance, intellectual autonomy and confidence in reason.
- \* Evaluate the effects of attitudes, values, and beliefs on human relationships in the workplace
- \* Evaluate the effects of cultural change on human relationships in the workplace.
- \* Describe the impact of human relations skills on an individual's ability to function effectively and ethically in social, institutional and cultural contexts.
- \* Apply teamwork theory and skills to occupational situations

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### DVRS 2301 - Race and Ethnic Relations

Meets MN Transfer Goal 7 - Human Diversity. This course provides students a framework for exploring and understanding race and ethnicity in our world today. Students will examine their own ethnic heritage and compare and contrast the history of their ethnic group with the experiences of other groups in the U.S.

Student Learning Outcomes:

- \* Explain the meanings, origins and uses of race and ethnicity and related concepts
- \* Use historical data and the concepts of race and ethnicity to analyze and describe their own heritage
- \* Describe the experiences and contributions of race and ethnic groups that are part of U.S. society
- \* Explain individual, institutional and systemic factors involved in inequality related to race and ethnicity
- \* Understand their own attitudes and behaviors regarding race and ethnic differences

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### EASC 1310 - Meteorology

This course meets Mn Transfer Curriculum Goal Area 3 Natural Sciences - This is an introductory meteorology course designed for non-science majors. This course focuses on understanding the basic concepts of meteorology by emphasizing observations of the atmosphere and using those observations to explore weather processes in-depth and explain a variety of atmospheric phenomena. This course emphasizes key atmospheric concepts that enable students to understand how science can explain a wide range of regional and local weather events, how it impacts society and their daily lives, and long-term climate connections. This course includes a lab component where students will use real-time and climatological data to analyze and predict weather events, climate patterns, and other atmospheric phenomena.

Student Learning Outcomes:

- \* Evaluate the risk and societal issues of natural hazards from a natural science perspective.
- \* Employ meteorological and climatological knowledge to analyze a variety of weather phenomena.
- \* Identify practices for communities to mitigate severe weather events and understand the socio-economic impacts of severe weather disasters.
- \* Describe the physical processes that affect and create atmospheric phenomena.
- \* Distinguish the layers of the atmosphere based on temperature and solar radiation.
- \* Interpret daily and seasonal temperature cycles in terms of the surface-energy budget and atmospheric stability.
- \* Explain how clouds form and describe the different types of precipitation.
- \* Diagnose synoptic and mesoscale atmospheric conditions that are favorable for severe weather development, using weather observations.
- \* Explain atmospheric forces and global, synoptic, mesoscale, and microscale winds, and how those winds affect the jet stream and pressure systems.
- \* Explain Atmosphere-Ocean circulations and interaction that impact climate systems, including the El-Nino phenomena.

- \* Classify different types air masses and fronts.
  - \* Correlate midlatitude cyclone evolution and jet stream interaction to resultant severe weather.
  - \* Identify the structure and explain the evolution of midlatitude and tropical cyclones.
  - \* Describe the formation and evolution of different types of thunderstorms.
  - \* Identify characteristics of thunderstorms and describe the processes that produce lightning, hail, and tornadoes.
  - \* Collect and interpret various types of weather data to produce a short-term forecast; be able to communicate potential sources of error and uncertainty through probabilistic forecasting.
  - \* Demonstrate the ability to inspect and question the accuracy of weather data/ observations and numerical weather forecasts, to make informed judgments regarding natural hazard mitigation, response, and public policy.
  - \* Identify climate zones of the world and describe the natural processes that affect global climate and climate changes.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 3 lect/pres, 1 lab, 0 other)

### ECED 1230 - Professional Relations in Early Childhood Careers

This course explores career opportunities and professional behavior for working in early childhood education. Students will examine job requirements, duties, regulations, and issues, skills, and personal characteristics for becoming successful professionals in child care and educational careers.

Student Learning Outcomes:

- \* Apply relevant knowledge and proper use of technology in the context of personal, professional and civic interactions within the profession.
  - \* Research licensing requirements for Rule 2, Rule 3 and School-age Child Care Guidelines for application in job settings.
  - \* Compare and contrast: wages, benefits, and pay structures; working conditions; and professional philosophies, missions, and goals in a variety of job settings to determine career opportunities.
  - \* Demonstrate team roles and positive collaborative relationships with colleagues, professionals, and families with sensitivity to diverse peoples and cultures to perform effectively as a team member.
  - \* Exercise individual and social responsibilities through personal development and self-advocacy, healthy life-style choices, ethical behavior, civic involvement and interaction with diverse cultures.
  - \* Identify and demonstrate professional behaviors such as positive attitude, problem-solving skills, confidentiality, and communication to perform effectively in the workforce.
  - \* Identify and utilize professional literature, organizations, and resources to promote a commitment to life-long learning and engagement with advocacy and global issues.
  - \* Examine the impact of trauma and secondary trauma on early childhood educators.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ECED 1235 - Guidance: Managing the Physical and Social Environment

This course provides an exploration of the physical and social environments that promote learning and development. It includes an introduction to basic guidance techniques for individual and group situations. Emphasis on problem-prevention, positive guidance strategies; recognition, communication, limit setting, and problem-solving to improve positive social interaction.

Student Learning Outcomes:

- \* Identify and evaluate environmental influences that impact learning and behavior for children.
- \* Define and observe interest areas for learning and positive behavior management.
- \* Explain problem prevention strategies for the physical environment including schedule, learning activities and room arrangement.
- \* Define behavior modification, positive reinforcement and assess personal guidance beliefs and assumptions.
- \* Demonstrate the following guidance strategies: recognition, positive communication, limit setting, problem-solving, and behavior modification.
- \* Describe problem-solving techniques for utilization in managing behaviors.
- \* Develop rules and expectations for positive guidance strategies.

- \* Evaluate developmentally appropriate learning environments in the sensory-motor, cognitive, social-emotional, language, and creative arts areas.
  - \* Observe and develop a positive behavior plan for a children.
  - \* Describe the importance of technology in managing behavior for children.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ECED 1240 - Planning and Implementing Curriculum

This course is designed to examine the role of the teacher and teaching strategies in early childhood settings. These strategies apply knowledge of child development, program development, intervention and assessment. This course provides early childhood best practices to support successful instruction and program development with infant, toddler and preschool children in childcare and school environments.

Student Learning Outcomes:

- \* Describe development in the following areas: sensory-motor, cognitive, language, physical and social-emotional.
  - \* Examine developmentally appropriate practices as it relates to individual children, communities, and curriculum.
  - \* Implement the Minnesota Early Childhood Indicators of Progress (ECIPs) into lessons.
  - \* Examine the role of parent and family to support childcare and children's services.
  - \* Examine learning through play and develop a thorough understanding of Developmentally Appropriate Practice.
  - \* Demonstrate experimental learning through small and large group play activities.
  - \* Demonstrate motivation strategies to enhance learning and participation.
  - \* Implement teaching strategies and learning experiences in early childhood development areas.
  - \* Demonstrate positive communication and problem-solving techniques.
  - \* Implement activities utilizing age appropriate technology.
  - \* Recognize the need to change or adapt practices, methodologies, framework, and/or strategies in response to feedback from families and communities.
  - \* Design curriculum grounded in the strengths, expertise, interests, cultural, literary, and linguistic practices of multilingual children, their families, and their communities.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ECED 1245 - Safety, Health and Nutrition

This course will guide the student in obtaining skills needed to establish and maintain a physically and psychologically safe and healthy learning environment for young children. There will be an emphasis on the development of healthy habits and nutritional guidelines. This course will present current issues in children's health, including recognition and treatment of common childhood illnesses and ailments, dental health, child abuse, nutrition, health, safety and accident prevention. THIS COURSE DOES NOT INCLUDE CPR OR FIRST AID CERTIFICATION.

Student Learning Outcomes:

- \* Demonstrate universal health and hygiene procedures including hand washing, sanitation and diapering.
  - \* Identify childhood illnesses and communicable diseases.
  - \* Identify personal, professional and program risks and examine strategies, policies and procedures that promote risk reduction.
  - \* Research safety practices related to topics such as fire, traffic, poison and injury.
  - \* Examine the indicators and responsibilities of protecting children and adults from physical, emotional and sexual abuse and neglect.
  - \* Plan menus for children and adults that outline basic nutritional guidelines and nutrient strengths of each major food group.
  - \* Develop activities and lesson plans to promote healthy lifestyles for children.
  - \* Examine health, safety and nutrition licensing requirements.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ECED 1250 - Early Childhood Education Internship II

This course provides an opportunity to apply knowledge and skill in care giving

and/or education settings. Students will observe and assess behavior, facilitate free choice activities and plan and implement child learning experiences, as well as maintain professional relationships. This course is a vital component of the early childhood program as it gives students the opportunity to implement skills learned in other program courses.

Student Learning Outcomes:

- \* Observe children/adults in the following developmental areas: language, cognition, social-emotional, sensory-motor, creativity, math and science.
  - \* Practice and evaluate one-on-one, small and large group teaching strategies.
  - \* Analyze experiences for cultural sensitivity and diversity in the following developmental areas: language, cognition, social-emotional, sensory-motor, creativity, math and science.
  - \* Integrate learning experiences into the daily or weekly schedule from the following developmental areas: language, cognitive, social-emotional, sensory-motor, creativity, math and science.
  - \* Arrange learning environments for the following developmental areas: language, cognition, social-emotional, sensory-motor, creativity, math and science.
  - \* Implement learning experiences in the following developmental areas: language, cognition, social-emotional, sensory-motor, creativity, math and science.
  - \* Demonstrate communication skills with supervisors, teachers, professional staff and the children/adults.
  - \* Plan and implement daily routines and transitions in a supervised environment.
  - \* Prepare a cover letter and revise a resume.
  - \* Apply site policies and procedures.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 1 lect/pres, 0 lab, 2 other)

### ECED 2205 - Family and Community Relations

This course is designed to increase a student's knowledge of diverse families and provides an opportunity to examine how current societal and community relationships impact the development of children and the well-being of families. In addition the student will explore the changing role and structure of families and look at the social service systems, legal systems, and family support systems in their community.

Student Learning Outcomes:

- \* Examine families and communities as dynamic, complex social systems across the lifespan.
  - \* Research, practice, and implement positive community strategies that support/enhance and empower families to thrive.
  - \* Examine family diversity and the issues related to attitudes, prejudice and bias related to race, culture, age, sex, and socio-economic class.
  - \* Develop communication skills to build positive partnerships with parents, families and community members.
  - \* Identify and implement community involvement, advocacy roles and responsibilities.
  - \* Examine benefits of and barriers to teacher-parent, family and community partnerships.
  - \* Demonstrate an understanding of the impact of social and historical context upon family life and dynamics.
  - \* Demonstrate an understanding of the importance of children's relationship with their family and supports parent and family strengths and emerging competencies.
  - \* Describe essential elements of organizations that provide excellent services to individuals from a wide range of cultures.
  - \* Examine how the power of relationships buffers families from the impact of trauma.
  - \* Create a welcoming, supportive and nonjudgmental environment for families.
  - \* Locate information on the importance of building collaborative, equitable relationships with multilingual children's families, caregivers, and colleagues to promote their language development and learning.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ECED 2210 - Literature and Language Development Experiences

Children's Literature is a powerful and fun component in language development. Students will have the opportunity to work with a variety of wonderful books to develop a base of high quality books to use in their future careers. This course provides an overview of language and literacy learning experiences in school, home or center-based settings. Students will integrate knowledge of children's

language development, learning environments, and teaching methods to select, present, and evaluate literature experiences, and to promote literacy and conversation.

Student Learning Outcomes:

- \* Identify and analyze whole language learning experiences.
- \* Examine conversation learning experiences.
- \* Review, describe and prepare rhyme learning experiences and evaluate the role they play in children's literacy learning.
- \* Demonstrate the skills necessary for presenting motivational learning experiences in connection with literature and recognizing the value that literature holds for all children.
- \* Develop an awareness of social and multicultural issues as they connect to literature for children and encourage home language/bilingual learning experiences.
- \* Examine picture books, non-fiction, fiction, fairy tales/folk tales, and poetry.
- \* Read, examine, and critically compare a wide variety of children's books from all genres and many authors and illustrators.
- \* Gather information about multilingual children's cultural practices, language, and literacy experiences.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **ECED 2220 - Caring for Children with Special Health Needs**

This course introduces medical terminology and basic concepts of support care related to children with special health and medical needs. The purpose of this course is to provide basic knowledge on a variety of medical disabilities and how these medical issues affect a child's care. This information will be used to determine if a person needs short-term or long-term intervention and support in the early child care, school and afterschool setting.

Student Learning Outcomes:

- \* Apply Standard Precautions and Medication Safety Standards as they relate to caring for children with special health conditions.
- \* Demonstrate the principles of basic body mechanics and positioning techniques when handling and transferring children with special health care needs.
- \* Describe the care and support practices for a child with a urinary catheter.
- \* Describe the care for a child with diabetes following health care directives.
- \* Identify common feeding abnormalities in relationship to sensory disorders and appropriate intervention practices.
- \* Identify the types of seizures and the implementation of directives as written in the seizure response plan.
- \* Identify where intravenous (IV) needles, ports, urinary catheters and respiratory treatments are located on the body.
- \* Demonstrate cultural sensitivity to meet children's health and medical needs.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

### **ECED 2230 - Teaching Young Children with Challenging Behaviors**

This course is designed to increase a student's knowledge of understanding young children with challenging behaviors. Students will identify intervention strategies to prevent and resolve challenging behaviors, design a Functional Behavior Assessment (FBA), and use behavior modification techniques.

Student Learning Outcomes:

- \* Apply Pyramid Model competencies to teaching and learning.
- \* Evaluate classroom guidance and family strategies to support children exhibiting a variety of challenging behaviors.
- \* Examine the causes of challenging behaviors.
- \* Understand the impact of trauma on children's behavior.
- \* Evaluate classroom guidance and family strategies to support child's resilience.
- \* Explain the impact of challenging behaviors on the family structure (stress, communication with school and other professionals)
- \* Examine the intercultural trends of development and the impact on children's behavior.
- \* Understand the value of and use Behavior Incident Reports (BIRs) to gather data on behavior.
- \* Choose a variety of strategies to support and encourage children as they express family and community values.
- \* Demonstrate an understanding of the definition of trauma and its prevalence in early childhood.
- \* Analyze socially unacceptable behaviors for the possibility that stress/trauma

may be contributing to children's behavior.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **ECED 2240 - Autism Spectrum Disorder (ASD)**

The course provides an overview of the characteristics of children with Autism Spectrum Disorder. The course illustrates care-giving and classroom strategies to promote inclusion of children into their communities.

Student Learning Outcomes:

- \* Apply the characteristics of Autism Spectrum Disorder to case studies.
- \* Demonstrate sensitivity to beliefs, values and cultures related to Autism Spectrum Disorder.
- \* Examine resources available for families and professionals.
- \* Create an inclusive education/activity plan.
- \* Practice a variety of educational modifications and accommodations.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(1 C: 1 lect/pres, 0 lab, 0 other)

### **ECON 1310 - Personal Finance**

Meets MN Transfer Curriculum Goal Area 9 - Ethical and Civic Responsibility. Personal finance is a major part of financial management. Individuals and families obtain, budget, save, and spend monetary resources over time while taking into account a variety of financial risks and future life changes. The content includes: personal finance basics and career planning, financial statements and budgeting, consumer credit, the housing decision, investing ones resources and retirement planning. Personal finance gives students the ability to evaluate a wide range of financial decisions and to build an organized system for the future. Students will understand what it means to make responsible economic decisions and how these choices impact their personal and public life.

Student Learning Outcomes:

- \* Create personal financial goals.
- \* Evaluate factors that influence employment opportunities.
- \* Design a system for maintaining personal financial records.
- \* Compare the types of financial institutions.
- \* Examine issues of personal and civic responsibility.
- \* Apply ethical standards to economic decision making.
- \* Examine the concepts of voluntary decision making and responsibility as they relate to personal economic decisions.
- \* Examine the connection between personal economic choices and social issues which influence decision making.
- \* Demonstrate an understanding of consumer credit and alternatives to measurable debt.
- \* Analyze the advantages and disadvantages of major sources of consumer credit.
- \* Assess the importance of property and liability insurance.
- \* Explain the characteristics of mutual funds.
- \* Summarize the importance of retirement planning.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **ECON 1340 - Environmental Economics**

Meets MNTC Goal Area 10 - People and the Environment. This course offers an introduction to the methodologies of economic analysis and a broad survey of environmental and natural resource issues applying those methodologies. It emphasizes the price system, markets, public choice theory and the scientific method. Students will investigate a range of topics including global warming, energy, air and water pollution, and public policy responses. This course has broad general education applications but is especially appropriate for economics, public policy and political science majors.

Student Learning Outcomes:

- \* Understand basic market functions, and the conditions under which markets fail.
- \* Demonstrate familiarity with environmental and natural resource issues.
- \* Synthesize relevant material from diverse sources and points of view regarding environmental challenges today and related public policy.
- \* Analyze primary and secondary sources of information regarding environmental challenges today and related public policy.
- \* Critically evaluate public policy affecting environmental and natural resource

issues.

- \* Formulate and defend responses to environmental and natural resource challenges.
- \* Use economic modeling processes to depict and analyze environmental issues.
- \* Apply cost/benefit analysis to environmental issues.
- \* Demonstrate proficiency using the elements of the economic way of thinking, including tradeoffs, opportunity costs, marginal analysis, efficiency and the gains from trade.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **ECON 2320 - Introduction to Macroeconomics**

Meets MN Transfer Curriculum Goal Area 5 - History and the Social and Behavioral Sciences. Macroeconomics is the part of economic analysis that studies the behavior of the economy as a whole. The content includes: economic growth, national income, measurement of economic performance, understanding economic fluctuations, determination of output, price level, inflation, deficits, knowledge of monetary and fiscal policy, and unemployment in the United States. Economic literacy gives people the tools for understanding the nations economic world and how to interpret events that will either directly or indirectly affect them. Nations benefit from having an economically literate population because it improves the public's ability to comprehend and evaluate critical issues.

Student Learning Outcomes:

- \* Comprehend the difference between microeconomics and macroeconomics.
- \* Examine relationships among economic efficiency, growth and employment.
- \* Contrast and differentiate the laws of supply and demand, and the equilibrium within a market.
- \* Explain characteristics of the market system, international trade, and currency exchange.
- \* Calculate Gross Domestic Product.
- \* Compare the business cycle, unemployment, and inflation.
- \* Distinguish between income-consumption and income-saving relationships.
- \* Interpret the factors that determine aggregate expenditures.
- \* Discuss and analyze fiscal and monetary policies and their role within the business cycle.
- \* Comprehend the functions of money and the money supply.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **ECON 2330 - Introduction to Microeconomics**

Meets MN Transfer Curriculum Goal Area 5 - History and the Social and Behavioral Sciences. Microeconomics is the study of decision making undertaken by individuals (or households) and firms. The content includes: individual units (industries, firms, and households), determination of prices and quantities, measurement of costs and productivity, individual markets, specific goods and services, and resource prices. Economic literacy gives people the tools for understanding the nations economic world and how to interpret events that will either directly or indirectly affect them. Modern economic theory blends micro and macro concepts. Nations benefit from having an economically literate population who can evaluate critical issues faced by individuals (or households) and firms.

Student Learning Outcomes:

- \* Comprehend the difference between microeconomics and macroeconomics.
- \* Evaluate the nature and methods of economics, and analyze production possibilities.
- \* Contrast and differentiate the laws of supply and demand, and the attainment of equilibrium within a market.
- \* Explain characteristics of the market system.
- \* Interpret price and income elasticity of demand.
- \* Analyze consumer behavior and utility maximization.
- \* Describe the costs of production on productivity.
- \* Summarize pure competition and the impacts of this market structure on economic efficiency.
- \* Predict how pure monopoly impacts the market structure and economic efficiency.
- \* Appraise government and market failure.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **EDUC 1200 - Introduction to Education**

Introduction to Education provides an overview of the education profession and the U.S. educational system, including historical development, social foundations, and educational institutions. The course also provides an overview of the traditional elementary level education classroom and strategies to support the development of the student. This information is necessary for the development of the professional educator.

Student Learning Outcomes:

- \* Analyze the historical and philosophical foundations of education.
- \* Describe the management and organizational structure of schools and school districts.
- \* Identify factors in a student's family circumstances, community environments, health, and economic conditions that may influence student learning.
- \* Define student rights and teacher responsibilities to equal education, and the appropriate educational accommodations for students with disabilities.
- \* Define student rights and teacher responsibilities to confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect.
- \* Explain how data are used in instructional decisions.
- \* Apply verbal and nonverbal communication skills.
- \* Describe the role of reflection in a teacher's professional development.
- \* Identify Minnesota academic content standards for students in the scope of the preservice teacher's future classroom.
- \* Complete the current basic skills test required for Minnesota teacher licensure (Minnesota NES Essential Academic Skills Test or current exam as required by the MN Professional Educator License and Standards Board) and develop a plan for future success on all subtests without passing scores.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **EDUC 1210 - Multicultural Education**

Multicultural Education introduces students to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, and sexual identity. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth. Awareness of the history, language, and cultural background of Minnesota-based American Indian tribes and various immigrant groups of Minnesota will also be addressed.

Student Learning Outcomes:

- \* Analyze multicultural differences in approaches to learning and performance.
- \* Design instruction that uses a student's strengths as the basis for continued learning.
- \* Define dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.
- \* Implement strategies to support how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- \* Analyze contributions and lifestyles of the various racial, cultural, and economic groups in American society.
- \* Analyze the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.
- \* Analyze the history, language, and culture of various immigrant groups of Minnesota.
- \* Define multiple perspectives of a student's personal, family, and community experiences and cultural norms.
- \* Research the influence of social groups and their role in student learning environments.
- \* Strategize effective classroom communications with a rooted understanding of the implications of gender, culture, language, socio-economic and other diverse conditions on the development of a classroom environment.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **EDUC 1215 - Technology Strategies for Educators**

This course is designed to provide students with the skills necessary to support and reinforce the instruction of K-6 students in the area of technology. Students will utilize technology to gather and develop classroom lesson plans. Students

will examine assistive/augmentative technology and the technologies required of prospective and practicing teachers. Students will also learn to apply those skills and knowledge when assisting students.

Student Learning Outcomes:

- \* Define terminology related to the instruction of technology and assistive/augmentative technology.
  - \* Demonstrate how to access and effectively use available resources using technology, including assistive/augmentative technology.
  - \* Identify technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
  - \* Demonstrate the use of technology to gather and record data regarding student performance.
  - \* Utilize educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.
  - \* Analyze the technical skills and continuous development needed to effectively use technology and assistive/augmentative technology with students.
  - \* Apply the concepts of social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

### EDUC 1220 - Child Growth and Development

This course is designed to provide an overview of typical development from birth through adolescence, including physical, social/emotional, and cognitive development. It integrates developmental theory with appropriate practices in a variety of caregiving, community and educational settings. An understanding of child development is essential for future educators as they care for and educate children in these various settings.

Student Learning Outcomes:

- \* Identify physical, cognitive, and social-emotional child growth and developmental stages.
  - \* Analyze the different theoretical approaches from the theorists of child development.
  - \* Evaluate current research on issues pertaining to child development.
  - \* Explore the scientific methods used to learn about child development.
  - \* Examine the stages of moral development for child growth and development.
  - \* Examine the stages of language development for child growth and development.
  - \* Describe methods to support cultural diversity as it applies to child development.
  - \* Analyze the dynamics of family relationships on individuals from birth to adolescence.
  - \* Investigate current topics related to the child development stages.
  - \* Summarize the factors important for healthy growth in children and adolescents.
  - \* Describe the effects of drug use and abuse on student life and learning
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### EDUC 1225 - Education Internship I

This course gives the students the opportunity to observe, practice, and apply skills and techniques at an introductory level. These opportunities will take place in a variety of supervised placements with teachers who model effective teaching practices and implementation of Minnesota state academic content standards for students. Faculty will work with students to choose internship placement at sites set up with contracts through the college. This internship experience is a crucial part of the education program as it gives the students the opportunity to practice and implement skills learned throughout the program.

Student Learning Outcomes:

- \* Observe, perform, and evaluate child guidance skills.
- \* Observe and evaluate learning experiences for the following developmental areas: language, cognition, social-emotional, sensory-motor, creativity, math and science.
- \* Observe and evaluate parent communication skills.
- \* Observe and evaluate growth and development in the areas of sensory-motor, cognitive, social-emotional, language, and creativity.
- \* Observe and implement teaching strategies addressing growth and development

in the areas of intellectual, social and personal development.

- \* Demonstrate team building and professional relations skills and behaviors.
  - \* Apply site policies and procedures.
  - \* Demonstrate an understanding of mindset and professional dispositions and their impact on the methods used in teaching children.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 1 lect/pres, 0 lab, 2 other)

### EDUC 2200 - Educational Psychology

This course introduces students to developmental theories related to the learning process and how to apply these theories to increase student learning and development. It will provide students with an in-depth analysis of how people learn and a developmental foundation for improving environments for learning. It will explore the differences in approaches to learning and performance, and provide a framework for teachers to plan, create and deliver effective lessons for individual learners. In addition, it will differentiate between teaching and learning and cover ways to assess each student's learning.

Student Learning Outcomes:

- \* Compare different approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences.
  - \* Design instruction that uses a student's strengths as the basis for continued learning.
  - \* Identify technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
  - \* Create learning environments that contribute to the self-esteem of all persons and foster positive interpersonal relations.
  - \* Explore factors and situations that are likely to promote or diminish intrinsic motivation in learners.
  - \* Investigate the relationship of intrinsic motivation to student lifelong growth and learning.
  - \* Apply different motivational strategies that are likely to encourage continuous development of individual learner abilities and help students become self-motivated.
  - \* Describe communication theory, language development, and the role of language in learning.
  - \* Evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications.
  - \* Research methods for assessing student learning that use basic psychometric principles and utilize assessment data to improve student learning.
- Prerequisite(s): EDUC1220, PSYC1304  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ELEC 1502 - Wiring and Materials I

This is the initial course in a series of courses designed to teach students about the tools and material that are used in the electrical industry. Through the semester students will be required to complete about 40 different projects. The initial projects are designed to introduce students to the basic cutting tools that they will be required to use in the Electrical industry. How to work safe will be a priority. Students will then be asked to diagram basic circuits, and then build or construct the circuits they designed. The primary wiring method for these projects is NM cable. Advancing, students will be introduced to other wiring methods such as EMT, IMC and RMC.

Student Learning Outcomes:

A student successfully completing this course will:

- \* List safety requirements of tools and material
  - \* Generate simple circuit calculations, layout and drawings.
  - \* Compile data from the National Electrical Code, and apply it to wiring projects with no National Electrical Code violations
  - \* Model professional Integrity
  - \* Perform box fill calculations on all electrical boxes used on wiring projects.
  - \* Create charts that evaluate different electrical boxes and devices used in industry.
  - \* Provide evidence of (your) ability to focus on wiring projects and to stay on task.
- (5 C: 2 lect/pres, 3 lab, 0 other)

### ELEC 1506 - Wiring and Materials II

This is course is designed as a continuation of Basic Wiring and Materials I.

Students will find themselves working in teams to complete between 30-40 different labs. Some of the projects are designed as introductory, others build on initial concepts and become more complex. Skills that are evaluated tend to be hands on or the ability to work with the tools and electrical material. Students will review NM cable wiring techniques, as well as other wiring methods. Basic EMT conduit bending and calculations are introduced in this class, as well as PVC, RMC and IMC conduit types. Successful students learn the ability to focus on a project and demonstrate the ability to stay on task.

**Student Learning Outcomes:**

A student successfully completing this course will:

- \* Examine safety requirements of the National Electrical Code and NFPA 70E
- \* Create circuit calculations and layout with multiple switching and receptacle devices
- \* Write service calculations
- \* Build an overhead service
- \* Compile data from the National Electrical Code and apply it to practical wiring projects
- \* Model professional Integrity
- \* Perform conduit bends and calculation to an accuracy of 1/8
- \* Install GFCI and AFCI equipment into circuits, and test them for accuracy.
- \* Build circuits with alternative wiring methods (RMC, IMC, and PVC)
- \* Calculate conduit fill
- \* Install a row of recess lighting within 1/8 accuracy
- \* Explain the difference between types of recess lighting, trims and bulbs.
- \* Demonstrate professionalism and team performance attributes.
- \* Provide evidence of their ability to focus on wiring projects and to stay on task.

Prerequisite(s): ELEC1502

(5 C: 2 lect/pres, 3 lab, 0 other)

**ELEC 1510 - National Electrical Code I**

This course will prepare the students to apply code to the installation of basic wiring. Make aware of laws and licensing of electricians. Use and interpret code general wiring practices. Calculate circuit loads. Calculate feeder demands, service installations, overcurrent protection, and appropriate grounding practices. Utilize tables for conductor size and other purposes.

**Student Learning Outcomes:**

- \* Utilize codebook and interpret code sections
- \* Identify enforcement of the code and the laws governing the electricians
- \* Identify minimum requirements for the installation basic circuits for lighting, equipment and feeder installations
- \* Calculate load requirements for circuits and feeders
- \* Use and interpret tables in the code

(2 C: 0 lect/pres, 2 lab, 0 other)

**ELEC 1515 - National Electrical Code II**

This class covers NEC articles 250 thru 490. Students will identify NEC code requirements for the installation of wire, cable, conduit, and wire race ways. Students will connect boxes, switches, transformers, lighting equipment, motors, and motor controls. They will be able to identify hazardous locations.

**Student Learning Outcomes:**

- \* Utilize the general code requirements for building, outdoors, and underground wiring methods.
- \* Interpret NEC code tables for the selection of conductors and wiring methods for specific applications.
- \* Identifies and selects cable and conduit systems for specific applications.
- \* Selects proper boxes, switches, and other devices to meet NEC code requirements.

Prerequisite(s): ELEC1510

(3 C: 2 lect/pres, 1 lab, 0 other)

**ELEC 1518 - Applied Electrical Principles and Formulas**

This course will teach students to utilize ohm's law in the application of series, parallel, and combination circuits. Calculate voltage, current and resistance in these applications. Apply power calculation for circuits. Utilize electrical meters. Apply resistance values in the calculation used for equipment and conductors. Describe use, application and the type of batteries. Apply magnetic principles to the operation of electrical equipment. Apply appropriate electrical formulas in the solution of electrical circuits and problems. This is a 4 hour per week lab setting and 6 hour per week in the lecture setting class that covers math and theory in Delmar chapters 1 thru 14 and Singer units 1 thru 14.

**Student Learning Outcomes:**

- \* Evaluate electrical safety issues
  - \* Calculate series, parallel, and combination circuits for voltage, amperage, resistance, and power.
  - \* Calculate voltage drop, and select conductors in compliance with the NEC.
  - \* Interpret results of ammeter, volt meter, and VOM.
  - \* Classify the common nominal electrical voltages.
  - \* Identify resistor types and their application in the electrical industry.
  - \* Analyze electromagnetic principles and their applications in the electrical industry
  - \* Identify battery types and functions with complete schematics.
- Prerequisite(s): MATH0420 or Appropriate Placement Score.  
(5 C: 2 lect/pres, 3 lab, 0 other)

**ELEC 1523 - Drafting Blueprint Reading and Specification**

This course teaches students to identify construction design of residential and commercial buildings. Application of proper symbols and layout of a workable electrical plan along with specifications will enable students to draft a complete set of construction plans including floor layout, circuit layout, and other equipment as required along with the support of specifications sheets and schedules.

**Student Learning Outcomes:**

A student successfully completing this course will:

- \* Identify electrical, plumbing, heating and general construction symbols and details
  - \* Illustrate electrical circuit layout design
  - \* Apply National Electrical Code requirements
  - \* Draft a model home using CADD Software
  - \* Perform scaling projects using an architectural scale, and using a tape measure
  - \* Review a simple scaled construction plan and then layout and square the plan in real footage.
  - \* Create window and door schedules
  - \* Analyze and contrast commercial blueprints
- (4 C: 4 lect/pres, 0 lab, 0 other)

**ELEC 1526 - Applied Electrical Principles and A.C. Fund.**

This course teaches students to identify differences in DC and AC circuits. Students will use formulas to calculate voltage, current, and impedance values in AC circuits. Students will implement resistive, inductive, capacitive, and combination circuits. They will explore in phase and out of phase. Leading and lagging power factor will be solved to industry standards. They will calculate mpower factor correction of equipment and feeders. Students will analyze single and three phase systems. Basic motor, generator, and transformer theory will be explored. This is a 4 hour per week lab setting and a 6 hour per week lecture setting class that covers Delmar chapters 15 thru 32 and Singer units 15 thru 24.

**Student Learning Outcomes:**

- \* Evaluate and implement electrical safety procedures.
- \* Calculate Ac effects on resistive, inductive, and capacitive circuits.
- \* Apply formulas to solve AC impedance problems.
- \* Calculate AC voltages for peak, effective, instantaneous and averages values.
- \* Calculate volts, amps, ohms, and watts in AC circuits
- \* Calculate power factor and correction.
- \* Evaluate motors, generators, and transformers.
- \* Evaluate single and three phase systems.

Prerequisite(s): ELEC1518

(5 C: 2 lect/pres, 3 lab, 0 other)

**ELEC 1530 - Electric Heat**

This course will teach concepts of electric baseboard and plenum heating. Students will also investigate other types of heat and air conditioning methods. Students will learn how to calculate BTUs for heating and cooling applications. Students will physically wire various forms of baseboard heating, and numerous forms of low voltage thermostat controls. Students will work with prints, heating and cooling symbols and related calculations. As students advance, they will explore concepts in off-peak heating and cooling, relationships to the grid, and the age of the smart grid.

**Student Learning Outcomes:**

- \* Layout electrical circuits on a print, and install heating and cooling symbols.
- \* Calculate and layout heating and cooling systems
- \* Identify electric heat design requirements and components
- \* Recognize load management configurations and connections



\* Demonstrate skills of terminating line voltage and low voltage installations and circuits

\* Outline fine points about the electrical grid, off peak electrical usage and smart grid technology including solar and wind technologies

Prerequisite(s): ELEC1523 ELEC1510, ELEC1502

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **ELEC 1534 - Safety, Certifications and Skills**

This course is designed for Construction Electrician Students who have completed the first year of the program. They will have instruction in OSHA, various industry certifications, Industrial jobsite training, advanced blueprint reading, alternative energy options, and training in basic welding and welding safety.

Student Learning Outcomes:

A student successfully completing this course will:

\* Identify electrical, plumbing, heating and general construction symbols and details

\* Illustrate electrical circuit layout design

\* Demonstrate National Electrical Code requirements

\* Draft a model home using CADD software

\* Perform scaling projects using an architectural scale, and using a tape measure

\* Review a simple scaled construction plan, and then layout and square the plan in real footage.

\* Create window and door schedules

\* Students will answer a series of questions by reading through commercial blueprints

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ELEC 1538 - Industry Skills Development**

This course will introduce students to total quality management, team building, and networking. Students will explore their humanitarian responsibility, personal accountability, and develop their organizational and management skills. Students will be responsible for developing a working knowledge of the electrical industry, as well as a personal resume, example of cover letter, and interviewing skills.

Student Learning Outcomes:

\* Develop team building skills.

\* Create working resume, cover letter, and career skills.

\* Practice leadership by participating in MESA or approve club.

\* Complete a community service project.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **ELEC 2502 - Residential Wiring I**

Students will complete the installation of temporary service and installation of permanent service for a residential dwelling and enhance wiring skills by the rough-in wiring for a residential dwelling. Job skills will be developed as part of this class.

Student Learning Outcomes:

\* Develop an electrical plan for a single family residence.

\* Apply electrical codes to unique applications of residential construction.

\* Select materials and layout rough-in project.

\* Select and apply tools and equipment for project.

\* Complete residential rough-in.

\* Validate project against NEC requirements

\* Document skill development for future employment opportunities.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **ELEC 2506 - Residential Wiring II**

Students will install light fixtures, trim out outlets and switches, wire a furnace, water heater, range and dryer and complete the final installation of a residential dwelling for a final code inspection.

Student Learning Outcomes:

\* Plan material and equipment to finish wiring a residential dwelling.

\* Complete installation of electrical fixtures.

\* Verify operation of all circuits.

\* Troubleshoot electrical circuit malfunctions.

\* Apply NEC to all projects

\* Complete electrical connection of household appliances and equipment.

\* Align skill attainment objectives to career goals.

Prerequisite(s): ELEC2502

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **ELEC 2510 - National Electrical Code III**

Students will gain a comprehensive knowledge of the National Electrical Code (NEC) in residential, commercial, and industrial situations. Areas to be covered, to include: wiring methods, raceways, lighting, grounding, bonding, motors, transformers, low voltage, calculations, hazardous locations, solar, wind generation, NFP 70E (OSHA STANDARD) and code changes.

Student Learning Outcomes:

\* Identify technical (NEC) language and vocabulary.

\* Develop reading comprehension skills.

\* Analyze safety aspects of the NEC and NFP 70E.

\* Develop test taking skills in preparation for NEC exam.

\* Develop NEC code skills through collaborative projects.

\* Demonstrate the ability to recognize low voltage systems.

Prerequisite(s): ELEC1515

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **ELEC 2514 - National Electrical Code IV**

Students will analyze advanced electrical concepts as they pertain to the National Electric Code (NEC) and the NFP 70E (OSHA STANDARD). Students will also develop skills required to take the State Electrical exam.

Student Learning Outcomes:

\* Apply NEC calculations.

\* Determine the safety aspects of the NEC and the NFP 70E.

\* Organize thought patterns by using the index and glossary of the NEC.

\* Use occupational specific technical vocabulary as defined in the NEC.

\* Perform calculations per NEC from Blueprint information.

Prerequisite(s): ELEC2510

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **ELEC 2519 - Commercial Wiring**

Students will read and interpret blueprints and develop procedures to follow in the installation of wiring and control systems used in commercial buildings; determine pipe fill, box fill, voltage drop, ampacities and de-rating of conductors; develop their pipe bending skills by lab projects in EMT with ½ inch and ¾ inch conduit. MC Cable and AC cable lab projects will enhance the students knowledge of other wiring installations for commercial wiring.

Student Learning Outcomes:

\* Bend conduit to industry standards.

\* Apply NEC de-rating factors to installations.

\* Recommend proper lighting solutions.

\* Interpret NEC for commercial applications.

\* Complete circuit construction projects.

Prerequisite(s): ELEC1506, ELEC1518

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ELEC 2520 - Commercial Lighting**

The students will study the basic concepts of incandescent, fluorescent, high-intensity-discharge lamps, compact fluorescent, light emitting diode and mercury vapor light fixtures. The operation, troubleshooting, repair, and layout of lighting systems and efficient usage will be emphasized in this course.

Student Learning Outcomes:

\* Recommend lighting solutions to meet customer needs.

\* Troubleshoot lighting problems and the techniques to solve problems.

\* Interpret NEC code as it applies to lighting systems.

\* Analyze industry trends related to lighting systems.

\* Examine disposal as it applies to lighting systems.

Prerequisite(s): ELEC1506, ELEC1518

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **ELEC 2522 - AC Motor Control I**

Students will study the design, construction and operation of motors. This includes lab time on single phase, squirrel cage, synchronous, repulsion and shaded pole motors. Students will examine the basic design and construction of control equipment for single phase and three phase motors.

Student Learning Outcomes:

\* Participate as a member of a team during lab performance activities

\* Complete lab projects demonstrating appropriate safety practices

\* Analyze the basis of electro-magnets and the rotating magnetic field

- \* Draw schematic diagrams of various motors
- \* Describe the principles of operation of various motors
- \* Identify customer relationships and needs

Prerequisite(s): ELEC1526

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ELEC 2526 - A.C. Motor Control II**

Students will complete their advancement in motor control with the ability to draw, read, and safely execute the wiring of a motor control circuit through the use of a complex motor control diagram. The students will also demonstrate the ability to troubleshoot electrical and mechanical problems that occur in motor control circuits.

Student Learning Outcomes:

- \* Draw single phase and three phase motor control systems.
- \* Install single phase and three phase motor control systems.
- \* Troubleshoot single phase and three phase motor control systems.
- \* Interpret complex motor control diagrams.

Prerequisite(s): ELEC2522

(4 C: 1 lect/pres, 3 lab, 0 other)

#### **ELEC 2532 - Solid State and PLC Controls**

This course will enable students to analyze solid state devices and applications. Students will assemble solid state devices using diodes, rectifiers, filters, and transistors. The course will develop into basic PLC motor control situations. Students will write PLC logic, program, and wire PLCs.

Student Learning Outcomes:

- \* Exhibit approved safety practice in all lab projects.
- \* Analyze solid state devices.
- \* Identify solid state device applications in industry.
- \* Program various PLCs.
- \* Outline operating procedure of PLCs.
- \* Evaluate variable frequency driver controls and circuits.

Prerequisite(s): ELEC2522

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ELEC 2534 - Industrial Systems**

This course will examine wiring practices associated with industrial plants and operations. Students will assemble industrial services, bend large conduit, learn conduit sizing, pull box sizing, use electric and hydraulic conduit benders, use electric wire pullers, use electric power threaders for rigid conduit and learn proper methods for pulling large quantities of conductors. The students will also analyze hazardous areas as defined in the NEC article 500, and interpret various job blueprints.

Student Learning Outcomes:

- \* Complete lab projects demonstrating appropriate safety practices.
- \* Contrast electrical code and electrical safety requirements.
- \* Develop electrical wiring strategies.
- \* Select materials, tools and equipment for a job.
- \* Assemble industrial electrical systems.
- \* Operate industrial electrical equipment.
- \* Perform all work in a professional manner.
- \* Demonstrate professionalism and team performance attributes.
- \* Examine diversity issues in the job environment.

Prerequisite(s): ELEC1502

(3 C: 0 lect/pres, 3 lab, 0 other)

#### **ELEC 2538 - Transformers, Three Phase Systems, and Formulas**

Students will analyze the principles and theory of single and three phase transformers. That knowledge is applied to lab situations where they will construct working models of transformers and three phase systems. Students will also use complex formulas to apply electrical principles. Students will also develop an understanding of power generation, smart grid technology and separately derived systems.

Student Learning Outcomes:

- \* Demonstrate professionalism and team performance attributes.
- \* Complete lab projects demonstrating appropriate safety practices.
- \* Apply formulas to solve electrical circuits.
- \* Analyze technical functions of transformers.
- \* Solve single phase circuit problems

- \* Solve three phase circuit problems
- \* Differentiate between single phase and three phase electrical systems.

Prerequisite(s): ELEC1518, ELEC1526

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ELEC 2540 - Low Voltage Systems**

This course will introduce students to low voltage/limited energy electrical circuits. These include, but are not limited to Telecommunications, Coax cable, networking, Class 2 and 3 circuits, fiber optic systems, security systems, and fire alarm systems. Students will learn proper cable installation and termination skills. Students will analyze problems and solutions to electromagnetic interference and other forms of electrical noise.

Student Learning Outcomes:

- \* Identify computer networking devices
- \* Demonstrate cable termination techniques
- \* Evaluate fiber optic cable applications
- \* Identify problems and cures of electromagnetic interference
- \* Describe various coaxial and communication cable installations
- \* Design a cabling architecture
- \* Test and troubleshoot system problems
- \* Wire a security and/or a fire alarm system

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **EMSC 1420 - AHA Heartsaver CPR and First Aid**

This is a general First Aid and CPR course; it is intended for the lay public, as well as the trades and industry. This course will cover first aid care and treatment of adults and children, including CPR, shaken baby syndrome and sudden unexpected infant death (SUID/SIDS). This course is taught to the standards of the American Heart Association.

Student Learning Outcomes:

- \* Describe how and when to access the EMS system
- \* Perform CPR and Choking intervention for adults, children and infants according to the latest standards of the American Heart Association
- \* Provide treatment for common injuries and illnesses, including strokes and myocardial infarctions
- \* Apply proper personal protective equipment (PPE) at appropriate times

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **EMSC 1450 - EMT-1**

This Emergency Medical Technician (EMT) course is taught utilizing the 2010 EMS Education Standards and is approved by and taught to the standards of the Minnesota Emergency Medical Services Regulatory Board (EMSRB). This Department of Transportation (DOT) approved course will enable students to attain the knowledge to assess, treat, and transport patients who have a variety of illnesses and injuries.

Students must complete both EMT 1 and EMT 2 to be eligible to register for the national certification exams.

Student Learning Outcomes:

- \* Differentiates classifications of shock.
- \* Explain emergencies pertaining to OB/GYN and childbirth.
- \* Categorize various mental health conditions.
- \* Effectively evaluate the scene to ensure safety of patients, bystanders and responders.
- \* Apply incident command management to a dynamic scene.
- \* Differentiates patient care for all stages of life span development.
- \* Identify basic human anatomy and physiology.
- \* Describe access to the EMS system.
- \* Apply medical terminology commonly used by the EMT.
- \* Assess different mechanisms of trauma and how they affect the body.
- \* Formulate different pathophysiologies and which organ systems are affected.
- \* Classify patient conditions based on disease process.
- \* Define the indications for use of semi-automatic defibrillators (AED).

Corequisite(s): EMSC1455

(6 C: 6 lect/pres, 0 lab, 0 other)

#### **EMSC 1455 - EMT-2**

This Emergency Medical Technician (EMT) course is taught utilizing the 2010 EMS Education Standards and is approved by and taught to the standards of

the Minnesota Emergency Medical Services Regulatory Board (EMSRB). This Department of Transportation (DOT) approved course will enable students to attain the knowledge to assess, treat, and transport patients who have a variety of illnesses and injuries.

Students must complete both EMT 1 and EMT 2 to be eligible to register for the national certification exams.

Student Learning Outcomes:

- \* Validates knowledge of patient care for all stages of life span development.
- \* Perform vital signs, oxygen therapy, and airway management.
- \* Conduct patient assessments on medical and trauma patients of all ages.
- \* Describe the indications for use of semi-automatic defibrillators (AED).
- \* Demonstrate performance of CPR.
- \* Exhibit proficiency in all EMT skills set forth by the NREMT.
- \* Evaluates the appropriate method for patient access and extrication.
- \* Applies knowledge of medical and trauma conditions.

Corequisite(s): EMSC1450

(3 C: 0 lect/pres, 3 lab, 0 other)

#### **EMSC 1462 - Emergency Medical Responder (First Responder)**

The Emergency Medical Responder (EMR) course is an entry-level emergency medical provider course that will prepare individuals for employment or a volunteer position in a variety of pre-hospital, industrial and first responder settings. The successful completion of an approved EMR course can be a pre-requisite to pursuing training as a Fire Fighter and many Law Enforcement programs.

The EMR course is designed to provide participants with the basic knowledge and skills to manage many medical and trauma-related emergencies. Upon successful completion of this course, graduates are eligible upon passing this course to be certified with the Minnesota State Emergency Medical Service Regulatory Board (EMSRB) as an Emergency Medical Responder. Emergency Medical Responder Certification is valid for two (2) years.

This Minnesota State Emergency Medical Service Regulatory Board Approved Course meets or exceeds the National Standard Curriculum for Emergency Medical Responder, as developed by the United States Department of Transportation, and the National Highway Traffic Safety Administration.

Student Learning Outcomes:

- \* Define how and when to access the EMS system.
- \* Identify how to recognize and provide emergency care to sick persons.
- \* Apply acquired knowledge to provide emergency care to injured persons.
- \* Describe the need for and employ correctly the use of semi-automatic defibrillators.
- \* Demonstrate the use of high performance CPR.
- \* Design simple, appropriate care plans for a sick or injured person.
- \* Execute basic airway management and oxygen therapy skills.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **EMSC 1480 - AHA BLS for Healthcare Providers**

This course is designed for healthcare providers. It will cover how to prevent heart attacks and stroke. The course focuses on how to perform CPR in the event that someone goes into respiratory arrest, cardiac arrest or is choking; this encompasses treatment for an adult, child and infant with both one and two rescuers.

This course discusses integration with emergency medical services (EMS), infection control, barrier devices, breathing devices and semi automatic defibrillation.

Student Learning Outcomes:

- \* Describe how and when to access the EMS system.
- \* Identify steps of prevention, recognition, risk factors, and possible treatment of stroke and Myocardial Infarctions (heart attacks).
- \* Perform CPR and choking intervention for adults, children and infants according to the latest standards of the American Heart Association.
- \* Demonstrate the use of the Automatic External Defibrillators (AED).
- \* Apply proper personal protective equipment (PPE) at appropriate times.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **EMSP 1401 - EMS Operations**

This is an introductory course for the Paramedic student reflective of the 2010 National Standards Curriculum. This course will enable the student to advance their knowledge base from the EMT education to the advanced role of the Paramedic in topics, such as, medical-legal issues, roles and responsibilities,

communication, personal wellness, and emergency vehicle operations.

Student Learning Outcomes:

- \* Identify roles and responsibilities for all levels of care within an EMS system.
- \* Explain the value of personal well being, stress management and injury prevention in the healthcare environment.
- \* Demonstrate effective communication with patients and other allied healthcare providers within legal and ethical boundaries.
- \* Describe safety measures on the scene of an emergency with regard to themselves, other allied health professionals, the public, and the patient(s).
- \* Apply safe emergency vehicle operation measures to the scene of an incident.
- \* Implement safe operating procedures of an emergency vehicle.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **EMSP 1402 - Paramedicine Skills I**

This is an introductory skills course for the Paramedic student reflective of the 1998 National Standards Curriculum. It will cover the core skills of the basic EMS provider and then expands to the advanced skills of the paramedic. Students will be enabled to apply fundamental skills in patient care to include I.V. therapy, basic and advanced airway management, advanced patient assessment/physical exam and others.

Student Learning Outcomes:

- \* Demonstrate basic life support skills as required by the National Registry of Emergency Medical Technicians - Basic Practical Exam
- \* Develop and refine basic and advanced skills needed to assess, manage and treat critically ill and injured patients in the out of hospital setting
- \* Demonstrate proper dissemination of patient information in verbal and written form to and from allied health care providers

Prerequisite(s): HLTH1440, and BLGY1321 or BLGY2310 and BLGY2320

(3 C: 0 lect/pres, 3 lab, 0 other)

#### **EMSP 1403 - Introduction to Pharmacology**

Students learn pharmacological concepts, drug legislation and drug categories. Emphasis is placed on medical math and development of equations used in the calculation of medication administration.

Student Learning Outcomes:

- \* Define the basics of pharmacology including, drug schedules, pharmacokinetics, pharmacodynamics and drug profiles.
- \* Calculate formulas commonly used in medical math.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **EMSP 1404 - Emergency Pharmacology for Paramedics**

This course covers the pharmacology portion of the 2010 National Standard Paramedic Curriculum. Students learn pharmacological concepts, drug legislation and drug categories. Emphasis is placed on commonly used drugs in the emergency setting and their effects on body systems. This course will also provide the student with a basic understanding of pharmacology necessary for safe drug administration.

Student Learning Outcomes:

- \* Categorize the indications, contraindications, dosage, routes of administration, precautions and side effects of various medications used in the emergency setting.
- \* Synthesize the basics of pharmacology to each medication used in the pre-hospital setting.
- \* Formulate the dose and volume of each medication to administer in a given scenario.
- \* Contrast the appropriate medication for the corresponding patient condition.

Prerequisite(s): EMSP1403

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **EMSP 1405 - Medical Emergencies**

Topics covered are Hematology, OB/GYN, Toxicology, Gastroenterology, Neurology, Endocrinology and others. Emphasis is placed on understanding pathology and how it relates to specific medical emergencies. Students also learn to put it all together and practice assessment, management and treatment of various medical and traumatic emergencies in scenario based learning.

Student Learning Outcomes:

- \* Perform an assessment on the critically ill or injured patient in a scenario based setting.
- \* Integrate pathophysiological principles with assessment findings.
- \* Formulate a field impression for the patient with a medical or traumatic emer-

gency.

\* Implement a treatment plan for the pre-hospital patient.

\* Describe pathophysiological principles used to assess, manage and treat various types of medical emergencies to include OB/GYN, Neonatal, geriatric, psychiatric, and chronic care patients.

\* Explain the etiology of various types of medical emergencies with respect to acute illness or disease.

Prerequisite(s): HLTH1440, and BLGY1321 or BLGY2310 and BLGY2320  
(3 C: 0 lect/pres, 1.5 lab, 1.5 other)

#### EMSP 1407 - Cardiology I

Emphasis is placed on electrophysiology and pathophysiological principals. Students will learn to identify components on the ECG and measurement standards for cardiology.

Student Learning Outcomes:

\* Explain the electrophysiology of the heart.

\* Describe the anatomy and physiology of the cardiovascular system.

\* Identify components of the ECG.

\* Utilize standards to interpret various rhythms.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### EMSP 1409 - Paramedicine Skills II

This course is the skills component of EMSP1410 and EMSP1404, reflective of the 2010 National Standard Paramedic Curriculum. It will continue to enhance and refine the skills learned in EMSP1402. Fundamental skills of critical cardiac and respiratory related emergencies will be enhanced. More advanced techniques and skills such as rapid sequence intubation, 12-lead application and interpretation, thoracentesis and surgical airways will be explored. Emphasis is placed on scenario-based learning.

Student Learning Outcomes:

\* Perform a complete patient history and physical exam.

\* Formulate a field diagnosis and implement a treatment plan for various patient presentations, to include the use of medications and other advanced level skills.

\* Manage a traumatic, respiratory and cardiac emergency, including cardiac arrest for patients of all ages.

\* Employ advanced invasive procedures when needed to manage a patients airway, cardiovascular and hemodynamic status.

Prerequisite(s): EMSP1404, EMSP1410

(2 C: 0 lect/pres, 2 lab, 0 other)

#### EMSP 1450 - Introduction to Paramedicine Practice

Fundamental elements associated with emergency medical services to include preparatory practices, pathophysiology, medication administration, and relate topics.

Student Learning Outcomes:

\* Demonstrate the roles and responsibilities of a paramedic within the EMS system.

\* Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.

\* Demonstrate proper procedure to administer medications.

\* Illustrate ability to communicate effectively with patients.

\* Understand the medical, legal, and ethical issues relating to EMS practice.

\* Describe the issues impacting the well-being of the paramedic.

Corequisite(s): EMSP1456, EMSP1454, EMSP1452

(3 C: 2 lect/pres, 1 lab, 0 other)

#### EMSP 1452 - Patient Assessment and Airway Management

This course prepares paramedic students to provide pre-hospital care within the scope of practice and capacity of the paramedic to ill or injured individuals. The course focuses on patient assessment, airway control and emergency response and management. In addition, related topics covered include acquiring patient health history, the standard techniques of physical examination, basic thru advanced airway procedures.

Student Learning Outcomes:

\* Perform a history and comprehensive physical exam on various patient populations;

\* Perform by establishing and/or maintaining a patient airway;

\* Demonstrate oxygenation and ventilation of a patient;

\* Differentiate respiratory distress, failure and arrest;

\* Interpret results of monitoring devices used in EMS patient assessments.

Corequisite(s): EMSP1456, EMSP1450, EMSP1454

(4 C: 2 lect/pres, 2 lab, 0 other)

#### EMSP 1454 - Trauma Management

This course covers knowledge and skills in the assessment and management of patients with traumatic injuries.

Student Learning Outcomes:

\* Differentiate the kinematics of trauma as they pertain to mechanism of injury (MOI).

\* Establish and/ or maintain a patent airway, oxygenate, and ventilate.

\* Perform a comprehensive physical exam, including a complete history on trauma patients.

\* Integrate a treatment plan for the trauma patient.

\* Perform invasive procedures as they relate to the trauma patient (e.g. chest decompression, pericardiocentesis, surgical airways, tourniquets, etc)

Corequisite(s): EMSP1456, EMSP1450, EMSP1452

(4 C: 2 lect/pres, 2 lab, 0 other)

#### EMSP 1456 - Clinical Experience 1

Clinical Experience 1, allows the paramedic student to explore the wide variation between ambulance services and individual patient care experience. Upon completion of this clinical experience, the paramedic student will not only be better prepared to complete future clinical rotations, but also have a better understanding of the wide-variety of ALS care techniques and equipment available. Introduces the student to local clinical agencies and prepares the student for clinical activities above the level of EMT. Includes prerequisites required by clinical affiliates, therapeutic communication, primary assessment, history taking, secondary assessment, reassessment, monitoring devices and documentation.

Student Learning Outcomes:

\* Become familiar with the operations, procedures and care provided by the Paramedic in the field.

\* Apply appropriate treatment to patients under the direct supervision of a Paramedic of Hospital staff.

\* Communicate patient findings to the patient and allied health professionals.

\* Demonstrate a treatment plan for the medical and trauma patient of all ages and patient types.

Corequisite(s): EMSP1454, EMSP1450, EMSP1452

(3 C: 0 lect/pres, 0 lab, 3 other)

#### EMSP 1458 - Emergency Pharmacology

This course covers medications commonly used in the pre-hospital setting, how these medications work, and how they are administered. Concepts covered include indications, contraindications, side effects and other issues of concern. Medication administering skills include working with oral, subQ, IM, IO, and IV meds. In addition to providing knowledge of medications currently used in the pre-hospital setting, the course will cover procedures for maintaining preparedness to administer additional medications that may come into the pre-hospital arena.

Student Learning Outcomes:

\* Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.

\* Develop better critical thinking skills through the discussion of medication safety, medication legislation, naming / classification, schedules, pharmacokinetics, storage and security, autonomic pharmacology, metabolism and excretion, mechanism of action, phases of medication activity, medication response relationships and interactions, and toxicity .

\* Practice multiple methods to administer medications common to the pre-hospital environment.

\* Familiarize the student with common medications used within the paramedic scope of practice including, but not limited to: names, effects, indications, routes of administration, dosages, actions, contraindications, complications, side effects, and interactions.

Prerequisite(s): EMSP1450

(3 C: 2 lect/pres, 1 lab, 0 other)

#### EMSP 1460 - Medical Emergencies

This course covers a detailed study of the knowledge and skills necessary to help

reach competence in the assessment and management of patients with medical emergencies. At the completion of this course, the student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the medical patient.

Student Learning Outcomes:

- \* Integrate pathophysiological principles with assessment findings to develop a treatment plan for a medical patient.
- \* Apply appropriate pharmacological treatments to various patient types.
- \* Communicate patient findings to the patient and allied health professionals.
- \* Demonstrate a treatment plan for the medical patient of all ages and patient types.

Corequisite(s): EMSP1458, EMSP1462, EMSP1464

Prerequisite(s): EMSP1450

(4 C: 3 lect/pres, 1 lab, 0 other)

#### EMSP 1462 - Cardiology

This course integrates pathophysiological principles and assessment findings to formulate a field impression; and implement a treatment plan for the cardiac patient.

Student Learning Outcomes:

- \* Integrate pathophysiological principles with assessment findings to develop a treatment plan for a cardiac patient.
- \* Apply appropriate pharmacological treatments to various Cardiac arrhythmias
- \* Communicate patient findings to the patient and allied health professionals.
- \* Demonstrate communication to patient families when communicating end of life issues.

Corequisite(s): EMSP1460, EMSP1464, EMSP1458

Prerequisite(s): EMSP1450

(4 C: 3 lect/pres, 1 lab, 0 other)

#### EMSP 1464 - Clinical Experience 2

This course is the second in a series intended to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains in a supervised clinical setting. Rotations in this course include the emergency department, specialty hospital units, and prehospital shifts. Under the supervision of the field preceptors, students must demonstrate patient care competence and proficiency of skills. Direct supervision is provided by the clinical professional.

Student Learning Outcomes:

- \* Integrate pathophysiological principles with assessment findings to develop a treatment plan for a diverse patient types.
- \* Apply appropriate pharmacological treatments to various Medical and Trauma emergencies.
- \* Communicate patient findings to the patient and allied health professionals.
- \* Demonstrate legal and ethical behavior, safety practices; interpersonal and teamwork skills.

Corequisite(s): EMSP1460, EMSP1458, EMSP1462

Prerequisite(s): EMSP1456

(2 C: 0 lect/pres, 0 lab, 2 other)

#### EMSP 2450 - Special Populations

Focuses on the pre-hospital assessment and management of patients in a specific population including pediatrics, geriatrics, obstetrics/gynecology (OB/GYN), bariatric, vulnerable patients, sexual assault and special needs.

Student Learning Outcomes:

- \* Perform a complete patient history and physical exam for patients of extreme age categories.
- \* Formulate a field diagnosis and implement a treatment plan for various patient presentations, to include the use of medications and other advanced level skills specific to age categories.
- \* Upon Successful completion the students will obtain certification in AHA Pediatric Advanced Life Support
- \* Apply principles of injury prevention to case studies.
- \* Manage various pre-hospital emergencies for patients of the extreme age categories.
- \* Differentiate developmental characteristics of infants and children of varying age groups.

Prerequisite(s): EMSP1458

(3 C: 2 lect/pres, 1 lab, 0 other)

#### EMSP 2452 - EMS Operations

This course focuses on matters related to Emergency Medical Services (EMS) operations, incident and scene safety and awareness, triage, multiple and mass casualty incident operations and medical incident management (command and control of EMS incidents). This course develops an awareness of principles, techniques and procedures necessary to safely and effectively manage an emergency scene. This course is required for students desiring to test for National Registry Paramedic certification.

Student Learning Outcomes:

- \* Describe the components of ground and air EMS operations
- \* Explain the principles of incident management system
- \* Differentiate various types of triage methods used in EMS operations
- \* Classify types of disasters / terrorist incidents and appropriate response
- \* Discuss procedures for responding and operating at crime scenes
- \* Identify types of specialized rescue and hazardous materials response

Corequisite(s): EMSP2450, EMSP2454

Prerequisite(s): EMSP1458

(3 C: 3 lect/pres, 0 lab, 0 other)

#### EMSP 2454 - Clinical Experience 3

This course is the third in a series intended to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains in a supervised clinical setting. Rotations in this course include the emergency department, specialty hospital units, and prehospital shifts. Under the supervision of the field preceptors, students must demonstrate patient care competence and proficiency of skills.

Student Learning Outcomes:

- \* Identify and describe a broad range of medical or traumatic emergencies which present to the student.
- \* Perform a thorough interview and assessments with diverse medical or trauma complaints in the field setting.
- \* Articulate a complete treatment plan for patients in the students care.
- \* Describe how treatments rendered for patient care relate to the care provided by paramedics.
- \* Describe clinical interactions, including a presumptive diagnosis with treatments performed, in an appropriate format
- \* Perform patient care as appropriate for a paramedic (under the supervision of a paramedic/nurse/physician) for patients in the care of the student.

Corequisite(s): EMSP2450, EMSP2452

Prerequisite(s): EMSP1464

(3 C: 0 lect/pres, 0 lab, 3 other)

#### EMSP 2456 - Paramedic Psychomotor Synthesis Lab

This course provides the paramedic student with composition or combination of all psychomotor skills and cognitive knowledge so as to form a whole skill portfolio of an entry level paramedic. This intensive course will culminate with the practical and written portions of the National Registry Paramedic exam. May be repeated once, for credit.

Student Learning Outcomes:

- \* Demonstrate competency of material contained in the National Paramedic curriculum
- \* Apply knowledge in a lab setting to depict competency in psychomotor testing requirements of the MN Emergency Service Regulatory Board and the National Registry of EMTs.
- \* Utilize assessment and techniques of the Paramedic provider in a laboratory setting that depicts competency in psychomotor testing requirements of the MN Emergency Service Regulatory Board and the National Registry of EMTs.

Corequisite(s): EMSP2458

Prerequisite(s): EMSP2450

(2 C: 0 lect/pres, 2 lab, 0 other)

#### EMSP 2458 - Paramedic Capstone Internship

This course provides a summative internship to ensure entry-level competence at the paramedic level. This course is the final in a series of field setting clinical internships. At completion, the student will have provided comprehensive assessment and management for fifty (50) patients in the pre-hospital setting as the Team Lead as defined by CoAEMSP

Student Learning Outcomes:

- \* Demonstrate entry-level competency in a capstone psycho-motor experience
  - \* Demonstrate entry-level competency in a capstone cognitive evaluation.
  - \* Demonstrate entry-level competency in a capstone affective evaluation.
- Corequisite(s): EMSP2456  
Prerequisite(s): EMSP2454  
(3 C: 0 lect/pres, 0 lab, 3 other)

### ENGL 0900 - Writing Fundamentals

This composition course emphasizes foundational principles of writing, including focus, development, organization, clarity, unity, and coherence in paragraphs and brief essays. Students will practice how to generate documents that are understandable for audiences, including how to identify and correct common errors. Emphasis will be placed on increasing written fluency and responding to texts. By the end of the semester, students will have written 4500 words of revised work. This is a college readiness course and does not fulfill college writing requirements.

Student Learning Outcomes:

- \* Write unified, coherent and well developed short essays including but not limited to description, narration, exposition and persuasion.
  - \* Develop controlling ideas with specific and relevant examples and details.
  - \* Organize ideas, anticipating audience expectation.
  - \* Apply editing control as a result of peer and instructor feedback.
  - \* Demonstrate general digital literacy appropriate for college courses using Word files and online learning platforms like D2L Brightspace.
  - \* Select appropriate topics for academic/professional writing.
  - \* Identify characteristics of diverse audiences.
  - \* Respond effectively to various published sources.
- (3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1302 - Analytical Writing

Meets MN Transfer Curriculum Goal Area 1 Communication. This course focuses on research and argument, emphasizing contemporary issues. The course develops the writing, research, analytical, and peer evaluation skills necessary to succeed academically, professionally and personally. Students will produce for grading at least 6,500 words during the semester, including an extensive research paper. This course can be used in place of ENGL 1100 - Writing for the Workplace.

Student Learning Outcomes:

- \* Demonstrate the writing process through invention, organization, drafting, revision, editing and presentation.
  - \* Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
  - \* Locate, analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
  - \* Select appropriate communication choices for specific audiences.
  - \* Construct logical and coherent argument.
  - \* Use authority, point of view, and individual voice and style in writing.
  - \* Employ syntax and usage appropriate to academic disciplines and the professional world.
  - \* Demonstrate the correct use of citation styles appropriate for academic/professional writing (e.g. MLA, APA).
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(4 C: 4 lect/pres, 0 lab, 0 other)

### ENGL 1303 - Technical Writing

Meets MN Transfer Goal 1 - Written Communication. This transferable course will teach students to write effectively for the business world. They will learn how to research, write, and design appealing and productive print and electronic documents. Assignments will parallel the writing demands students will face both in college and in the workplace and may include e-mails, memos, reports, graphics, instructions, proposals, collaborative writing, and descriptions.

Student Learning Outcomes:

- \* Create professional writing, reports, memos, instruction manuals, graphics, marketing materials, formal proposals, and more
- \* Generate professional information products that address audience needs and that accomplish the writer's objectives
- \* Apply strategies for successful collaboration, such as working and communicating on-line with colleagues, setting and achieving project goals, and responding constructively to peers' work

- \* Locate, apply, and document research ethically
- \* Demonstrate proper grammar and mechanics

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1308 - Stretch Analytical Writing I

Meets MN Transfer Curriculum Goal Area 1 - Written Communication. This is an introductory course in college-level composition, and develops written communication skills appropriate for academic and professional settings. This course emphasizes analytical reading, writing processes, composition skills, and critical analysis. Students will produce for grading at least 5,000 words during the semester. This three-credit course is intended for students who score a 62-78 (Next Gen 237-250) on the Accuplacer and is not intended to replace the four-credit English 1302: Analytical Writing. To fulfill the Goal Area One requirement of the Minnesota Transfer Curriculum or the Associate of Arts degree, students who take this course must also complete ENGL 1309: Stretch Analytical Writing II.

Student Learning Outcomes:

- \* Demonstrate the writing process through invention, organization, drafting, revision, editing, and presentation.
- \* Select appropriate communication choices for specific audiences.
- \* Apply critical reading, writing and thinking skills to construct logical and coherent analysis of academic source material.
- \* Synthesize source material including summaries, paraphrases and quotations into original student texts.
- \* Analyze documentation in published research writing uncovering paths to original sources.
- \* Participate effectively in peer reviews, reading actively and responding conscientiously.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1309 - Stretch Analytical Writing II

Meets MN Transfer Curriculum Goal Area 1 - Written Communication. This course emphasizes analysis, research, and argumentation in writing while building on written communication skills developed through previous college coursework. Students will produce for grading at least 5,000 words during the semester, including a well-developed research paper. This course is not an advanced research class and is instead intended for students who have completed English 1308 or an equivalent course accepted in transfer.

Student Learning Outcomes:

- \* Demonstrate the writing process as it relates to academic writing.
- \* Apply research methods to academic writing.
- \* Analyze and synthesize primary and secondary source information from diverse perspectives.
- \* Document sources using standard format and citation style.
- \* Analyze and construct logical, coherent, comprehensive, and well-supported claims and arguments.
- \* Demonstrate critical thinking skills in communication choices for specific audiences.
- \* Participate effectively in groups with emphasis on active listening/observation, critical and reflective thinking, and conscientious responding.

Prerequisite(s): ENGL1308

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1321 - Introduction to Modern Fiction

Meets MN Transfer Curriculum Goal Area 6 and 8 - Humanities, Global Perspective. This course introduces students to the pleasure of reading by focusing on American and global novels published after 1965. Students will analyze and interpret modern literature from diverse authors, genres, and cultural contexts with attention paid to self- and global awareness. Through interaction with various novels, students will engage and formulate theories about fundamental human experiences. Tools for reading and writing critically will be emphasized.

Student Learning Outcomes:

- \* Critically read representative works of modern fiction from American and global authors.
- \* Analyze and appreciate representative works of modern fiction from around the world.
- \* Examine the impact of diversity on the themes of modern fiction.

\* Apply the human universals expressed in novels from around the world to formulate a comparative perspective of cross-cultural social, economic and political experiences.

- \* Recognize and use novel and literary analysis terminology.
- \* Explore literary elements used in novels as social commentary.
- \* Apply perspective gained from literature to personal and global situations.
- \* Evaluate various interpretations of a text and their validity.
- \* Analyze the support/evidence for a particular interpretation.
- \* Conduct research to find materials appropriate to use for literary analysis.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1322 - Introduction to Literature

This course is an introduction to the study of creative literature in order to engage in critical analysis, form aesthetic judgments and develop an appreciation of literature as essential to the survival and enrichment of society. Students will analyze and interpret a variety of different genres (poetry, fiction, and drama) spanning from ancient times to the present, understanding influences and how each piece reflects the time, society, and culture in which it was created. Tools for reading and writing critically will be emphasized.

Student Learning Outcomes:

- \* Explore the scope and variety of creative literature.
- \* Examine literature as expressions of individual and human values within an historical and social context.
- \* Develop an informed personal response to literature.
- \* Analyze the relationship between literature and society.
- \* Analyze literature from various literary viewpoints.
- \* Apply critical thinking skills to achieve clarity in reading, speaking, writing, and listening.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1340 - Introduction to Multicultural Literature

Meets MN Transfer Curriculum Goal Areas 6 and 7 -Humanities and Human Diversity. Multicultural literature features works written by African American, Asian American, Native American, and Latino authors as they intersect with issues of race, gender, class, ethnicity, religion, sexuality, and nationality. Students will read, discuss, and analyze multicultural literature to expand and deepen their experiences with diverse voices and perspectives. This will increase students' understanding of traditions and values of varied cultures necessary for living and working effectively in a society with great population diversity.

Student Learning Outcomes:

- \* Define and apply literary terms in culturally relevant reading selections.
- \* Define and apply glossary terms related to the study of culture.
- \* Uncover and interpret cultural similarities and distinctions via literature.
- \* Examine culturally relevant literary themes and issues rooted in social structures and values.
- \* Analyze cultural issues in literature as expressions of individual and human values within historical periods.
- \* Apply critical thinking to achieve clarity, accuracy, precision, depth, and fair-mindedness to reading, discussing, writing, and listening skills to the culture-based study of literature.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1341 - Introduction to Women's Literature

Meets MN Transfer Curriculum Goal Areas 6 and 7 - Humanities and Human Diversity. This course analyzes women's contributions to the literary canon. Cultural and literary questions raised by women writers throughout history and from different cultural backgrounds will be examined, with particular attention to the relationship between women's social and cultural status and their image in literature. While English and American authors will be emphasized, the course will include global literature.

Student Learning Outcomes:

- \* Explore the scope and variety of women's literature
- \* Analyze the impact of gender on literature and expression
- \* Examine women's literature in relationship to the values, culture, and artistic

expressions of society

- \* Demonstrate an informed personal response to women's literature
- \* Analyze women's literature as expressions of humanity's and women's values within a historical period
- \* Consider the writing styles women have used to explore societal roles and the search for identity
- \* Apply critical thinking skills to achieve clarity, accuracy, precision, depth and fair-mindedness to reading, speaking, writing and listening skills
- \* Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1342 - Middle Eastern Literature

Meets MN Transfer Goals 6 and 8 - Humanities and Global Perspective. This course attempts to reflect a growing academic interest in the Middle East and its distinguished literary tradition in context of historical, social, and cultural structures and values in Literature. Novels, short stories, and poetry from Arab, Jewish, and Persian backgrounds are covered.

Student Learning Outcomes:

- \* Define Middle Eastern Literature
- \* Recognize cultural distinctions
- \* Differentiate types of Middle Eastern Literature
- \* Identify different themes within the Middle Eastern Literature
- \* Relate themes of Middle Eastern Literature to culture and tradition
- \* Apply critical thinking skills to achieve clarity, accuracy, precision, depth, and fair-mindedness to reading, writing, speaking, and listening skills
- \* Analyze Middle Eastern Literature in relationship to the values, cultural and artistic expressions of society
- \* Examine the relationship of spirituality in the culture as expressions of literature

\* Interpret presented cultural, social, spiritual issues and ideas in relation to one's own experiences

\* Analyze literature about cultural issues in relationship to the values, culture, and artistic expressions of society

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 1345 - Gender in Literature

Meets MN Transfer Curriculum Goal Areas 6 and 7 - Humanities and Human Diversity. This course explores the portrayal of gender roles (experience and perspectives), gender identity, and sexual identity/orientation in context of historical, social, and cultural structures and values in literature. Students will read, discuss, and analyze literature to expand and deepen their experiences with issues related to gender. Students will apply critical thinking skills to the gender-based study of literature.

Student Learning Outcomes:

- \* Define and apply literary and gender-related glossary terms.
- \* Identify and examine gender themes and issues within literature to build knowledge of culture and tradition.
- \* Interpret presented gender issues and ideas in relation to one's own experiences.
- \* Examine gender themes and issues in context of social structures and values.
- \* Analyze gender issues in literature as expressions of individual and human values within historical periods.
- \* Examine gender issues as expressions in literature.
- \* Analyze gender issues in literature as they relate to the values, culture, and artistic expressions of society.

\* Apply critical thinking skills to achieve clarity, accuracy, precision, depth, and fair-mindedness to reading, discussing, writing, and listening to the gender-based study of literature.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 2310 - Introduction to Creative Writing

Meets MN Transfer Curriculum Goal Areas 1 and 6 - Written Communication and Humanities. Students will learn the principles and methods of basic creative writing for poetry, fiction, and creative nonfiction with a focus on developing

the creative process. Through a variety of methods, students will deepen their appreciation for and ability to produce creative writing. Students will develop the ability to express themselves through poetry, fiction, and creative nonfiction as well as an appreciation for creative works of the past and present, resulting in a creative writing portfolio.

Student Learning Outcomes:

- \* Critique short fiction, creative nonfiction, and poetry of past and present.
- \* Implement a variety of creative writing methods, including developing voice, creating imagery, and crafting character, setting, and structure.
- \* Analyze the connections between personal experience and creativity
- \* Create and edit poems, short works of fiction and creative nonfiction.
- \* Develop creative thought and expression through writing poetry, fiction, and nonfiction.
- \* Demonstrate the writing process through invention, organization, drafting, revision, editing and presentation.
- \* Participate effectively in writers' workshops with emphasis on listening, critical and reflective thinking, and responding.

Prerequisite(s): ENGL1302, or ENGL 1308 and ENGL 1309  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGL 2315 - Literature from our Latinx Communities

Meets MN Transfer Curriculum Goal Areas 6 and 7 -Humanities and Human Diversity. This survey course features literature of authors from a variety of Latinx communities in Minnesota and the United States. Students will explore how the written works reflect issues of language, national origin, immigration, skin color, gender, and sexuality. Students will be exposed to the diversity of the authors' experiences in the U.S. through a variety of genres and cultural expressions, such as poetry, fiction, non-fiction, and memoirs. Students will read, discuss, and analyze Latinx literature by authors living in the U.S. to develop a lens for understanding the diverse Latinx cultures in Minnesota and the United States.

This course is cross-listed as SPAN 2315. Students taking ENGL 2315 will read English translations of the text and submit their assignments in English. Those taking SPAN 2315 will read the texts in the original Spanish and submit their assignments in Spanish.

Student Learning Outcomes:

- \* Differentiate terms and concepts such as Latino/a, Latinx, Latinidad, Hispanic, and Chicano.
- \* Examine cultural differences and similarities among the literary production of different groups of Latinx in MN and the U.S.
- \* Recognize how the migration experience, national origin, skin color, gender, or sexuality shape the intersectional experiences and tensions of Latinx in the U.S.
- \* Explain how the bilingual and bicultural experience of Latinx informs their discourses.
- \* Examine themes and issues rooted in social structures and values from a literary perspective.
- \* Uncover traditions and values of various Latinx cultures necessary for living and working effectively in a diverse population.
- \* Analyze cultural and social issues in literature as expressions of the Latinx experience within historical periods.
- \* Examine the contributions of major authors in the Latinx tradition.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGR 1500 - Introduction to Engineering

This course provides comprehensive information about diverse engineering disciplines, and roles, responsibilities, required skills, and aptitudes of engineers of diverse disciplines. This course provides exposure to the engineering profession through the incorporation of the imperative skills - networking with other students and professionals, team work, engineering design, computer skills, ethical decision-making, time management, and communicating to diverse audiences. Students are also introduced to engineering fundamentals through group projects and learn teamwork skills necessary for success in academics and as modern professional engineers. Engineers representing diverse disciplines will also present to students on their specific branch of engineering.

The 3 credit option for this class meets Mn Transfer Curriculum Goal Area 9 Ethical and Civic Responsibility. Students taking the 3 credit option will explore philosophical conceptions of morality, justice and value. Through an examina-

tion of major ethical theories, both contemporary and classical, the course reveals the relationship between ethical theory and ethical practice, particularly as it relates to careers in engineering and other STEM (Science, Technology, Engineering, and Mathematics) professions.

Student Learning Outcomes:

- \* For students enrolled in the 2 and 3 credit option:  
Compare the diverse engineering disciplines based on research and class activities.
- \* Summarize codes of ethics and responsibilities of professional engineers.
- \* Identify basic software used by engineers.
- \* Create group design projects explaining the tasks performed to achieve design objective.
- \* Explain engineering design processes.
- \* Additional outcomes for students enrolled in the 3 credit option:  
Summarize a diverse range of philosophical thought and writings in the area of ethics.
- \* Articulate and apply a personal system of ethics.
- \* Analyze the basis of moral values in legal, social and scientific issues as expressed in contemporary and classical works in philosophy.
- \* Apply core theoretical concepts in ethics to specific issues in the engineering and other STEM professions.
- \* Utilize campus services, programs, and resources that promote student success and lifelong learning.

Prerequisite(s): MATH1300 or Appropriate Placement Score.  
( Variable C: 3 lect/pres, 0 lab, 0 other)

### ENGR 2500 - Statics

This course will cover advanced statics and physics concepts through the use of calculus and other math skills. It will introduce static force calculations as they are applied to specific rigid bodies. It will also introduce the key concepts of friction, equilibrium, centroids, and center of gravity of structures.

Student Learning Outcomes:

- \* Examine various theoretical and practical concepts of statics used by engineers, physicists, and other scientific professionals.
- \* Perform calculations using vectors to solve various mechanics problems.
- \* Determine centroids of 2D and 3D shapes.
- \* Design free-body diagrams for members of multi-body structures.
- \* Analyze joint reaction loads for multi-body structures.
- \* Solve internal loads in beams and cables.
- \* Determine friction effects on structures.
- \* Examine the principle of virtual work.
- \* Communicate how statics theory draws conclusions about everyday real-world situations.

Prerequisite(s): PHYS2310 or MATH2311  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGR 2505 - Dynamics

This course will cover advanced dynamics and physics concepts through the use of calculus and other math skills. It will introduce key concepts of kinematics and kinetics of particles, systems of particles and rigid bodies. It will also introduce the key concepts of work, energy, linear and angular impulse momentum, motion, and vibrations.

Student Learning Outcomes:

- \* Examine various theoretical and practical concepts of dynamics used by engineers, physicists, and other scientific professionals.
- \* Evaluate kinematic calculations for particles and rigid bodies in 3D, in inertial and non-inertial reference frames.
- \* Solve kinematic calculations for particles and rigid bodies in 2D.
- \* Identify the fundamental differences between 2D and 3D kinetics.
- \* Analyze plane motion and curvilinear motion equations.
- \* Compare work and energy.
- \* Describe translation and rotation.
- \* Perform mechanical vibration calculations.
- \* Communicate how dynamics theory draws conclusions about everyday real-world concepts.

Prerequisite(s): ENGR2500  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENGR 2510 - Engineering Thermodynamics

This course covers the basic concepts of thermodynamics and their applications



for pure substances. It offers the basic skills essential for designing and evaluating everyday engineering systems. It emphasizes temperature, pressure, heat and heat transfer, properties of substances, and applications of the thermodynamics laws to the analysis of heat engines, refrigeration systems, gas mixtures, and reactions. This is a preparatory course for other innovative courses in the fields of thermodynamics, heat transfer and energy conversion.

Student Learning Outcomes:

- \* Use British Engineering (B.E.) and SI unit systems for all thermodynamic quantities.
  - \* Define temperature, heat, and work in terms of thermodynamics.
  - \* Describe the Zeroth, the First, and the Second laws of thermodynamics.
  - \* Apply the first law of thermodynamics to systems.
  - \* Solve thermodynamics problems using the second law of thermodynamics.
  - \* Demonstrate knowledge of the idea of absolute temperature scale.
  - \* Analyze diverse statements of the second law of the thermodynamics and identify characteristics those make thermodynamics processes irreversible.
  - \* Calculate the Carnot efficiency of thermodynamics cycle.
  - \* Diagram graphs of pressure-specific volume and entropy-temperature.
  - \* Calculate various thermodynamic parameters including temperature, pressure, volume, molar mass, and gas constant at critical points using the tables for diverse materials and common gases.
  - \* Use the tables for ideal gases, compressed liquid air, superheated vapor, and refrigerant 134a to solve problems to calculate thermodynamic properties such as temperature, saturation pressure, and enthalpy.
  - \* Analyze and solve problems related to behavior of gas mixtures.
- Prerequisite(s): CHEM1350, PHYS2310 or MATH2311  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### ENGR 2515 - Linear Circuit Analysis I

This is an introductory course in electrical circuits for engineering major students and it provides a survey to the fundamentals of electricity. It provides exposure to the circuit theorems, circuit laws, and circuit analysis techniques. Students are familiarized with the application of circuits simulation software for the circuits analysis. The laboratory component associated with this course provides noteworthy experience in various experimental procedures such as laboratory safety, collective learning, designing circuits, analyzing circuits, and troubleshooting circuits.

Student Learning Outcomes:

- \* Demonstrate the aptitude to convert units used in electrical engineering through problem solving.
  - \* Interpret simple to complex circuits, laws, and measurements.
  - \* Appraise electrical circuits using circuits simulation software.
  - \* Describe the rules and theorems used for the analysis of circuits.
  - \* Calculate the equivalent resistance of numerous resistors connected in series, parallel or combination of both.
  - \* Evaluate electrical circuits using Kirchhoff's current and voltage laws, and Ohm's law.
  - \* Determine the circuitry parameters using the mesh current method and the node voltage method.
  - \* Apply circuits theorems such as Thevenin's, Norton's and superposition theorems to electric circuits.
  - \* Invent the equivalent capacitance of several capacitors connected in series and/or parallel.
  - \* Analyze RC Circuits, RL Circuits and a series LRC Circuits.
  - \* Review laboratory safety procedures and techniques.
  - \* Construct electrical circuits schematically, and physically and accomplish measurements using electronic test equipment.
  - \* Illustrate the skills in using electrical measuring devices including digital oscilloscopes, multimeters, signal generators, A.C. and D.C. power supplies in laboratory.
  - \* Verify theoretical calculations through performing measurements of critical parameters.
  - \* Communicate experimental results through presentation to peers and faculty.
- Prerequisite(s): MATH2320, PHYS2320 or MATH2321  
(4 C: 3 lect/pres, 1 lab, 0 other)

#### ENGR 2520 - Mechanics of Materials

This course introduces students to the fundamental concepts of mechanics of materials and basic properties of engineering materials. It covers stresses deformations, stress-strain relationships, torsions, beams, shafts, and columns, elastic

deflections in beams, combined loading, and combined stresses. Students will be familiarized with the analysis and design of structural member under axial loads, torsion, bending, shear, and combined loading.

Student Learning Outcomes:

- \* Understand the vital concepts of stress, strain, failure, and strain energy.
  - \* Draw a perfect free body diagram to check the equilibrium of a rigid body.
  - \* Define elastic limit, yield strength, ultimate strength, and modulus of elasticity.
  - \* Describe ductile and brittle behavior of materials.
  - \* Calculate stress and strain in axial loading.
  - \* Analyze and design structural member under axial and torsional loading.
  - \* Define plastic deformation in circular shafts.
  - \* Differentiate between normal stress and shear stress, extensional strain and shear strain and the corresponding material properties.
  - \* Utilize Mohr's circle method to determine principal stresses, principal planes, and maximum shear stress under numerous combinations of bending, torsion, and axial loads.
  - \* Compute the acute buckling load of a column.
  - \* Utilize the equation of elastic curve to calculate deflection.
  - \* Investigate statically indeterminate structures.
  - \* Design simple bars, beams, and circular shafts for tolerable stresses and loads.
- Prerequisite(s): ENGR2500, MATH2320, MATH2321  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### ENVR 1305 - Environmental Science

This course meets MN Transfer Goal Areas 3 and 10 - Natural Sciences and People and the Environment. This introductory course surveys the processes that shape our planet and examines the Earth's structure and the fundamental interactions between its systems such as atmosphere, water, landscape, biologic processes, and human activities. The course introduces the principles of environmental science to understand the interactions of systems and cycles, feedback mechanisms, modes of system change, and the human environment using case studies. The course is intended for an audience of both Environmental Science majors and non-science majors who are interested in learning about how the Earth works, how the Earth changes, and how that relates to human society.

Student Learning Outcomes:

- \* Describe the functions of basic Earth system components.
  - \* Demonstrate the application of scientific principles in terms of Earth systems.
  - \* Apply the theoretical concepts of scientific methods.
  - \* Describe the atmospheric components and impact of anthropogenic pollutants.
  - \* Articulate the spatial distribution and integration of the Earth system.
  - \* Examine the relationship of Earth systems and the human community.
  - \* Investigate the integration of these systems with each other and the human environment.
  - \* Identify critical aspects of water sources in the hydrological cycle.
  - \* Explain the principles of energy and differentiate between different forms of energy.
  - \* Explain ecological concepts and how biological evolution led to biodiversity of life on the earth.
  - \* Examine the basis for grouping plant communities in biomass.
  - \* Define the principles of environmental sustainability.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(4 C: 3 lect/pres, 1 lab, 0 other)

#### ENVR 1310 - Environmental Issues

This course meets MN Transfer Goal Area 3 and 10 - Natural Sciences and People and the Environment. The Environmental Issues course introduces students to tools and methods to characterize the ecosystem and identify issues. These tools and methods will help students explore important environmental issues such as air and water pollution, water supply, climate change, agriculture and food supply, environmental health, ecosystem disruption, environmental ethics, and energy resources. The course explores the scientific based research and engineering aspects of these issues and also addresses the social implications. Throughout the semester multiple techniques and innovative approaches will explore alternative solutions to living on Earth and protecting its environment for the long term, sustainable future.

Student Learning Outcomes:

- \* Apply the theoretical concepts of scientific methods.
- \* Describe the scientific basis of major environmental issues.

- \* Compare a variety of social approaches to addressing environmental issues.
  - \* Identify the impact of human population increase on human environmental health.
  - \* Explain the impact of society, politics, culture, economics, values, and scientific information on decision making about environmental issues.
  - \* Distinguish characteristics of pollutants' major groups in environmental toxicology.
  - \* Articulate issues of endangered species and loss of biodiversity.
  - \* Identify the issues of agriculture and food security.
  - \* Explain the difference between efficient use and conservation of energy.
  - \* Contrast the issues of renewable and non-renewable energy.
  - \* Assess the major air and water issues in the world.
  - \* Articulate human impacts on atmosphere and global climate.
  - \* Describe issues related to soil.
  - \* Illustrate the impact of social, psychological, economic and political issues on global environmental issues.
  - \* Apply communication skills to answer questions about environmental issues.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENVR 1315 - Natural Resource Conservation

Meets MN Transfer Goal Area 3 and 10 - Natural Sciences and People and the Environment. This is an introductory course in natural resource conservation. It includes a survey of the distribution of the world's natural resources, resource use, abundance, scarcity, and possible solutions to resource and environmental challenges. The course provides comprehensive coverage of a variety of local, regional, national and global resource and environmental issues. The course will address environmental challenges and sustainability solutions. The course provides knowledge about both renewable resources such as soil, forests, water, and wildlife, and nonrenewable resources such as oil, metals, and minerals.

Student Learning Outcomes:

- \* Describe natural resources conservation and management concepts
- \* Apply scientific methods for natural resources.
- \* Identify the tools for creating a sustainable future of natural resources.
- \* Find solutions to manage the natural resources.
- \* Demonstrate how to build the future of natural resources.
- \* Articulate solutions for the human population challenge.
- \* Contrast the challenge and management of world hunger and food security.
- \* Assess soil conservation and sustainable agriculture practices.
- \* Explain integrated pest management concepts.
- \* Design a sustainable management model for water resources.
- \* Explain forest management practices.
- \* Illustrate plant and animal extinction issues and challenges.
- \* Create a model for wildlife management practices.
- \* Construct sustainable waste management practices.
- \* Explain global warming and climate change concepts.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ENVR 2305 - Field Methods in Environmental Science

This course is designed to introduce and train students in environmental science field methods. These methods will identify issues in the environment that are caused by either human activities or natural disasters and discover the cause of the problems. The course will contain several topics in environmental science such as water quality of surface water and ground water, air quality, soil health, glacial deposition, and the reconstruction of paleoenvironments.

Student Learning Outcomes:

- \* Apply environmental science methods
- \* Explain what happens in field and laboratory settings.
- \* Develop research questions related to environmental issues
- \* Implement research methods to evaluate real-life environmental issues.
- \* Identify sources of environmental issues in the field.
- \* Demonstrate technical skill in the running of field equipment.
- \* Demonstrate proper field sample collection protocols.
- \* Exhibit the ability to work in interdisciplinary teams in the field and laboratory setting.

Prerequisite(s): ENVR1305

(3 C: 2 lect/pres, 1 lab, 0 other)

### ENVR 2350 - Environmental Chemistry

Meets MN Transfer Curriculum Goal areas 3 and 10. This course is designed as an introduction to the chemical processes impacting global environmental issues. The course will use principles of chemistry to understand chemical reactions in five spheres. A major focus in this course will help students understand the human impacts of the environment's chemical processes on local and global scales. Students will examine the fate of organic chemicals by using equilibrium methods. The course will introduce the relationship between chemical processes and global cycles such as carbon, nitrogen, sulfur, phosphorus, and mercury. Students will discuss the effects of toxicological chemicals on the environment and human health. Several experiments of sampling and analyzing environmental samples will be applied in this course.

Student Learning Outcomes:

- \* Apply chemical concepts to five environmental spheres including atmosphere, hydrosphere, biosphere, geosphere, and anthroposphere.
- \* Identify the impacts of chemical processes on global cycles.
- \* Explain the influence and fate of organic and inorganic contaminants on the environment.
- \* Apply the theories of chemistry to the global model system.
- \* Design a model of human influence on natural capital.
- \* Use analytical skills to identify the impacts of chemicals on the bio-physiological system.
- \* Explain approaches of sustainable and alternative materials used for energy.
- \* Design practical analytical experiments to demonstrate the influence of chemical processes on the environment.

Prerequisite(s): CHEM1350

(4 C: 3 lect/pres, 1 lab, 0 other)

### ENVR 2370 - Internship in Environmental Science

This course offers training and experience for students in the field of environmental science. The internship experience is both an academic and professional experience. Students need to work a minimum 96 hours to meet the requirements of the course. After completing the internship, students need to write an analytical paper that integrates their knowledge and professional experience.

Student Learning Outcomes:

- \* Demonstrate a real work experience for students in the field of environmental science through out observing issues and applying procedures and techniques.
- \* Develop professional networks with companies and organizations.
- \* Apply mathematical and scientific methods to solve environmental issues.
- \* Analyze data in a work place environment.
- \* Practice new technologies and managements.

Prerequisite(s): ENVR1310, ENVR1315, ENVR2350, ENVR1305

(2 C: 0 lect/pres, 0 lab, 2 other)

### ESOL 0710 - Foundations for Grammar and Writing

This course will focus on basic writing and grammar skills. It will help build writing and grammar fluency for academic purposes. The course will emphasize foundational grammatical structures and the mechanics of American English. Students will develop cultural knowledge related to Minnesota and the United States to compose context-appropriate written material. This course will help students develop strategies for continuous language development. To maximize student learning, this course has been developed to be taken with ESOL 0720 and ESOL 0730. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Use verb tenses with increasing accuracy.
- \* Memorize irregular verbs.
- \* Use basic functions of online learning platforms.
- \* Demonstrate an understanding of cultural context clues needed to create appropriate written materials.
- \* Formulate affirmative, interrogative, and negative statements with standard grammar.
- \* Employ basic English grammatical structure.
- \* Compose simple, compound, and complex sentences.
- \* Write using various methods of development.
- \* Use the conventions of academic English to write clear and concise sentences and paragraphs.
- \* Revise written work for structural, grammatical, and mechanical errors.

(4 C: 4 lect/pres, 0 lab, 0 other)

**ESOL 0720 - Foundations of Reading and Vocabulary**

This course will focus on basic vocabulary building and reading fluency for academic purposes. The course will emphasize academic vocabulary and word formation. Students will develop cultural knowledge related to Minnesota and the United States to understand context-based written materials. Students will explore reading through a variety of materials including novels, newspapers, textbooks, and the internet. Students will develop strategies for continuous language development. To maximize student learning, this course has been developed to be taken with ESOL 0710 and ESOL 0730. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Recognize common roots, suffixes, and prefixes.
  - \* Memorize academic vocabulary.
  - \* Use cultural context clues to comprehend written material.
  - \* Create level-appropriate oral and written responses to readings.
  - \* Use level-appropriate vocabulary at both the receptive and productive levels.
  - \* Apply strategies for increasing vocabulary knowledge.
  - \* Identify topic sentences and main ideas of a variety of written material.
  - \* Recognize major details.
  - \* Summarize short passages to demonstrate understanding.
- (4 C: 4 lect/pres, 0 lab, 0 other)

**ESOL 0730 - Foundations of Speaking and Listening**

This course provides foundational speaking and listening support for students who need help in both an academic and daily setting. Students will demonstrate accurate pronunciation and develop comprehension skills for lectures and discussions. Students will develop cultural knowledge related to Minnesota and the United States to communicate verbally in US academic settings. To maximize student learning, this course has been developed to be taken concurrently with ESOL 0710 and ESOL 0720. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Demonstrate comprehension of classroom and daily directions.
  - \* Produce appropriate pronunciation for general intelligibility.
  - \* Formulate requests for clarification.
  - \* Develop understanding of cultural context clues needed to communicate in US culture.
  - \* Model academic and general conversation behavior.
  - \* Develop vocabulary knowledge for academic and general conversations.
  - \* Summarize lectures and discussions.
  - \* Recognize academic language and vocabulary.
  - \* Apply language skills to general topics in-group discussions.
  - \* Demonstrate speaking and listening skills in impromptu situations.
- (4 C: 4 lect/pres, 0 lab, 0 other)

**ESOL 0810 - Writing for Academic Purposes**

This course will focus on writing and grammar skills necessary for academic success. Students will improve their grammar, writing fluency, editing skills, and ability to write short paragraphs. Students will also learn to use technology to advance their writing and editing skills, as well as work on formatting documents for an academic audience. Students will deepen cultural knowledge related to Minnesota and the United States to compose context-appropriate written material. To maximize student learning, this course has been developed to be taken with ESOL 0820 and ESOL 0830. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Write short paragraphs with a variety of sentence types.
- \* Organize writing according to chronological order, listing, and description.
- \* Utilize appropriate vocabulary and verb forms, keeping in mind audience and purpose.
- \* Identify cultural context clues needed to create appropriate written materials.
- \* Use punctuation with increasing accuracy.
- \* Produce coherent and grammatically correct paragraphs by utilizing the writing process.
- \* Demonstrate basic competency in using online learning platforms.
- \* Apply academic writing practices in online learning platforms for discussions,

essays, and quizzes.

- \* Develop a controlling idea with specific and relevant examples and details.
  - \* Evaluate and revise writing as a result of individual, peer and instructor feedback.
  - \* Incorporate academic standards into summary writing.
- Prerequisite(s): ESOL0710 or Appropriate Placement Score.  
(4 C: 4 lect/pres, 0 lab, 0 other)

**ESOL 0820 - Reading for Academic Purposes**

In this course students will be introduced to vocabulary building techniques as well as comprehension strategies. Course materials will focus on diverse fiction and non-fiction reading materials prevalent in both career and college courses, including college textbooks. Students will deepen cultural knowledge related to Minnesota and the United States to understand context-based written materials. Students will begin to build a strong academic foundation necessary for success in reading intensive courses. To maximize student learning, this course has been developed to be taken with ESOL 0810 and ESOL 0830. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Analyze common roots, prefixes and suffixes.
  - \* Apply understanding of academic vocabulary.
  - \* Use context clues for determining word meaning.
  - \* Identify how cultural context informs reading.
  - \* Identify topic, main idea, and supporting details.
  - \* Differentiate implied and stated main ideas in expository and narrative texts.
  - \* Demonstrate active reading strategies.
  - \* Summarize academic texts to monitor comprehension.
- Prerequisite(s): ESOL0720 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

**ESOL 0830 - Speaking and Listening for Academic Purposes**

This course provides foundational speaking and listening skills needed for success in academic and daily settings. Students will develop notetaking skills related to lectures, speaking skills for academic and professional communication, and listening skills for professional and academic communication. Students will deepen cultural knowledge related to Minnesota and the United States to communicate verbally in US academic settings. To maximize student learning, this course has been developed to be taken with ESOL 0810 and ESOL 0820. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Categorize lecture patterns and topics.
- \* Apply level-appropriate academic discussion skills.
- \* Produce appropriate pronunciation for academic communication.
- \* Identify how cultural context informs speaking and listening.
- \* Examine academic lecture topics.
- \* Analyze lectures and academic discussions.
- \* Identify verbal and nonverbal language markers in academic communication.
- \* Distinguish topic, main idea, and details in lectures and discussions.
- \* Employ academic language and vocabulary.

Prerequisite(s): ESOL0730 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

**ESOL 0910 - Writing for College**

Students in this course will develop writing necessary for college. Students will improve their writing skills to write short essays. This course introduces academic research in multi-modal writing including various types of essays and academic summaries using sources. Students will be introduced to secondary sources and the ethical inclusion of those into their essays. Students will expand cultural knowledge related to Minnesota and the United States to compose context-appropriate written material. To maximize student learning, this course has been developed to be taken with ESOL 0920 and ESOL 0930. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Write short essays with basic introductions, thesis statements, and conclusions.
- \* Organize writing according to various patterns.
- \* Use a word processing program to write and format essays.
- \* Utilize cultural context clues needed to create appropriate written materials.

- \* Select appropriate topics for college writing.
  - \* Employ the mechanics and conventions of academic English for essay writing.
  - \* Apply editing skills based on individual, peer, and instructor feedback.
  - \* Practice the correct use of citation styles.
  - \* Incorporate sources through use of summary, paraphrase, and quotation.
- Prerequisite(s): ESOL0810 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### ESOL 0920 - Reading for College

In this course students will increase their proficiency in reading strategies, vocabulary acquisition and comprehension. Using academic and professional reading material, students will learn a set of reading techniques to help them become strategic readers and learners. Students will read increasingly longer, diverse, and more complex college-level and expository texts. They will learn to apply these reading strategies to concurrent and subsequent courses. Students will expand cultural knowledge related to Minnesota and the United States to understand context-based written materials. To maximize student learning, this course has been developed to be taken with ESOL 0910 and ESOL 0930. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Analyze textbook features for comprehension.
- \* Apply various notetaking methods.
- \* Utilize various context clues for determining word meaning.
- \* Identify topic, stated and implied main ideas, and major and minor details.
- \* Evaluate a variety of college-level texts.
- \* Determine purpose and tone in expository and narrative texts.
- \* Discriminate facts versus opinions.
- \* Demonstrate digital literacy appropriate for college level courses.
- \* Utilize cultural context clues needed to comprehend academic written materials.
- \* Demonstrate comprehension of college-level texts from various disciplines.

Prerequisite(s): ESOL0820 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ESOL 0930 - Speaking and Listening for College

This course provides foundational speaking and listening skills needed for success in academic settings. Students will learn to take notes from lectures, to give academic presentations and to accurately understand and produce American English speech patterns and pronunciation. Students will expand cultural knowledge related to Minnesota and the United States to communicate verbally in US academic settings. To maximize student learning, this course has been developed to be taken with ESOL 0910 and ESOL 0920. This course provides an equitable opportunity for non-native speakers of English to improve the skills necessary to succeed in college-level classes.

Student Learning Outcomes:

- \* Recognize lecture organizational patterns, themes and topics.
- \* Analyze topic, main idea, and details in lectures and discussions.
- \* Produce appropriate pronunciation, intonation, rhythm and stress in speaking.
- \* Distinguish academic language used in various college disciplines.
- \* Apply notetaking methods based on college lectures and other academic discourse.
- \* Interpret verbal and nonverbal language markers in a lecture.
- \* Select appropriate vocabulary and language for academic communication.
- \* Develop academic study skills and behaviors.
- \* Analyze college-level lectures and discussions.
- \* Utilize cultural context clues needed to comprehend academic lectures.

Prerequisite(s): ESOL0830 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### ETEC 1507 - Digital Electronics

The primary goals of this course are to help individuals acquire a fundamental knowledge of digital electronics, Boolean algebra, digital devices, analog to digital conversion and digital to analog conversion, and how to apply their knowledge and skills through problem solving, simulation and practical projects.

Student Learning Outcomes:

- \* Draw and interpret digital logic and schematic diagrams.
- \* Write Boolean logic statements.
- \* Correctly fill out and interpret truth tables.
- \* Design and build basic digital logic decision and interface circuits.
- \* Design and build basic timing, counter circuits.

- \* Convert between binary, octal, hexadecimal, and decimal number systems.
- \* Use a PLD (programmable logic device) to implement a Boolean logic statement.

(3 C: 1 lect/pres, 2 lab, 0 other)

### ETEC 1511 - DC Electronics

This is a foundational course in direct current (DC) electricity. This course is designed for students who have no previous experience with electricity. The primary goals of this course are to help individuals acquire a solid foundation in the theories and laws of direct current (DC) electricity, and to apply their knowledge and skills through problem solving, simulation, and practical projects.

Student Learning Outcomes:

- \* Analyze series and parallel DC circuits using Ohms law.
- \* Measure DC voltage, current, and resistance.
- \* Draw and interpret basic electrical schematic diagrams.
- \* Test DC power sources.
- \* Select the appropriate size wire for specific applications.
- \* Calculate power consumption and losses in basic electrical systems.
- \* Identify and apply appropriate safety procedures.

(3 C: 1 lect/pres, 2 lab, 0 other)

### ETEC 1512 - AC Electronics

This is a fundamental course in alternating current (AC) electricity. This course is designed for students who have a fundamental knowledge and understanding of the theory and laws of direct current (DC) electricity. The primary goals of this course are to help individuals gain the knowledge and skills necessary to troubleshoot and repair single and three phase AC powered systems and equipment. Individuals will apply these skills through problem solving, simulation, and practical projects.

Student Learning Outcomes:

- \* Measure single and three phase voltage.
- \* Define and demonstrate single and three phase capacitor circuits.
- \* Describe and connect single and three phase inductor circuits.
- \* Explain and apply single and three phase transformer circuits.
- \* Measure phase angles between voltage and current.
- \* Draw and interpret basic electrical schematic diagrams.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC1511

(3 C: 1 lect/pres, 2 lab, 0 other)

### ETEC 1515 - Safety Awareness

This course design aligns with the Manufacturing Skill Standards Council's (MSSC) assessment and certification system for Safety. The course curriculum follows federally endorsed national standards for production workers. This course will introduce OSHA standards relating to personal protective equipment, HAZMAT, tool safety, confined spaces, and others.

Student Learning Outcomes:

- \* Identify appropriate safety procedures in given situations.
- \* Interpret Safety Data Sheet (SDS) sheets that are compliant with the Globally Harmonized System.
- \* Apply OSHA standards to given situations.
- \* List and demonstrate the steps for lockout and tag out procedures.
- \* Acquire awareness to the Minnesota Employee Right to Know Act.

(2 C: 2 lect/pres, 0 lab, 0 other)

### ETEC 1517 - Maintenance Process and Production

This course is designed to align with the Manufacturing Skill Standards Council's (MSSC) assessment and certification system for Manufacturing Processes.

The course curriculum is based upon federally-endorsed national standards for production workers. This course emphasized, Just-In-Time (JIT) manufacturing principles, basic supply chain management, communication skills, and customer service.

Student Learning Outcomes:

- \* Identify customer needs
- \* Determine resources available for the production process
- \* Set up equipment for the production process
- \* Set team production goals
- \* Make job assignments
- \* Coordinate work flow with team members and other work groups

- \* Communicate production and material requirement and product specifications
  - \* Perform and monitor the process to make the product
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### ETEC 1524 - Print Reading and Design

This is a foundational course in industrial print reading. This course is designed for students who have no previous experience with print reading. The primary goals of this course are to help individuals acquire a solid foundation in print reading, mechanical drafting concepts, and machine layout tools to transfer measurements from drawing to stock. Student will be able to understand and read piping and instrumentation diagrams (PandID).

Student Learning Outcomes:

- \* Describe the three principal views and dimensions of a 3-view drawing and accurately draw a 3-view of a simple object.
  - \* Explain the requirements of an isometric drawing and produce an accurate isometric drawing of a simple object.
  - \* Explain the basic rules of interpreting a mechanical drawing.
  - \* Demonstrate the ability to read a mechanical drawing.
  - \* Identify information found on a title block using a PandID.
  - \* Using a PandID legend, identify the valve symbols used on piping and instrumentation diagrams including gate, globe, butterfly, check, and safety valves.
  - \* Using a PandID legend, identify the types of valve operators used including pneumatic (diaphragm), motor, hydraulic, and solenoid operated.
  - \* Discuss the major flow path found on a PandID example.
  - \* Identify and apply appropriate safety procedures.
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### ETEC 1526 - Quality Practice

This course is designed to align with the National Skills Standard assessment and certification system for Quality Practices. The course curriculum is based upon federally-endorsed national standards for production workers. Emphasis is placed on Continuous Improvement concepts and how they relate to a quality management system. Students will be introduced to a quality management system and its components. These include corrective actions, preventative actions, control of documents, control of quality records, internal auditing of processes, and control of non-conforming product.

Student Learning Outcomes:

- \* Participate in periodic internal quality audit activities.
  - \* Check calibration of gages and other data collection equipment.
  - \* Suggest continuous improvements.
  - \* Inspect materials and product/process at all stages to ensure they meet specifications.
  - \* Document the results of quality tests.
  - \* Communicate quality problems.
  - \* Take corrective actions to restore or maintain quality.
  - \* Record process outcomes and trends.
  - \* Identify fundamentals of blueprint reading.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### ETEC 1528 - Maintenance Awareness

This course is designed to align with the National Skills Standard assessment and certification system for Maintenance Awareness. The course curriculum is based upon federally-endorsed national standards for production workers. The Maintenance Awareness course introduces the concepts of Total Productive Maintenance and preventative maintenance. Students will be introduced to lubrication, electricity, hydraulics, pneumatics, and power transmission systems.

Student Learning Outcomes:

- \* Define and explain the concepts of preventative maintenance and routine repair
  - \* Describe the importance of monitoring indicators to ensure correct operations
  - \* Perform all housekeeping to maintain production schedule
  - \* Recognize potential maintenance issues with basic production systems
  - \* Recognize the importance of documentation within a maintenance system
  - \* Understand the system components of Total Productive Maintenance (TPM)
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### ETEC 1535 - Networking Systems

This course covers the foundation of electronic communication networks and the associated wiring and equipment. Networks included are, Field Bus, Profibus, Ethernet, and Devicenet.

Student Learning Outcomes:

- \* Identify types of networks.
  - \* Differentiate between different networks.
  - \* Test network cables and wiring.
  - \* Assemble network cables.
  - \* Identify components of a given network.
  - \* Utilize different measures of network security.
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### ETEC 2515 - Introduction to Process Control

This course covers the fundamental principles of process measurement and control equipment and systems. Student will acquire the knowledge required to read and interpret piping and instrument diagrams, understand the terminology and language of control systems, and control strategies. Students will be introduced to a variety of instruments commonly used in industry for measurement and control.

Student Learning Outcomes:

- \* Define terms used in process control such as open and closed loop control, scaling, and proportional, integral, and derivative (PID) control.
- \* Describe the application of sensors such as RTD's, thermistors, capacitive level and pressure sensors, and flow meters.
- \* Describe the operation and application of final control elements such as heaters, valves, and pumps.
- \* Describe the operation and application of transmitters and transducers.
- \* Perform conversions between measurement units, sensor units, output units and display units using both English and Metric units.
- \* Describe the operation of on/off, proportional and time-proportional control loops.
- \* Interpret Piping and Instrumentation Diagrams.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC1512

(3 C: 2 lect/pres, 1 lab, 0 other)

#### ETEC 2521 - Mechanical Systems

This course provides students with the fundamental knowledge and skills necessary to install, and maintain mechanical systems. Course study includes, maintenance scheduling, hand and power tools. Precision measurement tools, power transmission systems, bearings, lubrications, couplings, pumps, alignment, and vibration analyzers. Course is also an introduction to refrigeration systems, boiler systems, and HVAC systems.

Student Learning Outcomes:

- \* Identify basic mechanical drive components.
- \* Assemble, align, and disassemble mechanical mechanisms.
- \* Perform coupling and shaft alignment.
- \* Install, adjust, and maintain belt and chain drive tensions.
- \* Correctly identify and maintain bearings.
- \* Understand and demonstrate basic vibration analysis.
- \* Troubleshoot and maintain centrifugal pumps.
- \* Demonstrate mechanical troubleshooting skills.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC1517, ETEC1528

(3 C: 1 lect/pres, 2 lab, 0 other)

#### ETEC 2525 - FANUC Robotics Certification

This course teaches students basic handling tool operation and programming. The course covers the tasks that an operator, technician, engineer or programmer who needs to setup, record and/or troubleshoot programs on a FANUC Robotics Handling Tool Software Package. After successful completion of this course, students will receive an industry recognized FANUC Certificate.

Student Learning Outcomes:

- \* Create, modify and execute a material handling program.
- \* Create and execute macro's.
- \* Demonstrate how to monitor, force and simulate input and output signals.
- \* Perform a backup and restore of individual programs and files.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC1512

(2 C: 1 lect/pres, 1 lab, 0 other)

#### ETEC 2532 - Instrumentation Control and Data Acquisition

This course covers the knowledge and skills required to calibrate, install, and

maintain process control instruments, actuators, operator interface, and controllers. Students practice calibrating, and installing instruments, tuning controllers, and use test equipment to analyze process control systems.

Student Learning Outcomes:

- \* Calibrate temperature, pressure, flow, and level transmitters.
- \* Perform routine maintenance on control valves and actuators.
- \* Interpret and draw piping and instrumentation diagrams.
- \* Configure operator interface and data acquisition programs.
- \* Configure and install process control loops.
- \* Perform loop tuning on basic control loops.
- \* Demonstrate flow loop data acquisition and correctly wire.
- \* Perform routine maintenance on instrument air systems.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC2515

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **ETEC 2535 - Fluid Power and Control**

This course is an introductory course in fluid power and control systems used in industry. The course is designed for students who have no previous experience in working with fluid power. The primary goals of this course are to help individuals acquire the knowledge and skills required to install, troubleshoot, and maintain hydraulic and air powered systems.

Student Learning Outcomes:

- \* Interpret and draw schematics of air and hydraulics systems.
- \* Assemble and disassemble air and hydraulic components.
- \* Perform routine maintenance of actuators, control valves, pumps and other supply equipment in fluid/air systems.
- \* Connect and test electro-mechanical control devices to air/fluid systems.
- \* Demonstrate appropriate safety precautions and understand how to release stored energy.
- \* Troubleshoot common problems that occur in an air/fluid system and repair.
- \* Interpret pneumatics and hydraulic device specifications and cross reference to other devices.
- \* Calculate the force of air/fluid systems will have in devices.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC1517, ETEC1528

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **ETEC 2541 - Electrical Motors and Control Systems**

This course provides students with the fundamental knowledge and skills necessary to install, and maintain a variety of motor controllers, relays and other relay logic, continuing into AC and DC motors and motor controllers used in industry. This course emphasizes mastering line diagrams and control panel wiring.

Student Learning Outcomes:

- \* Demonstrate mechanical construction of control panels.
- \* Maintain industry-wiring standards.
- \* Interpret AC and DC motor specifications.
- \* Connect solid state DC drives to DC motors.
- \* Draw and interpret electrical motor control diagrams to use in troubleshooting.
- \* Successfully wire and connect reversing DC motor starters.
- \* Connect and test overload protection and monitoring devices.
- \* Perform routine maintenance of AC and DC motors.

Prerequisite(s): ETEC1512

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ETEC 2542 - Industrial Motor Applications**

This course provides students with the knowledge and skills necessary to install, and maintain a variety of motor controllers, relays and other relay logic, continuing into AC and DC motors and motor controllers used in industry. This course emphasizes incorporating Programmable Logic Controllers communicating to Variable Frequency Drive controlled AC motors.

Student Learning Outcomes:

- \* Maintain industry-wiring standards.
- \* Interpret AC and DC motor specifications.
- \* Connect Variable Frequency AC drives to AC motors.
- \* Draw electrical motor control diagrams based off an existing motor circuit.
- \* Connect reversing AC motor starters.
- \* Connect and test overload protection and monitoring devices.
- \* Perform routine maintenance of AC motors.

Prerequisite(s): ETEC2541

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ETEC 2543 - Programmable Logic Control**

This course covers the knowledge and skills required to install and maintain programmable logic controllers (PLC) in automated control systems. Students will learn to write programs to solve basic control problems, connect sensors and actuators, and configure PLCs.

Student Learning Outcomes:

- \* Maintain industry-wiring standards.
- \* Interpret and draw basic ladder logic diagrams and programs.
- \* Draw electrical input output wiring diagrams.
- \* Connect discrete input/output devices to the PLC.
- \* Connect analog input/output devices to the PLC.
- \* Monitor and modify PLC hardware configurations and programs.
- \* Interpret PLC module specifications.
- \* Troubleshoot and repair PLC control systems.
- \* Demonstrate how to perform disaster recovery.

Prerequisite(s): ETEC1507, ETEC1512

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ETEC 2544 - Automated Manufacturing Systems**

This course enables the student to work as a member of a team focused on maintaining an automated manufacturing system. This capstone course pulls everything together including problem solving and communication skills.

Student Learning Outcomes:

- \* Maintain industry-wiring standards.
- \* Perform modifications of existing automated system.
- \* Perform system maintenance tasks.
- \* Identify systemic problems.
- \* Implement safety systems.
- \* Demonstrate ability to work as part of a team.
- \* Demonstrate effective communication skills.

Prerequisite(s): ETEC2532

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **ETEC 2546 - Power Plant Technology**

This course teaches basic power plant technology, power plant engineering, and energy conversion offered in departments of mechanical engineering and nuclear engineering. The focus of this course is on fossil and nuclear power plants. Students will also learn about other power generating facilities, such as Hydro, Solar, and Wind.

Student Learning Outcomes:

- \* Demonstrate and understanding of thermodynamics.
- \* Explain how a condensate feed-water systems and circulating water systems function.
- \* Describe the operation of a power plant.
- \* Define how thermal fission reactors function.
- \* Describe the basic function of nuclear power generation.
- \* Identify all the other alternative power generation sources and their strengths and weaknesses.
- \* Demonstrate knowledge of the environmental aspects and impacts of power generation.
- \* Troubleshoot, repair, and analyze equipment used in power generation.

Prerequisite(s): ETEC2515, ETEC2521

(4 C: 2 lect/pres, 2 lab, 0 other)

#### **ETEC 2547 - Mechanical Fundamentals for Process Control**

This course is a comprehensive introduction to the workings of a modern manufacturing facility in the process industry. Key topics include valves, vessels, motors and turbines, heat exchangers, cooling towers, reactors and distillation, extraction and separation systems, and process instrumentation.

Student Learning Outcomes:

- \* List and Physically identify motors, pumps, valves, heat exchangers, cooling towers, centrifuges, compressors, thermal oxidizers, scrubbers, distillation towers, evaporators, and molecular sieves.
- \* Describe the internal workings and characteristics of process equipment.
- \* Explain the significance of major process equipment and their interaction within process systems

Prerequisite(s): ETEC1512, ETEC2521

(3 C: 2 lect/pres, 1 lab, 0 other)

### ETEC 2551 - Robotic Operations

Course covers operations of a robot with automated cells. Students will learn correct power up procedures, e-stops, tooling control, I/O types, conditional programming and motion types. Students will also transducers that are photo, inductive, capacitive, analog, and machine vision. Integration of PLC I/O, programing, and sensors.

Student Learning Outcomes:

- \* Demonstrate correct power up procedure for a robotic system
- \* Define operation standards and procedures
- \* Identify correctly what I/O is being used and its functions
- \* Troubleshoot and diagnose photo, inductive, capacitive, and analog sensors.
- \* Correctly show how to set up vision system on a robot.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC2525

(3 C: 1 lect/pres, 2 lab, 0 other)

### ETEC 2570 - Advanced Mechanical Systems

This course teaches students a higher level knowledge and skills required to install, and maintain pumps, compressors, hoists, and rigging. Students learn all the skills required for working in industry such as pipe fitting, pipe sweating, proper fasteners. Students become skilled using advanced predictive maintenance equipment, such as infrared thermography, and vibration analyzers.

Student Learning Outcomes:

- \* Identify major components of mechanical drive systems.
- \* Disassemble, inspect, refurbish, and reassemble mechanical mechanisms.
- \* Perform coupling and shaft alignment using three different procedures.
- \* Check and adjust belt and chain drive tensions, along with belt pitch, size, and materials.
- \* Identify different chain sizes and functions.
- \* Perform vibration analysis. Monitor and analyze vibration data, and offer recommendations on replacement.
- \* Perform routine maintenance of mechanical mechanisms. Gather PM data and analyze information.
- \* Demonstrate proper rigging equipment and setup procedures for different applications.
- \* Troubleshoot, repair, and analyze mechanical systems.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC2521

(3 C: 1 lect/pres, 2 lab, 0 other)

### ETEC 2575 - Vision Systems for Robots

Upon successful completion of this course, the student can identify the components of a vision system, install vision hardware, develop an application, program the robot, perform error recovery procedures and follow recommended safety practices.

Student Learning Outcomes:

- \* Demonstrate the ability to setup and position camera correctly.
- \* Knowledgeable of basic vision concepts and lighting.
- \* Calibrate a camera so that it will read material correctly.
- \* Program a robot to respond to the results of the vision.
- \* Identify and apply appropriate safety procedures.

Prerequisite(s): ETEC2525

(2 C: 1 lect/pres, 1 lab, 0 other)

### FBMT 1112 - Foundations for Farm Business Management

This course is an overview of the Farm Business Management Program. The student will be introduced to goal setting, self and business assessment, record keeping, and business projections to provide the foundation for personal and business management progress. Current issues affecting business management are an integral part of the course.

Student Learning Outcomes:

- \* Examine current levels of business exposure to risk
- \* Utilize the decision making process
- \* Determine the unpaid and paid labor needs for the farm business
- \* Determine the capital needs of the business (i.e. buildings, land, equipment)
- \* Identify balance sheet ratios
- \* Determine credit needs

- \* Construct the cash flow plan
  - \* Explain the process for conducting a year-end closeout and analysis
  - \* Apply enterprise budgeting concepts
  - \* Interpret current issues related to the farm business
- (4 C: 0 lect/pres, 0 lab, 4 other)

### FBMT 1121 - Preparation for Farm Business Analysis

This course will take the student through a step by step procedure to close out a complete year of farm business records. This course will emphasize tax planning, completing inputs to livestock and crop enterprises, and emphasizing cash and liabilities accuracy. A completed business and enterprise analysis will be the course focus.

Student Learning Outcomes:

- \* Determine credits and deductions for tax management
  - \* Capture the data necessary to complete a business analysis
  - \* Determine compatibility of new technology with existing systems
  - \* Compare the sources, pricing, and performance of business and production inputs
  - \* Enhance the record system detail through expanded enterprising of income and expenses
  - \* Evaluate business, family, and personal goals
  - \* Monitor cash flow by comparing actual vs. planned
  - \* Explain how the farm management cycle pertains to the farm business
  - \* Recognize the implications of asset valuation and depreciation
- (4 C: 0 lect/pres, 0 lab, 4 other)

### FBMT 1122 - Implementing the System Management Plan

This course continues to build on the foundation of farm business management. The student will complete a farm business financial and enterprise analysis. Sound financial record keeping is an integral component.

Student Learning Outcomes:

- \* Compare risk management tools and products
  - \* Compare available technologies and their effect on different enterprises
  - \* Determine benefits of ownership vs. leasing of capital assets
  - \* Evaluate credit options
  - \* Establish standard operating procedures for labor and management resources
  - \* Examine enterprise analysis information
  - \* Tabulate income and expense data for yearend analysis and tax preparation
  - \* Refine enterprise budgets
  - \* Examine historical farm data
  - \* Establish marketing goals and strategies
  - \* Relate financial ratio indicators to the farm business
- (4 C: 0 lect/pres, 0 lab, 4 other)

### FBMT 1131 - Managing and Modifying Farm System Data

This course will help the student refine their farm business data system and assist them in applying year end procedures for farm business analysis. Students improve accuracy in the following: farm enterprise analysis, tax planning, data filing, and cash and liabilities checks.

Student Learning Outcomes:

- \* Prioritize areas of risk
  - \* Refine method(s) of recording family living expenses and nonfarm business transactions
  - \* Apply goals to business planning processes
  - \* Investigate the advantages and disadvantages of ownership of capital assets
  - \* Organize paid and unpaid labor and management resources for the farm business
  - \* Design a production input acquisition plan
  - \* Audit financial data using cash and liability accuracy checks
  - \* Determine pre-payment options and implications
  - \* Apply marketing strategies to tax planning
- (4 C: 0 lect/pres, 0 lab, 4 other)

### FBMT 1132 - Interpreting and Using Farm System Data

This course provides an opportunity for the student to view the farm business and its various components through the application of balance sheets, farm personal and managerial inventories, enterprise reports and historical data.

Student Learning Outcomes:

- \* Compile a farm business plan

- \* Create a marketing plan
  - \* Compare historical farm data to current performance
  - \* Identify key business ratios
  - \* Compare business profitability to benchmark data
  - \* Interpret current business projections
  - \* Apply business and personal goals
  - \* Validate ownership options of capital assets within a business
  - \* Formulate a risk management plan
  - \* Implement enterprise budgeting
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 1211 - Introduction to Farm Business Management**

This course introduces basic farm business management concepts. Students will study the farm management planning cycle and develop an understanding of its relationship to: family and farm business goal setting, cash and enterprise accounting principles, and tax planning.

Student Learning Outcomes:

- \* Explain the farm business management cycle (plan, implement, control)
  - \* Complete a risk management assessment in all aspects of both farm and non farm operations
  - \* Differentiate between tax and management depreciation
  - \* Estimate income and expenses for the tax year
  - \* Describe farm business enterprise characteristics (i.e. crops, livestock, value added)
  - \* Execute a comprehensive record system
  - \* Construct selected financial statements (i.e. balance sheet)
  - \* Investigate available technologies for improving the farm business
  - \* Establish business, family, and personal goals
  - \* Examine current enterprise resource needs (i.e. feed, seed, fertilizer)
  - \* Integrate time management strategies for the operation
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 1213 - Managing a Farm System in a Global Economy**

This course assists the students in achieving awareness of the development of agricultural policies and practices throughout the world and assessing the impact of these policies and practices on the profitability and viability of their farm business.

Student Learning Outcomes:

- \* Identify global markets and competitors
  - \* Assess farm technology needs to compete in global markets
  - \* Identify the competitive advantages of the farm business in a global economy
  - \* Analyze the impact of global policies and economics on the farm business
  - \* Relate global environmental issues to the farm business
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 1223 - Using System Analysis in Total Farm Planning**

This course assists the students with a farm business analysis, and the exploration of possible implications and/or solutions of these concepts. A systematic method to assess farm business strengths and weaknesses based on the analysis will be used.

Student Learning Outcomes:

- \* Review completed farm business analysis
  - \* Assess farm business strengths and weaknesses from the farm business analysis
  - \* Summarize the implications of the farm business analysis
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 1233 - Application of Productive Enterprise Information**

This course describes procedures for applying enterprise information provided by computerized analysis of farm business accounts.

Student Learning Outcomes:

- \* Verify enterprise contributions to farm profitability
  - \* Benchmark enterprise analysis information
  - \* Compare enterprise practices and technologies with benchmarks (special sorts)
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2141 - Interpreting and Evaluation of Financial Data**

This course continues to expand on preparation and evaluation of the farm business analysis. This course provides continued guidance and perfection of business record close out procedures, tax implications of management decisions, and

continues to monitor farm business and family goals.

Student Learning Outcomes:

- \* Refine data management system(s) to enhance the farm business analysis process
  - \* Establish detailed data management systems
  - \* Analyze enterprise budgets
  - \* Compare current business projections with historical data
  - \* Manage labor and management resources
  - \* Evaluate impact of personal retirement plans on tax liability
  - \* Determine profitability of new technology systems
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2142 - Interpreting Trends in Business Planning**

This course examines whole farm, enterprise, balance sheet, and inventory trends. Current analysis data is compared to historical data in making future farm business planning decisions. Financial ratios are used to indicate the farm financial structure

Student Learning Outcomes:

- \* Evaluate financial accounting system(s) for effectiveness and accuracy
  - \* Analyze historical farm data
  - \* Analyze farm financial ratios
  - \* Interpret trend data for farm business decision-making processes
  - \* Analyze working capital and debt levels
  - \* Analyze business, family and personal goals
  - \* Examine trend data for business, family, and personal goal setting
  - \* Integrate risk management and production plans
  - \* Examine trend data to modify marketing strategies
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2151 - Strategies in Farm System Data Management**

This course will help the student focus on long term strategies necessary to maintain and enhance the farm business and personal future financial goals. The student will complete the year by developing an accurate, usable business analysis.

Student Learning Outcomes:

- \* Relate tax management to estate planning
  - \* Assess capital asset ownership options
  - \* Evaluate labor and management performance
  - \* Validate the importance of financial and production data
  - \* Evaluate best management practices
  - \* Incorporate farm financial trend data in establishing a tax management strategy
  - \* Relate farm tax laws to the business
  - \* Assess the profitability of technology investments
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2152 - Integrating System Information for Financial Planning**

This course uses farm system information to develop a farm financial plan. Interpretation and analysis of the farm system data will enhance the reliability of the farm plan. The comprehensive farm plan will integrate historical trends, farm and personal goals, financial and enterprise performance of the farm business.

Student Learning Outcomes:

- \* Incorporate a risk management plan
  - \* Plan business exit strategies
  - \* Develop an investment plan for retirement
  - \* Use trend data to develop enterprise budgets
  - \* Compare long-range business plan options
  - \* Refine business, family and personal goals
  - \* Modify financial plans as required by business needs
  - \* Investigate trend data to develop a business needs assessment
  - \* Analyze income statements
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2161 - Examination of the Context of Farm System Management**

This course is designed to assist students in preparation of improved farm system management procedures. Students in this course will evaluate several years of an improved farm system analysis

Student Learning Outcomes:

- \* Prioritize strategies to improve enterprise trend data
- \* Predict future changes in financial ratios
- \* Redefine future business, family, and personal goals



- \* Cite strengths and weaknesses of the management system
  - \* Investigate business structure models
  - \* Explain deferred tax liability
  - \* Evaluate tax strategies
  - \* Appraise the financial and data accounting system
- (4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2162 - Refining Farm System Management**

This course is the culmination of activities designed to enable the student to develop and implement a comprehensive farm business strategic plan. The student will use the components of the Farm Business Management Program to develop and support a farm business strategic plan.

Student Learning Outcomes:

- \* Identify business continuation opportunities
- \* Justify business projections
- \* Justify enterprise budgeting
- \* Evaluate financial ratios
- \* Prioritize strategies to improve enterprise trend direction
- \* Evaluate historical farm trends
- \* Assess a risk management plan
- \* Evaluate emerging technologies

(4 C: 0 lect/pres, 0 lab, 4 other)

#### **FBMT 2200 - Special Topics- General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2201 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2202 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2203 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2204 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2205 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business

- \* Investigate general farm business management concepts
  - \* Compare concepts which apply to the farm business
  - \* Develop concepts which apply to the farm business
  - \* Investigate general farm business concepts
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2206 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business
- \* Investigate general farm business concepts

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2207 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business
- \* Investigate general farm business concepts

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2208 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business
- \* Investigate general farm business concepts

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2209 - Special Topics - General Farm Management**

This course covers special topics of interest in general farm management.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general farm business management concepts
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business
- \* Investigate general farm business concepts

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2210 - Special Topics-Marketing**

Analysis of special topics in marketing for students actively engaged in the operation and management of a farm business.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general marketing concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

#### **FBMT 2211 - Special Topics - Marketing**

Analysis of special topics in marketing for students actively engaged in the operation and management of a farm business.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general marketing concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2212 - Special Topics - Marketing**

Analysis of special topics in marketing for students actively engaged in the operation and management of a farm business.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general marketing concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2213 - Special Topics - Marketing**

Analysis of special topics in marketing for students actively engaged in the operation and management of a farm business.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general marketing concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2214 - Special Topics - Marketing**

Analysis of special topics in marketing for students actively engaged in the operation and management of a farm business.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general marketing concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2220 - Special Topics - Crops**

This course covers topics of special interest in crops.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general crop concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2221 - Special Topics-Crops**

This course covers topics of special interest in crops.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general crop concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2222 - Special Topics - Crops**

This course covers topics of special interest in crops.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general crop concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2223 - Special Topics-Crops**

This course covers topics of special interest in crops.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general crop concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2224 - Special Topics- Crops**

This course covers topics of special interest in crops.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general crop concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2230 - Special Topics - Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2231 - Special Topics-Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2232 - Special Topics-Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2233 - Milker Training School**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2234 - Special Topics - Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

(1 C: 0 lect/pres, 0 lab, 1 other)

**FBMT 2235 - Special Topics-Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts
- \* Evaluate concepts which apply to the farm business
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business

(2 C: 0 lect/pres, 0 lab, 2 other)

**FBMT 2236 - Special Topics - Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts
- \* Evaluate concepts which apply to the farm business
- \* Compare concepts which apply to the farm business
- \* Develop concepts which apply to the farm business

(2 C: 0 lect/pres, 0 lab, 2 other)

**FBMT 2237 - Special Topics - Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
- \* Survey the concepts which apply to the farm business
- \* Investigate general livestock concepts

- \* Evaluate concepts which apply to the farm business
  - \* Compare concepts which apply to the farm business
  - \* Develop concepts which apply to the farm business
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2238 - Special Topics - Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
  - \* Survey the concepts which apply to the farm business
  - \* Investigate general livestock concepts
  - \* Evaluate concepts which apply to the farm business
  - \* Compare concepts which apply to the farm business
  - \* Develop concepts which apply to the farm business
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2239 - Special Topics-Livestock**

This course covers topics of special interest in livestock.

Student Learning Outcomes:

- \* Examine the effects of incorporation into the farm business
  - \* Survey the concepts which apply to the farm business
  - \* Investigate general livestock concepts
  - \* Evaluate concepts which apply to the farm business
  - \* Compare concepts which apply to the farm business
  - \* Develop concepts which apply to the farm business
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2243 - Using Financial Instruments in Farm System Management**

This course integrates the application of various financial instruments used in acquiring capital for use in the business and investigates ways in which both earnings and financial progress can be measured.

Student Learning Outcomes:

- \* Develop a management (financial and production) portfolio
  - \* Correlate financial documents for acquiring capital
  - \* Apply decision-making criteria
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2253 - System Plans and Projections**

This course enables the combination of concepts for preparing farm system plans and projections, and the interaction of possible implications and/or solutions of these concepts.

Student Learning Outcomes:

- \* Review the farm business plan
  - \* Evaluate business performance in relation to the vision for the future
  - \* Revise the farm business plan
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2263 - Evaluating Farm System Programs**

This course develops an awareness of individuals and agencies, both public and private, which have expertise available to assist the farm operator to solve farm systems problems. It enables study and application of farm business evaluation concepts, and exploration of possible implications. Exact subject matter and time spent per topic will vary depending on student need, location, and time.

Student Learning Outcomes:

- \* Assemble management resource team
  - \* Analyze strengths and weakness of the business with the management resource team
  - \* Develop a plan of action for improving the business
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2930 - Fundamentals of Financial Mgmt. as it relates to Risk Mgmt.**

This course is intended to have the student enhance their decision-making skills relating to business risk management. This course will have the student further investigate tools available to their business that would be effective in reducing potential risk for their operation. Emphasis will be placed on having the student research risk management options that will meet their business, family, and personal needs.

Student Learning Outcomes:

- \* Implement methods of monitoring budgets/plans to enhance their risk management program
  - \* Adopt strategies to assist in anticipating business risk
  - \* Examine methods of determining the ability to absorb risk
  - \* Examine methods of determining business risk
  - \* Evaluate risk factors affecting the farm operations
  - \* Analyze management structure to determine if modification is beneficial in reducing risk
  - \* Re-address business, family, and financial goals to help explore risk management techniques
  - \* Interpret enterprise analysis historical data to enhance decision-making process in risk management strategy
  - \* Utilize their farm financial ratios to assist in determining risk management needs
  - \* Examine financial trends to determine future bearing capabilities
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2931 - Applied Financial Management as it Relates to Risk Management**

This course is intended to have the student apply concepts in financial management that can be used in the development of a business risk management program. The student is to implement risk management tools that will assist in meeting their business, family and personal needs.

Student Learning Outcomes:

- \* Implement risk management strategies that will meet the goals of the business risk management program
  - \* Apply information gained from analyzing of historical business data in determining risk in the business
  - \* Apply knowledge gained from analysis of historical business data in determining risk in the business
  - \* Implement use of risk management tools that will address risk factors affecting the business
  - \* Implement a modified management structure for the business that will benefit in reducing business risk
  - \* Develop a risk management program that meets business, family and financial goals
  - \* Apply enterprise analysis data in decision-making process of determining risk management needs
  - \* Utilize farm financial ratios of the business in development of risk management program
  - \* Utilize financial trends in the development of a risk management program
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2932 - Fundamentals of Financial Mgmt/Strategic Planning Emphasis**

This course will enable students to identify the elements necessary to evaluate and create a strategic plan for the business. Determining uses for the plan today and tomorrow and developing a plan to locate those team members necessary for strategic plan creation.

Student Learning Outcomes:

- \* Determine what part of the strategic plan will have on the farm portfolio
  - \* Recognize the importance of both internal and external environmental monitoring
  - \* Identify the action necessary to implement the plan
  - \* Categorize the steps necessary to formulate action plans and contingency plans
  - \* Recognize key financial ratios to use to create gap analysis to identify the ideal future and business capacity
  - \* Identify specific business trends and evaluate a potential business performance audit
  - \* Diagram the primary elements of strategic business modeling
  - \* Contrast the driving force of a business from distinctive business competencies
  - \* Recognize the who, what, how, and why in creating a business mission statement
  - \* Determine elements of business values. Scan and integrate those with family, business and financial goals
  - \* Describe the process of strategic planning
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2933 - Applied Financial Mgmt./Strategic Planning Emphasis**

This course will provide practical application of strategic planning skills. Ap-

plication skills will be practiced upon and applied to the student's business and business plan.

Student Learning Outcomes:

- \* Update the current business portfolio to reflect implemented strategic plans
  - \* Craft an internal and external monitoring which includes the use of business analysis
  - \* Create an implementation plan to apply the action plans in a prioritized manner
  - \* Develop a contingency plan for the business
  - \* Develop action plans to be used to close the gap between actual and desired performance
  - \* Perform gap analysis and determine measurable difference between future vision and today's performance
  - \* Gather and analyze business enterprise and financial data to design a specific performance audit
  - \* Determine direction of the business by visualizing the future and describing what it looks like
  - \* Identify quality or attribute that the business possesses that makes it different from others
  - \* Identify and prioritize the driving forces in the business
  - \* Participate with the planning team in writing a general mission statement for the business
  - \* Examine values, operating philosophy and determine the stakeholders
  - \* Develop a planning team; set time lines and determine who will develop necessary data
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2934 - Fundamental of Financial Management/Business Plan Emphasis**

This course will provide practical application of the business plan. Application skills will be practiced and applied as the student's business plan is prepared and implemented.

Student Learning Outcomes:

- \* Use the analysis information to determine the business cash needs for the upcoming production year
  - \* Complete the analysis of their business
  - \* Revise and rework their plan after the completion of the annual analysis
  - \* Recognize the need to monitor and re-evaluate the plan on a regular basis
  - \* Use the business plan in a manner that will allow for decision making in a correct business sense
  - \* Determine the strengths and weaknesses of their business
  - \* Evaluate their vision statement and revise as necessary for the continuation of their business
  - \* Evaluate their mission statement and revise as necessary
  - \* Determine what changes to make in their business in order to better compete in today's market place
  - \* Develop a business plan
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2935 - Applications of Financial Management/Business Plans**

This course will provide the necessary instruction to put together and implement a business plan for the farm business.

Student Learning Outcomes:

- \* Determine what the goals of the business and family are for the future
  - \* Recognize the need to update and refine plan on a regular basis
  - \* Implement their personal business plan
  - \* Create a business plan for their business
  - \* Determine the strengths and weaknesses of their business
  - \* Develop a vision statement for the continuation of their business
  - \* Develop a mission statement for their business
  - \* Determine the elements of their business that need to be included in their plan
  - \* Recognize what is needed to create a business plan
- (3 C: 0 lect/pres, 0 lab, 3 other)

#### **FBMT 2950 - Directed Study - Decision Making**

This course will examine the individual, family and farm business decision making process with emphasis on upgrading and improving decision making resources, tools and skills. Particularly, this course will lead the student to critically analyze information, applications and implications of decision making as it relates to their own situation. Students will evaluate their own decision making process.

Student Learning Outcomes:

- \* Implement the decision making process
  - \* Analyze errors in decision-making (detection and avoidance)
  - \* Evaluate decision-making traps (data vs. intuition)
  - \* Examine the role of predictions in the decision making process
  - \* Define the decision making process
  - \* Develop administrative skills as they relate to decision making
  - \* Develop analytical and action based decision-making skills
  - \* Develop team/project management skills for the decision making process
  - \* Apply decision making tools and techniques developed in diploma and certificate programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2951 - Directed Study - Communications**

This course will assist the student in further acquiring and developing a higher level of communications skills. Students will review and evaluate various communication methods and techniques in dealing with and relating to individuals in both the public and private sectors. Students will use this information in formulating an effective communication method and style. Additional course content may include student initiated or group activities.

Student Learning Outcomes:

- \* Explore and develop means of focusing upon crisis communication techniques
  - \* Define methods of consumer education techniques
  - \* Explore and develop public and community relation methods
  - \* Interpret advantages/disadvantages of various communication methods
  - \* Define and apply methods and mechanisms of communication
  - \* Develop administrative skills
  - \* Develop improved written and oral presentation skills
  - \* Develop team/project management skills
  - \* Apply communication tools and techniques developed in the diploma programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2952 - Directed Studies in Modern Agricultural Technology**

This course will deal with experiencing modern agricultural technological changes and determining if they fit into an individual's farming operation.

Student Learning Outcomes:

- \* Lay out an application plan for integrating ag technology into the farming operational goals
  - \* Determine the advantages and disadvantages of the application of ag technology into the business
  - \* Investigate the feasibility of the application of technology into the business
  - \* Examine emerging agricultural technology
  - \* Promote administrative skills
  - \* Improve written and oral presentation skills
  - \* Develop team and/or project management skills
  - \* Apply tools and techniques developed in diploma and certificate programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2953 - Directed Studies in Farm Business and/or Family Transition**

This course will focus on the many methods of farm business and/or family transition problems confronted during transition, family and/or transition needs and concerns, how to plan for farm business and/or family transition, and actually implementing a farm business and/or family transition plan.

Student Learning Outcomes:

- \* Layout and implement a family transition plan to address needs, concerns and goals
  - \* Analyze strategies for retirement planning as a part of family transition
  - \* Classify various farm business structures and how they vary during family transition
  - \* Distinguish farm business transfer strategies
  - \* Identify family and/or individual transition needs and concerns
  - \* Promote administrative skills
  - \* Improve written and oral presentation skills
  - \* Develop team and/or project management skills
  - \* Apply tools and techniques developed in diploma and certificate programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2954 - Directed Study - Personnel Management**

This course will organize skills for effective management of farm employees and

agribusiness personnel through development of; handbooks, compensation/incentive packages, individual expectations/evaluations, and team meetings.

Student Learning Outcomes:

- \* Determine methods for evaluating yourself as a manager of employees and consultants
  - \* Conduct team meetings to diagnose and recommend treatment of business needs
  - \* Diagram a team concept/approach for determining business needs
  - \* Organize essential features for effective employee meetings
  - \* Develop employee handbooks specific to the farm business
  - \* Determine a procedure for enhancing employee skills through education and training
  - \* Develop methods of employee motivation
  - \* Develop written guidelines for employee evaluation
  - \* Outline complete job descriptions for each employee of the farm business
  - \* Develop employee compensation and incentive packages with guidelines for periodic review
  - \* Conduct interviews with prospective employees
  - \* Apply tools and techniques developed in diploma or certificate programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FBMT 2955 - Directed Study - Enterprise Alternatives**

This course will assist those students wanting to make changes in their farm business through enterprise expansion, addition or enhancement. The course will develop a set of procedures for exploring and evaluating alternative choices.

Student Learning Outcomes:

- \* Compose written and oral presentations to promote alternative plans
  - \* Select alternatives best suited to personnel and other resources available
  - \* Prioritize criteria that affect implementation of alternatives
  - \* Compare industry standards to local standards and personal accomplishments
  - \* Evaluate industry standards for alternatives
  - \* Determine interviewing techniques needed to evaluate enterprise alternatives
  - \* Conduct team meetings to evaluate information for enterprise alternatives
  - \* Develop team/project skills and procedures needed to assess alternatives
  - \* Compare and contrast alternatives available; new, value added, expansion
  - \* Apply tools and techniques developed in diploma and certificate programs
- (2 C: 0 lect/pres, 0 lab, 2 other)

#### **FNCR 1201 - Money and Banking**

This course introduces students to the economics of money and banking in the United States. The course aims to provide the student with an introduction to the role of money, financial markets, financial institutions and monetary policy in the economy, thus providing a solid foundation for further study or employment in the financial services industry. There are three main components of the course, (1) The role of financial markets in the economy with an emphasis on interest rate determination. (2) The changing role of financial institutions with topics that include bank management, bank's role as a creditor, banking relationships, products and services, regulations and the significance of banking behavior in monetary policy. (3) Examine the working of fiscal and monetary policy, including money supply and creation, the powers and functions of the Federal Reserve System, and various monetary theories.

Student Learning Outcomes:

- \* Define money and explain its role in the economy
  - \* Describe the working of fiscal and monetary policy.
  - \* Analyze the functions of financial markets, depository institutions, and the Federal Reserve System in the U.S. economy.
  - \* Examine the economics of bank management and its role in affecting money supply.
  - \* Apply the risk and return structure of interest rates to bank asset and liability management, portfolio choice, models of the demand for money, and other monetary theory topics.
  - \* Describe what banks (depository, institutions) do, what their balance sheets look like and how they manage their assets and liabilities to make a profit.
  - \* Analyze varying tools applied to financial statements used by bank management to uncover inside problems and how to deal with those problems.
  - \* Examine the legal, ethical and regulatory environment in the banking industry.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### **FNCR 1215 - Investments**

The main objective of this course is to provide students with a framework for

making financial decisions related to Investments. The course focuses on stocks, bonds, mutual funds, REITs, annuities and other investment alternatives. The course will convey practical knowledge of investments to anyone interested in understanding investments and the management of their personal finances. The main goals of the course are to provide understanding of the essential features of various investment instruments, their risk-reward relationships, for whom and under what circumstances the instrument is appropriate and how the market operates for buying and selling the various investment instructions.

This course requires a project in which students follow and analyze the performance of individual investments and a portfolio of investments with a written analysis report and presentation. Students planning a career in accounting, the financial industry, consulting, and/or general management will find the knowledge acquired in this course very relevant.

Student Learning Outcomes:

- \* Understand the basics of investments, including stocks, bonds and mutual funds.
  - \* Explain the role and structure of security markets.
  - \* Recognize the players in the financial markets; Firms, Households and Government.
  - \* Apply economic and industry analysis to investment analysis.
  - \* Determine the value of individual securities, such as stocks and bonds.
  - \* Explain the role and structure of mutual funds and investment companies.
  - \* Solve valuation problems using investment models.
  - \* Conduct primary and secondary investment research while performing investment analysis.
  - \* Recognize the results of portfolio diversification and asset allocation on risk and returns.
  - \* Explain the different portfolio theories.
  - \* Demonstrate knowledge of active investment management to meet specific goals and objectives.
- Prerequisite(s): CPTR1210  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### **FNCR 1250 - Credit Law**

This course pairs and expands upon the legal environment of business the finance and credit programs. The course focuses more in-depth on the legal principles applied to commercial transactions including, negotiable instruments, commercial leases, contracts, debtor-creditor relationships, agency, employment and bankruptcy laws, business organizations and government regulations. This focused attention on commercial transactions builds a more comprehensive understanding of the financial environment adding to the applied knowledge and skill set students need for employment in the finance and credit field.

Student Learning Outcomes:

- \* Define and describe the legal principles applied to business transactions.
  - \* Research current and emerging consumer rights and protection laws and policies.
  - \* Demonstrate knowledge of commercial transactions including negotiable instruments, creditor remedies, bankruptcy and commercial real estate.
  - \* Explain the laws affecting real and personal property in terms of buying, selling, owning, and leasing.
  - \* Compare and contrast business organization options (Sole Proprietorship, Partnership, Corporation and Limited Liability Company) and the effect on contract rights and duties.
  - \* Examine the government regulatory environment as it applies to agency and employment laws that impact the finance and credit industry.
  - \* Understand the way the legal environment views financial circumstances and how to apply this knowledge to influence and make informed business decisions.
  - \* Apply research and historical knowledge to foresee and avoid legal difficulties in the business environment.
  - \* Identify legal issues in finance and credit related scenarios and apply knowledge of the credit law environment to resolve.
  - \* Determine preferable content when negotiating the terms of a commercial leases and contracts.
  - \* Research and comprehend the role of mitigation in credit underwriting and accounts receivable management.
  - \* Learn to develop acceptable attitudes and viewpoints with respect to business ethics and social responsibility within the realms of commercial and/or credit transactions.
- (3 C: 3 lect/pres, 0 lab, 0 other)

**FNCR 1260 - Principles of Risk Management**

This course enables students to identify, define, and explain risk situations and to develop management concepts, techniques and processes and understand the impact of safety and compliance policies. It will provide students with a variety of strategies and techniques used to analyze and manage business risks by examining risk management strategies. Risk management is becoming an increasingly important tool in the management of business and personal financial health. Risk management is about insurance and developing policies to mitigate risk. This course is designed to provide students with a solid background in risk management and insurance. It discusses all the different types of risks including property risk, liability risks, personal risks, and financial risks. Students will study how an effective and efficient corporate risk management program will help reduce losses and improve financial performance.

**Student Learning Outcomes:**

- \* Define risk management and study the trends and strategies in the risk management field.
- \* Analyze various compliance methods, or approaches to Risk Management.
- \* Understand the role of a risk manager.
- \* Analyze and evaluate various risk exposures.
- \* Demonstrate varying problems from a risk management standpoint that can impact an organization.
- \* Gain a knowledge of the different types of insurance companies, their operations and regulations.
- \* Understand the need for and use of insurance and apply to risk management strategies.
- \* Evaluate property and casualty insurance.
- \* Apply techniques and strategies by developing strategies to mitigate risk.
- \* Analyze Risk Management techniques and process within managerial situations.

(3 C: 3 lect/pres, 0 lab, 0 other)

**FNCR 2240 - Financial Statement Analysis**

The objective of this course is to provide students with a framework for analyzing a firm's past performance, estimating its future performance, and valuing its equity. The course integrates key concepts from accounting, finance, economics, and business strategy and applies them to financial decision-making and teaches students how to interpret numbers in financial statements.

The main goal of this course is to give students the ability to generate reasonably accurate forecasts of a firm's future financial performance, including revenues, earnings, asset balances and free cash flows. As this course is case-oriented, there will be a course project that analyzes and compares two corporations in similar businesses. Students planning a career in accounting, the financial industry, consulting, and/or general management will find the knowledge acquired in this course relevant.

**Student Learning Outcomes:**

- \* Define basic accounting terminology and the accounting cycle.
- \* Identify the organization and disclosure of information reported in 10-K filings and notes financial statements.
- \* Classify and identify accounts reported on all financial statements.
- \* Recognize and classify assets and liabilities that are NOT reported under accounting rules and determine the importance of these off-balance sheet items for understanding the value of a business.
- \* Interpret financial statements, including profit and loss, sales data, inventory turnover, and monthly and year-end reports.
- \* Calculate and interpret financial ratios and understand how to use ratios to compare a firm to its competitors and evaluate changes in ratios over time.
- \* Analyze financial statements to determine ROI (return on investment), profitability, and decisions for maximum returns.
- \* Examine how accounting errors (intentional or unintentional mistakes) impact reported income and the book value of equity.
- \* Describe the financial variations of legal business forms (sole proprietorship, partnership, and corporation).
- \* Analyze business scenarios and case studies using financial problem solving and critical thinking skills.
- \* Utilize technology tools to create and analyze financial statements.

Prerequisite(s): ACCT1215

(3 C: 3 lect/pres, 0 lab, 0 other)

**FNCR 2245 - Consumer Lending**

Students will study the essential concepts needed to understand the consumer

loan function, including a history of consumer credit, evaluation of credit risks, and the gathering, investigating, and analysis of credit information. Students will also study procedures involved in documenting, servicing, managing, pricing and marketing flows. Practical examples of loan costs and pricing are provided along with discussion of different loan products, delivery channels, marketing, and sales.

**Student Learning Outcomes:**

- \* Describe the evolution of consumer credit in the United States and trace the development of current lending practices and attitudes
- \* Describe key laws or regulations affecting consumer lending
- \* List characteristics, benefits, and disadvantages of direct lending
- \* Explain the advantages and disadvantages of indirect lending from the bank's, the dealer's, and the consumer's perspective
- \* State the objectives of the loan application generating process and give examples of how the effective marketing of loan products can increase outstanding loans and application volume
- \* Describe the primary sources of consumer loan information and the steps taken in the credit verification process
- \* Explain how the five C's of credit are used in credit evaluation and decision making
- \* List the objectives for the bank's formal loan policy statement (3 C: 3 lect/pres, 0 lab, 0 other)

**FNCR 2275 - Internship**

This course emphasizes the application of classroom skills and concepts to the work place in the areas of finance and/or credit. The purpose of the course is to provide the student with a practical and relevant business world experience in which they will gain a clearer sense of how to apply what they have learned in the classroom to their internship position. It also will provide students an opportunity to build professional networks. This course is available only to students who have completed the majority of the program requirements.

**Student Learning Outcomes:**

- \* Perform duties in the areas of finance, credit and related tasks, within a real-world business environment.
- \* Follow all policies and procedures of the internship site.
- \* Practice professional business behavior, displaying satisfactory attendance, honesty and courtesy on the job.
- \* Apply knowledge and skills learned in the classroom in a real-world business work environment.
- \* Identify personal and profession career goals, knowledge and skills that will lead to future career success.
- \* Increase industry knowledge associated with the student's major and student's intended profession.
- \* Experience the activities and functions of business professionals.
- \* Build a professional network.
- \* Develop and refine oral and written communication and interview skills with associates, work supervisor and internship advisor.
- \* Complete and submit required internship packet to internship advisor. (3 C: 0 lect/pres, 0 lab, 3 other)

**GBUS 1320 - Professional Development I**

This course will help students develop team building skills, leadership skills, enhance their personal and professional confidence.

**Student Learning Outcomes:**

- \* Participate in activities to increase their professional development
- \* Apply leadership skills outside of class situations
- \* Develop professional contacts
- \* Experience group and team dynamics (1 C: 1 lect/pres, 0 lab, 0 other)

**GBUS 1324 - Professional Development II**

This course will introduce students to total quality management, team building and networking skills. Students will explore their humanitarian responsibility, personal accountability and develop organizational and management skills.

**Student Learning Outcomes:**

- \* Participate in team activities to increase their ability to perform as a team member. Activities include: fundraising, attending meetings, Parade of Homes, Home Shows, goal setting, and Internet search (1 C: 1 lect/pres, 0 lab, 0 other)

**GEOG 1300 - World Regional Geography**

Meets MN Transfer Goals 5 and 8 - History/Social, Behavioral Sciences and Global Perspectives. A survey of the physical, cultural, economic and political features of the world's geographic regions. Identification of world's countries and major cities.

Student Learning Outcomes:

- \* Acquire an increased awareness and knowledge of the interconnectivity of the world
- \* Gain background for analyzing and comparing cultural elements
- \* Acquire geographic information from maps, globes, charts and other graphic material
- \* Increase spatial analysis skills from the use of maps, globes, charts and other graphic material
- \* Understand key concepts, generalizations and methods of inquiry appropriate to the study of geography
- \* Distinguish worldwide spatial distributions of landforms, climate, natural resources, demographic, cultural, economic and political attributes
- \* Understand the relationships between human characteristics and locations
- \* Be familiar with the locations of countries, major cities, landforms, climate types and cultures

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**GEOG 2305 - Introduction to Geographic Information System**

This course is designed to introduce students to using Geographic Information System (GIS). A Geographic Information System (GIS) is a computer-based information system used to manage and analyze spatial information. This course introduces students to the theory and techniques of GIS including spatial data capture, management and analysis, and cartographic output. Emphasis is placed on the use of technical analysis and software in order to provide students with skills and a conceptual base on which they can build further expertise in GIS. After completing this course, students will master basic concepts of GIS and hands-on skills with a widely-used GIS software packages.

Student Learning Outcomes:

- \* Design geospatial technical approaches for problem-solving.
- \* Identify geospatial techniques to solve problems with geospatial issues.
- \* Present geospatial study findings with oral presentation and written reports.
- \* Analyze geospatial data using relevant GIS software.
- \* Create maps using GIS software.
- \* Explain basic concepts of a map projection.
- \* Analyze local and regional features using a topographic map.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**GEOL 1300 - Geology**

Meets MN Transfer Goal 3 - Natural Sciences. Earth is a very small part of a vast universe, but it is our home. Learn about the resources that support our modern society and the ingredients necessary to maintain life. This is an introductory course in Physical Geology designed for non-science majors. The course includes a laboratory component. The focus of the course is to gain an understanding of the basic geological formations and processes that shape our earth. Topics will include; Minerals, Rock Types, The Rock Cycle, Volcanoes, Erosion, Ground Water, Glaciers, Deserts, Shorelines, Plate Tectonics, Earthquakes, Mountain Formation, and Geologic Time.

Student Learning Outcomes:

- \* Describe how scientists determine the properties of geological formations and materials
- \* Identify basic minerals and rock types, their sources, and their properties
- \* Describe and explain the major geological processes that shape the earth
- \* Describe geologic time and the earth's evolution through geologic time
- \* Apply theoretical geologic processes to current phenomena and explain their causes
- \* Describe local landforms and explain their formation
- \* Perform measurements and analysis of the properties of earth's materials
- \* Document and discuss experimental results
- \* Gather and analyze data and draw conclusions from this analysis
- \* Demonstrate and apply critical thinking skills to analyze a variety of geological

phenomena

- \* Work cooperatively and effectively in groups engaged in the process of science and show respect for other people's needs, ideas, and feelings
- \* Model professional and responsible behavior by being on time, participating in class discussions and completing assignments on time
- \* Demonstrate effective use of resources including faculty, other students, reference materials, industry sources, and the Internet

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**GERO 1300 - Introduction to Gerontology**

Meets MN Transfer Curriculum Goal Areas 5 and 7 - History/Social, Behavioral Sciences and Human Diversity. This course explores the biological, social, psychological and economic changes that accompany the aging process. Students will explore societal factors affecting resources available to the older adults and possible roles they might fill as family members or professionals caring for the older adults. Throughout the course, we will look carefully at variations in aging and caregiving experiences by race, ethnicity, class, gender, age, and sexualities.

Student Learning Outcomes:

- \* Examine the biological, social, psychological, economic, and political aspects of aging using multidisciplinary perspectives.
- \* Evaluate methods and theories used by gerontologists to study aging.
- \* Analyze who/where the older adults are through an examination of demographic data, historical and current.
- \* Identify the impact of the older adults within the family structure and in communities, as well as advocacy roles that family member and professionals can serve.
- \* Analyze the social, interpersonal and cultural stereotypes/biases about aging and develop an attitude that values the older adults.
- \* Critique the impact of public policy and the availability of community resources for the older adults.
- \* Analyze the intersectionality of age, race, ethnicity, sex, gender, sexualities, and class.

\* Apply gerontological concepts and theories by using them to solve institutional problems and/or address challenges involving aging.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**GTEC 1304 - The Automobile in America**

Explore the history and future of the automobile and its impact on labor, culture, society, the environment, and the economy of the United States. Analyze the effect of the automobile on your present and future lifestyles.

Student Learning Outcomes:

- \* Discuss the impact of the automobile on American culture, society and the economy throughout its history
- \* Compare and contrast the effects of World Wars I and II, The Depression, The Industrial Revolution, the GI Bill, and "Baby Boom" generation on the consumer and automobile industry
- \* Discuss the history and future impact of the energy crisis, European and Asian Imports, and environmental impact of the automobile on consumers and automobile manufacturers
- \* Compare and contrast the attitudes of automobile manufacturers and consumers toward improvements in automobile safety throughout the history of the automobile
- \* Research from manufacturer's brochures, automotive and consumer's journals and the Internet to determine quality, safety, ergonomics, pricing, and overall value of automobiles and light trucks
- \* Compare and contrast the changing attitudes of labor and management and the role of the United Auto Workers throughout the history of automobile production
- \* Discuss the history of minorities and women as labor in automobile production
- \* Compare the portrayal of women and minorities in marketing and commercials for automobiles throughout history
- \* Describe the changes in automobile production and marketing and the impact on consumers and manufacturers as the industry moves toward a greater global enterprise
- \* Compare and contrast styling and design changes of the automobile and their impact on consumers throughout automotive history
- \* Compare and contrast the design, production, and marketing of Ford's Model T,

the Volkswagen Beetle, the Austin Mini, and Chrysler minivans  
(3 C: 3 lect/pres, 0 lab, 0 other)

### HART 1502 - Copper and Gas Piping

In this course students will learn to solder, braze, swage and flare copper tubing as used in the HART field. Students will also learn how to cut, deburr, and thread gas piping for the HART field.

Student Learning Outcomes:

- \* Demonstrate soldering, and brazing of copper tubing
- \* Demonstrate swaging, and flaring of copper tubing
- \* Demonstrate proper techniques of bending copper tubing
- \* Demonstrate cutting, deburring, and threading of gas pipe

(1 C: 0 lect/pres, 1 lab, 0 other)

### HART 1506 - Schematics and Blue Print Reading

In this course students will study, draw and read wiring schematics so they can properly analyze electrical problems in furnaces and air conditioners. Students will also learn to read blueprints to properly size furnace and air conditioners for residential homes.

Student Learning Outcomes:

- \* Read wiring schematics for residential furnaces and a/c
- \* Draw wiring schematics for residential furnaces and a/c
- \* Read and understand blueprints for heating and a/c
- \* Properly size furnaces for residential homes
- \* Properly size a/c for residential homes
- \* Estimate the air flow room-by-room in residential homes

Prerequisite(s): HART1514, HART1518

(3 C: 2 lect/pres, 1 lab, 0 other)

### HART 1510 - Sheetmetal

This course will enable you to use sheet metal hand tools, squaring sheer and brake to make simple sheetmetal fittings. Students will lay out and make many different sheetmetal projects in residential heating and air conditioning.

Student Learning Outcomes:

- \* Construct duct work.
- \* Layout sheet metal elbows.
- \* Assemble sheet metal duct work.
- \* Operate squaring shears and sheet metal break.

Corequisite(s): HART1502, HART1514, HART1518

(1 C: 0 lect/pres, 1 lab, 0 other)

### HART 1514 - Forced Air Heating

In this course you will study different types of residential furnaces, gas and fuel oil. The function of each component and how they operate together to make the furnace safe and function properly to heat your home.

Student Learning Outcomes:

- \* Identify and describe each of the major components of the heat producing system.
- \* Identify and describe each of the major components of the heated-air distribution system.
- \* Check and set the proper pressures for propane, natural gas and fuel oil coming into a residential forced air-heating system.
- \* Check and set the proper pressures for propane, natural gas and fuel oil at the burners of a residential forced air-heating system.
- \* Identify and test the operation of all line voltage components of a residential forced air-heating systems.
- \* Identify and test the operation of all low voltage components, safety and controlling of a residential forced air-heating systems.
- \* Test and set the efficiency of a residential forced air-heating system.
- \* Test for carbon monoxide (CO) in residential forced air-heating systems.
- \* Calculate sensible heat in British thermal unit (BTU) of a residential forced air-heating system.
- \* Calculate the cubic foot per minute (CFM) of a residential forced air-heating system.

Corequisite(s): HART1510, HART1502, HART1518

(5 C: 3 lect/pres, 2 lab, 0 other)

### HART 1518 - Electrical Controls for Heating and A/C

This course will start out with the fundamentals of electricity and take the stu-

dents through the safety and operative controls in residential heating and air conditioning. Students will learn how they operate, what they control, and what the controls are protecting and how they are protecting the unit, device or structure. Students will develop the skills sought by employers.

Student Learning Outcomes:

- \* Define ohms, volts, and amps and show proper use of a VOM.
- \* Define a series circuits.
- \* Define a parallel circuits.
- \* Define switches and loads.
- \* Identify safety and control switches.
- \* Read and draw basic schematic diagram of a heating and air conditioning system.
- \* Locate and identify electrical components and explain their function in residential furnace.
- \* Locate and identify electrical components and explain their function in residential air conditioning.

Corequisite(s): HART1510, HART1514, HART1502

(4 C: 2 lect/pres, 2 lab, 0 other)

### HART 1522 - Installation of Heating and A/C

This course will enable you to install furnaces and A/C in residential houses. It also includes gas piping standard and two pound systems. Also the proper venting of standard and high efficiency furnaces. You will be able to correctly install evaporators and condensing units for central A/C.

Student Learning Outcomes:

- \* Install condensing units for central a/c in residential houses
- \* Install evaporators for central a/c in residential houses
- \* Install standard and high efficient furnaces
- \* Install venting for standard and high efficient furnaces
- \* Install air-to-air heat exchangers
- \* Install gas piping for 1/2 lbs and 2 lbs residential systems

Prerequisite(s): HART1502, HART1510, HART1514, HART1518

(3 C: 2 lect/pres, 1 lab, 0 other)

### HART 1526 - Principles of Air Conditioning

In this course you will be introduced to refrigeration systems used in air conditioning. You will also learn the function of the four basic components of the a/c, evaporator, condenser, compressor and metering devices. Also charging, evacuating and reclaiming residential a/c systems.

Student Learning Outcomes:

- \* Identify the four basic components of a refrigeration system used in residential a/c
  - \* Understand the functions of the four basic components of a refrigeration system used in residential a/c
  - \* Charge a residential a/c system
  - \* Evacuate a residential a/c system
  - \* Reclaim a residential a/c system
- Prerequisite(s): HART1514, HART1518
- (4 C: 2 lect/pres, 2 lab, 0 other)

### HART 1530 - Heat Pumps

In this course you will study fundamentals of heat pump as applied to both heating and a/c. Both air-to-air heat pump and ground source heat pumps and how each work.

Student Learning Outcomes:

- \* Understand the operation of a heat pump in the cooling cycle
- \* Understand the operation of a heat pump in the heating cycle
- \* Understand the operation of a heat pump when it goes into a defrost cycle
- \* Charge a heat pump
- \* Understand the function of a ground source heat pump and how it takes heat and gives heat to the ground

Prerequisite(s): HART1514, HART1518

(2 C: 1 lect/pres, 1 lab, 0 other)

### HART 1534 - Troubleshooting Heating and A/C

This course will enable students to diagnose malfunctions in residential heating and air conditioning systems by learning the proper troubleshooting techniques, repairing or replacing defective components. Students will learn best practices as identified by industry standards.



**Student Learning Outcomes:**

- \* Diagnose air conditioning systems for proper operation of the electrical system.
- \* Diagnose air conditioning systems for proper operation of the refrigeration system.
- \* Diagnose heating system for proper operation of the electrical system.
- \* Take combustion analysis and check the readings against standards of industry.
- \* Analyze and troubleshoot components in residential heating systems.
- \* Analyze and troubleshoot components in a residential air conditioning systems.

Corequisite(s): HART1522, HART1526, HART1530, HART1506

Prerequisite(s): HART1502, HART1510, HART1518, HART1540

(3 C: 1 lect/pres, 2 lab, 0 other)

**HART 1538 - HART Job Preparation**

This course is designed to prepare students for job seeking skills necessary to complete a resume and job interviews. This course will also cover customer relation and service order documentation skills as it relates to the HVAC industry.

**Student Learning Outcomes:**

- \* Construct a completed resume
- \* Create a plan for a job interview
- \* Determine the proper information for service orders in repair calls in HVAC
- \* Develop a plan for the importance of customer relations for HVAC
- \* Respond to customer complaints related to A/C and heating equipment
- \* Generate a material orders for HVAC construction jobs

Prerequisite(s): HART1510, HART1514, HART1518, HART1502

(1 C: 1 lect/pres, 0 lab, 0 other)

**HART 1540 - Internship - Residential**

This course is designed to allow students to apply the knowledge and skills learned in the classroom and lab. Students will work for a residential heating and air conditioning company.

**Student Learning Outcomes:**

- \* Learn the daily workings of a residential service or installation company.
- \* Identify the types of customers a residential company performs services for.
- \* Identify the procedures for documenting services performed for customers.
- \* Develop the professional approach between customer and service personnel.
- \* Identify the techniques and procedures used to perform service and installation of residential equipment.

Prerequisite(s): HART1502, HART1510, HART1514, HART1518

(2 C: 0 lect/pres, 0 lab, 2 other)

**HART 2502 - Commercial Refrigeration II**

Students will do an in depth study of commercial refrigeration systems and refrigeration controls. Students will perform control adjustments and installation.

**Student Learning Outcomes:**

- \* Categorize types of supermarket refrigeration cases
- \* Determine the piping schemes of heat reclaim systems
- \* Determine the operation and controls of an ice machine by reading schematics
- \* Demonstrate the operation and controls of a parallel refrigeration system
- \* Classify the types of refrigeration systems
- \* Determine the accessories and their location on a supermarket rack

Prerequisite(s): HART2530, HART2506, HART2510, HART2526, HART2930

(4 C: 2 lect/pres, 2 lab, 0 other)

**HART 2506 - Commercial Refrigeration I**

Students will study fundamental principles of commercial refrigeration. Students will study accessories and perform troubleshooting on commercial applications.

**Student Learning Outcomes:**

- \* Determine the types and reasons for high side pressure control devices
- \* Compare the laws of thermodynamics as they apply to refrigeration systems
- \* Determine the proper procedures and requirements for converting CFC refrigerants to a HFC or HCFC refrigeration system
- \* Determine the causes of low temperature systems failures
- \* Determine and install appropriate refrigeration accessories based on system requirements

Prerequisite(s): HART1506, HART1522, HART1526, HART1530, HART1534

(4 C: 2 lect/pres, 2 lab, 0 other)

**HART 2510 - Commercial Electrical and Controls**

Students will study the operation and troubleshooting of commercial electrical

controls as they relate to commercial refrigeration, heating and air conditioning systems. Students will perform troubleshooting and installation of controls.

**Student Learning Outcomes:**

- \* Classify all types of single phase and three phase power supplies, their correct voltages and wiring configuration
- \* Determine the correct settings of operating and safety controls that are commonly associated with commercial refrigeration, heating and air conditioning equipment
- \* Conclude the operation of electrical controls and interpret their functions on electrical schematics

Prerequisite(s): HART1506, HART1522, HART1526, HART1530, HART1534

(3 C: 2 lect/pres, 1 lab, 0 other)

**HART 2514 - Compressor Operation and Troubleshooting**

Students will study in-depth the operation and the troubleshooting skills for refrigeration and air conditioning compressors. Students will perform operational checks and teardown of compressors.

**Student Learning Outcomes:**

- \* Classify the types of mechanical action used for compressors
- \* Compare the types of compressor failures
- \* Analyze the internal operation of a compressor for normal operation using the proper tools
- \* Distinguish the types of compressor cooling
- \* Demonstrate the removal and replacement of a failed compressor
- \* Demonstrate the replacement of failed internal compressor valves

Prerequisite(s): HART2506, HART2510, HART2526, HART2530

(3 C: 1 lect/pres, 2 lab, 0 other)

**HART 2518 - Commercial Troubleshooting**

Students will use knowledge and tools to troubleshoot commercial refrigeration, air conditioning and heating equipment. Students will use refrigeration theory and electrical diagrams to troubleshoot equipment.

**Student Learning Outcomes:**

- \* Demonstrate the proper techniques to find power circuits shorts
- \* Test for open safeties using hoppers method of electrical troubleshooting
- \* Determine system failures by understanding systems sequence of operation
- \* Determine and identify mechanical failures of systems accessories

Prerequisite(s): HART2506, HART2510, HART2526, HART2530

(2 C: 1 lect/pres, 1 lab, 0 other)

**HART 2522 - Commercial Air Conditioning**

Students will service and install commercial air conditioning systems. Students will do an in-depth study of controls and types of air conditioning systems as they relate to the commercial field.

**Student Learning Outcomes:**

- \* Determine if an air conditioning system that is low on refrigerant, recover the refrigerant, repair the leak and properly recharge system
- \* Analyze the operation capacity control devices, properly adjust, and troubleshoot each type of capacity control device
- \* Demonstrate the ability to troubleshoot and repair or replace failed electrical components of commercial air conditioning systems
- \* Evaluate the affects of commercial air conditioning systems on room comfort and system performance with the use of psychrometric charts
- \* Analyze commercial air conditioning system failures and conclude the probable cause

Prerequisite(s): HART2506, HART2510, HART2526, HART2530

(3 C: 2 lect/pres, 1 lab, 0 other)

**HART 2526 - Commercial Heating and HVAC Systems**

Students will use their skills and knowledge to troubleshoot, perform maintenance and install commercial heating and HVAC systems. Students will do an in-depth study of controls and design of commercial heating and HVAC systems.

**Student Learning Outcomes:**

- \* Take combustion analysis and check the readings against standards of industry
- \* Determine components and operation of hot water heating systems
- \* Examine the operation and recommended use of make-up air heating systems
- \* Analyze drawings and duct layout to determine the types of air handling systems
- \* Determine the components and operation of steam heating systems

Prerequisite(s): HART1522, HART1526, HART1506, HART1530, HART1534  
(3 C: 2 lect/pres, 1 lab, 0 other)

### HART 2530 - Commercial Load Calculating

Students will properly select the correct refrigeration equipment to load demands. Students will also determine the proper piping size and accessories for the equipment selected.

Student Learning Outcomes:

- \* Determine the proper BTU loads for various sizes of walk-in coolers and freezers
- \* Calculate the amount of BTU's required for storage of various types of products
- \* Determine the proper refrigeration equipment and accessories for specified BTU loads
- \* Design properly functioning refrigeration systems, to include pipe size, layout and installation requirements
- \* Calculate BTU load of residential house, size and design ductwork layout

Prerequisite(s): HART1534, HART1506, HART1522, HART1526, HART1530  
(2 C: 1 lect/pres, 1 lab, 0 other)

### HART 2534 - Commercial HVAC Controls

Students will use their knowledge of commercial heating, air conditioning systems and ventilation to perform service, installation and maintenance on equipment. Students will study the design and controls of commercial HVAC equipment.

Student Learning Outcomes:

- \* Determine the operation of a two position control system and proportional control system
- \* Determine the use and operation of limit controls
- \* Demonstrate basic operation of a digital control system
- \* Analyze pneumatic stats for proper calibration and operation

Prerequisite(s): HART2506, HART2510, HART2526, HART2530  
(2 C: 1 lect/pres, 1 lab, 0 other)

### HART 2540 - Internship - Commercial

This course is designed to allow students to apply the knowledge and skills learned in the classroom and lab. Students will work for commercial heating, air conditioning, and refrigeration companies.

Student Learning Outcomes:

- \* Examine the daily workings of a commercial service or installation company
- \* Determine the types of customers a commercial company performs services for
- \* Identify the procedures for documenting services performed for customers
- \* Relate the professional approach between customer and service personnel
- \* Identify the techniques and procedures used to perform service and installation of commercial equipment

Prerequisite(s): HART1506, HART1522, HART1526, HART1530, HART1534  
(2 C: 0 lect/pres, 0 lab, 2 other)

### HASL 1300 - American Sign Language I

Meets MN Transfer Curriculum Goal Area 7 - Human Diversity. This course is an introduction to beginning ASL (American Sign Language) sign vocabulary. Students will learn grammatical features and classifiers with an emphasis on visual American Sign Language. This course is an immersion in ASL. It promotes an increased understanding and appreciation of Deaf culture.

Student Learning Outcomes:

- \* Recognize the difference between affirmative and negative.
- \* Convert from yes/no questions to wh-word questions and vice-versa.
- \* Demonstrate directional verbs.
- \* Project sensitivity to cultural tips.
- \* Identify verb/noun pairs.
- \* Utilize negative incorporations.
- \* Respond to commands.
- \* Demonstrate respect for a no-sound environment.
- \* Describe Deaf Culture.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### HASL 1404 - American Sign Language II

Review and expansion of basic vocabulary and grammatical structure, conversa-

ational practice. Must be taken in sequence.

Student Learning Outcomes:

- \* Introduce the student to expansion of beginners' vocabulary of ASL
- \* Utilize American Sign Language and fingerspelling in both expressive and receptive ways with more facial expression and body movements
- \* Develop more active listening behaviors
- \* Participate fully in the classroom such as: small group work, group discussion, and whole class discussion

Prerequisite(s): HASL1400

(3 C: 3 lect/pres, 0 lab, 0 other)

### HASL 1408 - American Sign Language III

Meets MN Transfer Goal 8 - Global Perspective. Continuation of American Sign Language expansion of intermediate vocabulary, grammar and visual language with increased speed and clarity of fingerspelling and signing.

Student Learning Outcomes:

- \* Introduce the student to intermediate vocabulary of ASL
- \* Utilize American Sign Language fluently in both expressive and receptive ways
- \* Interact with deaf people and to understand their signing styles
- \* Know ethical dilemmas common in communicating
- \* Participate fully in the classroom such as: small group work, group discussion, and whole class discussion
- \* Increase signing and fingerspelling speed and clarity

Prerequisite(s): HASL1404

(3 C: 3 lect/pres, 0 lab, 0 other)

### HASL 1412 - American Sign Language IV

Meets Mn Transfer Goal 8 - Global Perspective. Intense study of intermediate + (or intermediate plus) vocabulary and ASL grammatical structures, in-depth descriptive classifiers, with few repetitions and students' self critique. Knowledge of political corrections signs. Primarily for intermediate sign language students.

Student Learning Outcomes:

- \* Introduce the student to intermediate vocabulary of ASL
- \* Utilize American Sign Language fluently in both expressive and receptive ways with few repetitions
- \* Interact with deaf people and recognize their signing styles
- \* Identify political corrections signs
- \* Participate fully in the classroom such as: small group work, group discussion, and whole class discussion
- \* Self-critique of signing and fingerspelling speed and clarity for self and others
- \* Utilize in-depth classifiers describing things, persons or places

Prerequisite(s): HASL1408

(3 C: 3 lect/pres, 0 lab, 0 other)

### HCCC 1410 - Behaviors for Success in the Healthcare Industry

This module focuses on the requirements needed by healthcare workers to effectively work in a variety of health care settings. This includes types of health care facilities and systems, applying for employment, accountability and responsibility; standards of dress, workplace behavior, and approaches needed to assist clients; expectations of teams and team members; common health care facility policies and requirements; and selected medical and departmental abbreviations. Also included is discussion about how health care workers can impact the quality of health care and balance their work and personal life to maintain personal wellness. Must be taken Pass/Fail.

Student Learning Outcomes:

- \* Discuss ways healthcare personnel can balance their work and personal life to maintain personal wellness
- \* Describe the expectations employees have of healthcare personnel
- \* Identify quality issues in healthcare facilities relating to how they impact workers and delivery of care
- \* Describe the common policies and requirements for various healthcare facilities
- \* Identify selected organizational, financial structures, departments, services and requirements for various types of healthcare personnel
- \* Using a problem solving process applied to a healthcare situation, describe behaviors for success in healthcare

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(.5 C: 0 lect/pres, 0 lab, 0.5 other)

**HCCC 1415 - Intro to Healthcare Careers I**

This course explores Behaviors for Success in the Healthcare Industry, Awareness and Sensitivity for Clients' Needs, and Communication in Healthcare with clients, families, and among the healthcare team.

Student Learning Outcomes:

- \* Discuss ways healthcare personnel can balance their work and personal life to maintain personal wellness
  - \* Describe the expectations employees have of healthcare personnel
  - \* Identify quality issues in healthcare facilities relating to how they impact workers and delivery of care
  - \* Describe the common policies and requirements for various healthcare facilities
  - \* Identify selected organizational, financial structures, departments, services and requirements for various types of healthcare personnel
  - \* Using a problem solving process applied to a healthcare situation, describe behaviors for success in healthcare
  - \* Describe the major stages of human development to include basic health needs
  - \* Discuss the needs of clients of different age groups and how those needs can affect behaviors, attitudes and service strategies for quality of care
  - \* Describe the types of emotional, spiritual and social needs of clients and their families
  - \* Explain how different diseases can influence the functioning, behaviors and attitudes of individuals
  - \* Define the stages of death and dying and the influence those stages have on clients and their families
  - \* Applying a problem solving process, describe how healthcare workers can be aware and sensitive to their clients' needs
  - \* Describe components of effective verbal and non-verbal communication
  - \* Explain how active listening skills can improve communication
  - \* Discuss the use of a variety of communication techniques to achieve effective interpersonal and team communication
  - \* Describe communication skills that are important when managing conflict
  - \* Explain components of accurate, appropriate communication to include common medical abbreviations
  - \* Apply a problem solving process in healthcare situations and describe how effective communication will occur between clients, individuals and team members
- Corequisite(s): HCCC1425  
Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

**HCCC 1420 - Awareness and Sensitivity to Clients' Needs**

This module presents challenges and issues related to the awareness and sensitivity needed to understand the healthcare needs of clients. Included is the impact disease has on individuals; the emotional, spiritual, and social needs of clients; as well as the type of care needed by different age groups. Also included is the process of death and dying and how that affects clients and their families. Must be taken Pass/Fail.

Student Learning Outcomes:

- \* Describe the major stages of human development to include basic health needs
  - \* Discuss the needs of clients of different age groups and how those needs can affect behaviors, attitudes and service strategies for quality of care
  - \* Describe the types of emotional, spiritual and social needs of clients and their families
  - \* Explain how different diseases can influence the functioning, behaviors and attitudes of individuals
  - \* Define the stages of death and dying and the influence those stages have on clients and their families
  - \* Applying a problem solving process, describe how healthcare workers can be aware and sensitive to their clients' needs
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(.5 C: 0 lect/pres, 0 lab, 0.5 other)

**HCCC 1425 - Intro to Healthcare Careers II**

This course explores Respect for Client and Staff Diversity, Healthcare Safety and Standard Precautions, Legal Issues in Healthcare, and Healthcare Ethics.

Student Learning Outcomes:

- \* Compare one's personal belief system and practices with those of other cultures
- \* Explore personal responsibilities to respect people as individuals
- \* Discuss workplace expectations for interaction between team members, clients

and individuals from diverse cultures, gender, age and sexualities

- \* Following a problem solving approach, describe how healthcare employees can respect client and staff members
- \* Discuss agencies with requirements for safety standards in healthcare facilities, their employees, clients and individuals
- \* Explain requirements to maintain standard procedures and precautions in healthcare facilities
- \* Describe process that healthcare facilities use to achieve safety in various areas
- \* Describe the principles and standards of infection control
- \* Identify the ways in which healthcare workers can demonstrate personal and client safety
- \* Explain the laws related to healthcare and their influence on the healthcare delivery system
- \* Define Vulnerable Adult Law as it relates to abuse, neglect, and exploitation
- \* Discuss healthcare providers and facilities to ensure clients and workers' rights
- \* Describe confidentiality and its impact on all concerned
- \* Explain the problem solving process concerning the law and legal rights
- \* Describe dimension of values as they impact healthcare
- \* Describe basic principles of professional relationships
- \* Discuss aspects of ethical decision making in healthcare
- \* Discuss ethical decision making models applied to healthcare

Corequisite(s): HCCC1415

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

**HCCC 1430 - Respect for Client and Staff Diversity**

This module provides a framework for dealing with diverse residents, clients and staff. Included are belief systems, cultural practices, and respect and sensitivity to cultural and gender issues. Emphasis is placed on awareness and use of effective strategies to appropriately deal with diversity in the workplace. Must be taken Pass/Fail.

Student Learning Outcomes:

- \* Compare one's personal belief system and practices with those of other cultures
  - \* Explore personal responsibilities to respect people as individuals
  - \* Discuss workplace expectations for interaction between team members, clients and individuals from diverse cultures, gender, age and sexualities
  - \* Following a problem solving approach, describe how healthcare employees can respect client and staff members
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(.5 C: 0 lect/pres, 0 lab, 0.5 other)

**HCCC 1440 - Communication in Healthcare**

This module emphasizes the importance of effective communication between and among healthcare workers and their clients. Included are verbal and nonverbal communication, listening skills, interpersonal communication, team communication, documentation and reporting, and the use of electronic communication devices in healthcare facilities. Focus is on the development of effective communication skills to support quality client care. Must be taken Pass/Fail.

Student Learning Outcomes:

- \* Describe components of effective verbal and non-verbal communication
  - \* Explain how active listening skills can improve communication
  - \* Discuss the use of a variety of communication techniques to achieve effective interpersonal and team communication
  - \* Describe communication skills that are important when managing conflict
  - \* Explain components of accurate, appropriate communication to include common medical abbreviations
  - \* Apply a problem solving process in healthcare situations and describe how effective communication will occur between clients, individuals and team members
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(1 C: 1 lect/pres, 0 lab, 0 other)

**HCCC 1450 - Healthcare Safety and Standard Precautions**

This module focuses on the rules and standards related to regulatory policies required of healthcare facilities, as well as personal safety standards and requirements to work in healthcare settings. Included are the principles and standards of infection control; standard precautions; healthcare facility safety policies and strategies to ensure personal, client and resident safety; and procedures to respond

to emergencies. Must be taken Pass/Fail.

Student Learning Outcomes:

\* Discuss agencies with requirements for safety standards in healthcare facilities, their employees, clients and individuals

\* Explain requirements to maintain standard procedures and precautions in healthcare facilities

\* Describe process that healthcare facilities use to achieve safety in various areas

\* Describe the principles and standards of infection control

\* Identify the ways in which healthcare workers can demonstrate personal and client safety

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(.5 C: 0 lect/pres, 0 lab, 0.5 other)

#### **HCCC 1460 - Legal Issues in Healthcare**

This module focuses on the legal issues related to clients and healthcare workers. Such areas as healthcare laws, client rights and responsibilities, confidentiality, liability, documentation, and regulation are explored. The relationship between ethics and legal issues is discussed, as well as the impact law and regulation has on healthcare systems. Must be taken Pass/Fail.

Student Learning Outcomes:

\* Explain the laws related to healthcare and their influence on the healthcare delivery system

\* Define Vulnerable Adult Law as it relates to abuse, neglect, and exploitation

\* Discuss healthcare providers and facilities to ensure clients and workers' rights

\* Describe confidentiality and its impact on all concerned

\* Explain the problem solving process concerning the law and legal rights

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(.5 C: 0 lect/pres, 0 lab, 0.5 other)

#### **HCCC 1470 - Healthcare Ethics**

This module emphasizes the use of sound ethical practices in healthcare. Included are ethical principles and standards as they relate to the care of clients and interactions with peers, colleagues, and team members. Ethical frameworks are provided for discussion on understanding the types of ethical challenges in healthcare and the difficult decisions that need to be made. Must be taken Pass/Fail.

Student Learning Outcomes:

\* Describe dimension of values as they impact healthcare

\* Describe basic principles of professional relationships

\* Discuss aspects of ethical decision making in healthcare

\* Discuss ethical decision making models applied to healthcare

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(.5 C: 0 lect/pres, 0 lab, 0.5 other)

#### **HCCC 1480 - Healthcare Core Curriculum Skills and Clinical**

The Healthcare Core Curriculum (HCCC) Skills and Clinical course includes an introduction to the nursing care, skills, and concepts necessary to prepare students to complete a clinical experience and gain eligibility to register for the MN Nursing Assistant State Exam as a candidate who has completed an approved nursing assistant program.

Student Learning Outcomes:

\* Identify functions that are appropriate to the nursing assistant role and providing person-centered care.

\* Explain the basic concepts of maintaining a clean and safe environment and demonstrate knowledge of related skills.

\* Identify normal and abnormal vital signs and demonstrate accuracy in obtaining vital signs.

\* Explain rationale for providing personal cares and demonstrate proficient performance of personal care skills.

\* Explain the importance of providing activity and exercise and demonstrate proficient performance of related skills.

\* Explain basic concepts of nutrition, fluid balance, and types of diets and demonstrate skills related to food and fluid intake.

\* Explain basic concepts related to bowel and bladder function and demonstrate skills related to elimination.

\* Explain special needs associated with clients who have mental and behavioral health challenges and demonstrate skills to modify behavior.

\* Identify workplace rights and responsibilities and explain the importance of organizational skills and personal wellness.

Prerequisite(s): All 6 credits: HCCC1410, HCCC1420, HCCC1470, HCCC1440, HCCC1430, HCCC1450, HCCC1460, or both HCCC1425 and HCCC1415, (2 C: 0 lect/pres, 1 lab, 1 other)

#### **HCCC 1490 - Nursing Assistant Skills Refresher**

This 16-hour Nursing Assistant Skills Refresher course will help students fine tune skills needed to work as a Nursing Assistant and prepare them for the MN Nurse Aide Competency Examination. Demonstrations of the 21 skills students may encounter during the state exam will be provided with time allowed for supervised practice and coaching in the lab setting.

Student Learning Outcomes:

\* Apply knowledge to competent performance of Nursing Assistant skills included in the MN Nurse Aide Competency Exam.

(.5 C: 0 lect/pres, 0 lab, 0.5 other)

#### **HIST 1310 - American History Until 1877**

Meets MN Transfer Goals 5 and 9 - History and the Social and Behavioral Sciences and Ethical and Civic Responsibility. This course will examine major trends and events from the early European explorations until the Compromise of 1877. Topics will include historical methods, the indigenous peoples and their cultures, the European background, colonial government and culture, the Industrial Revolution, the American Revolution, establishment of the Constitution, the young republic, territorial expansion, slavery, immigration, sectional divisions, the Civil War, and Reconstruction of the South.

Student Learning Outcomes:

\* Acquire basic knowledge and understanding of American history until the end of Reconstruction, including but not limited to the topics mentioned in the description

\* Gain appreciation for the ways the study of past is related to the contemporary situation

\* Acquire a basic understanding of the discipline of history and historical knowledge

\* Develop a greater interest and curiosity for the study of history

\* Develop enhanced college-level skills in analysis, writing, research, and oral presentations

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HIST 1311 - The United States Since 1877**

Meets MN Transfer Goals 5 and 9 - History and the Social and Behavioral Sciences and Ethical and Civic Responsibility. This course will examine trends and events from the end of Reconstruction until the present, including topics such as industrial modernization, imperialism, Jim Crow, progressivism, the two world wars, the Great Depression, the New Deal, the Cold War, the Korean and Vietnam Wars, the Civil Rights movement, Great Society reforms, the impact of 9/11/01, America's changing role in the world, and continuing political controversies.

Student Learning Outcomes:

\* Acquire basic knowledge and understanding of American history since the end of Reconstruction, including but not limited to the topics mentioned in the description

\* Gain appreciation for the ways the study of past is related to the contemporary situation

\* Acquire a basic understanding of the discipline of history and historical knowledge

\* Develop greater interest and curiosity about the study of history

\* Develop enhanced college-level skills in analysis, writing, research, and oral presentations

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HIST 1320 - World History to 1500**

Meets MN Transfer Curriculum Goal Areas 5 and 8 - History and the Social and Behavioral Sciences and Global Perspective. This survey course examines the history of major world civilizations from about 4000 BCE to 1500 CE. The course explores the history of the cultural, religious, economic, political, ecologi-

cal and social aspects of the ancient civilizations of Mesopotamia, Egypt, Greece and Rome, the Islamic World, medieval Europe, West Africa, China, India, southeast Asia, Oceania, and the Pre-Columbian Americas.

Student Learning Outcomes:

- \* Outline and describe the methods and data that historians use to investigate major world civilizations from the dawn of the historic age (ca. 4000 BCE) to 1500 CE.
  - \* Recognize and explain the key political, economic, and cultural trends in world civilizations from ca. 4000 BCE to 1500 CE.
  - \* Examine and interpret the major religious, artistic, social, economic, environmental and political trends of world civilizations from ca. 4000 BCE to 1500 CE.
  - \* Identify and summarize the cultural, social, religious and linguistic contributions of the various population groups that shaped world history from ca. 4000 BCE to 1500 CE.
  - \* Analyze specific historical international problems and critique the solutions utilized by and the alternatives available to major world population groups from ca. 4000 BCE to 1500 CE
  - \* Assess and evaluate the influence of historical civilizations on contemporary global issues and on modern world citizenship.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### HIST 1321 - World History Since 1500

Meets MN Transfer Curriculum Goal Areas 5 History and the Social and Behavioral Sciences, and 8 Global Perspective - This survey course examines modern world history from the Columbian exchange to the present era (ca. 1500 to the present). The course explores the trend of European exploration and the subsequent intercultural interaction on a global scale. Moreover, the course explores the growth of navigation, colonization, trade and industrialization. Also included in course topics are European imperialism in the modern era, the two world wars, the Cold War, and the rise of the Third World. Finally, contemporary globalism and international relations will also be examined.

Student Learning Outcomes:

- \* Describe the methods and data that historians use to investigate major world civilizations from 1500 CE to the present.
  - \* Explain the key political, economic, and cultural trends in world civilizations from 1500 CE to the present.
  - \* Examine the major religious, artistic, social, economic, environmental and political trends of world civilizations from 1500 CE to the present.
  - \* Summarize the cultural, social, religious and linguistic contributions of the various population groups that shaped world history from 1500 CE to the present.
  - \* Analyze specific historical international problems and critique the solutions utilized by and the alternatives available to major world population groups from 1500 CE to the present.
  - \* Evaluate the influence of historical civilizations on contemporary global issues and on modern world citizenship.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### HIST 1330 - World War II

Meets MN Transfer Goals 5 and 8 - History and the Social and Behavioral Sciences and Global Perspective. This course describes and analyzes the most violent and destructive war in human history, including its causes, Fascism, the Third Reich, Soviet Communism, war aims of participating countries, campaigns and battles, strategies and tactics, technologies, political and military leadership, home fronts, diplomacy, genocide, final victory, trials for war crimes, and the consequences of the war on subsequent developments.

Student Learning Outcomes:

- \* Acquire basic knowledge and understanding of the war, including the topics in the description
  - \* Gain appreciation for the ways the study of past is related to the contemporary situation
  - \* Acquire a basic understanding of the discipline of history and historical knowledge
  - \* Develop greater interest and curiosity about WW II and subsequent history
  - \* Gain enhanced college-level skills in analysis, writing, research, and oral presentations
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or

ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1210 - Health Information Foundations

This course introduces the student to the health information management profession by covering topics fundamental to the field such as the purpose and use of health information, regulatory requirements, electronic health records and various job functions associated with managing health information. Students will explore the history of maintaining health records including collection, filing, storage and retention of health data. Exploration of the various stakeholders in the health industry will be covered. Students will also be introduced to various types of health records, clinical classification systems and reimbursement practices. This course is a foundational course that paves the way for more advanced health information courses.

Student Learning Outcomes:

- \* Summarize the development of health information management as a profession and benefits of professional membership.
  - \* Describe the internal and external stakeholders of health information organizations and health data.
  - \* Explain the uses and values of health records in paper or electronic format.
  - \* Distinguish among the content of health records in various departments and facilities.
  - \* Identify methods for collecting, filing, storage and retention according to compliance requirements.
  - \* Differentiate among quantitative, qualitative, and statistical analysis of health records.
  - \* Apply policies to the process of managing health information
  - \* Articulate the usability and accessibility of health information by patients, including current trends and future challenges.
  - \* Identify quality and performance standards and their sources who measure data.
  - \* Discover current trends and future challenges in health information exchange.
  - \* Identify Health Information job functions, how they relate to each other, and how they are achieved in the electronic environment.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(2 C: 2 lect/pres, 0 lab, 0 other)

### HITM 1220 - Legal Aspects of Health Information

This course covers the application of ethical and legal principles and standards pertaining to the patient/provider relationship and the Health Information profession. Topics of study include an overview of the legal system, including professional liability and medical malpractice prevention. Students will apply regulations surrounding the Health Insurance Portability and Accountability Act (HIPAA), as well as documentation/retention guidelines, patient rights/physician duties, and bioethical practices. Application of the ethical decision making process is applied through the use of case studies.

Student Learning Outcomes:

- \* Explain the trial process, including jurisdiction and levels of courts in the US.
  - \* Assess ethical standards of practice as relevant to the patient/provider relationship and the HIM profession.
  - \* Apply legal concepts and principles to the practice of HIM.
  - \* Differentiate among various regulations affecting the medical profession, including Medical Staff Bylaws, Accreditation requirements, Agency regulations, State and Federal laws.
  - \* Compare the components of a legal health record versus a designated record set.
  - \* Apply HIPAA privacy and security strategies to Health Information.
  - \* Utilize legal documents appropriately in the healthcare environment including Consent for Treatment, Release of Information, Power of Attorney, Advanced Directive, HIPAA Privacy Practices, etc.
  - \* Identify compliance requirements throughout the health information life cycle, including data collection, storage, retention and destruction.
  - \* Identify the components of risk management related to health information management.
- (3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1226 - CPT Coding

The course introduces the basic principles, guidelines and conventions of Current Procedural Terminology (CPT) coding, including Evaluation/Management (E/M) and Healthcare Common Procedure Coding System (HCPCS). Coursework is

organized by body system for application of appropriate CPT codes. Students will discover how coding is used in the delivery of healthcare. Application of evaluation/management coding is reinforced through the use of case studies. Knowledge of CPT coding is critical as the student progresses into advanced coding classes.

Student Learning Outcomes:

- \* Describe the history of the CPT classification system, including current use in the delivery of healthcare.
- \* Analyze code descriptions using Medical Terminology, Anatomy and Physiology knowledge for appropriate classification.
- \* Validate assignment of procedural and service codes in accordance with official CPT guidelines.
- \* Determine the appropriate Evaluation and Management (E/M) visit codes by classifying the clinical information according to the E/M guidelines.
- \* Determine the appropriate CPT/HCPCS code and/or modifier based on CPT Coding guidelines.
- \* Compare and Contrast modifier descriptions for appropriate assignment.
- \* Evaluate code assignment and sequencing using official coding guidelines and National Correct Coding Initiative, (NCCI) edits.
- \* Utilize software technologies in the assignment of procedural codes.
- \* Comply with AHIMA standards of ethical coding.

Prerequisite(s): HITM1244

(3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1227 - ICD-CM Coding

This course covers the basics of coding with the International Classification of Diseases-Clinical Modification (ICD\_CM) coding system, including the basic principles, guidelines, and conventions of ICD\_CM coding. Course work includes classification and indexing of diagnoses for each body system and condition type, as well as external causes. Knowledge of CM coding is critical as the student progresses into advanced coding classes.

Student Learning Outcomes:

- \* Describe the history of ICD\_CM classification system, as well as current use in the delivery of healthcare.
- \* Analyze code descriptions using Medical Terminology, Anatomy and Pathophysiology knowledge for appropriate classification. (IV.1)
- \* Validate assignment of diagnosis and external cause codes in accordance with official ICD-CM guidelines. (IV.1)
- \* Determine the appropriate ICD-CM code based on official CPT Coding guidelines. (IV.1 RM)
- \* Determine code selection based on various reimbursement methodology regulations for risk adjustment and payment. (IV.1 RM)
- \* Comply with American Health Information Management Association (AHIMA) standards of ethical coding. (VI.7)

Prerequisite(s): HITM1230

(3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1228 - Administrative Medical Terminology

This is an applied medical vocabulary course that introduces terms related to the various body systems, including directional, anatomical, and procedural terms. Students apply their knowledge to medical scenarios, including taking telephone calls, auditing reports for errors, and correctly reading medical records. The course is designed to prepare students for various professional careers in the health information field. Emphasis is placed on building terms using word parts, including proper spelling, pronunciation, and defining the medical terms.

Student Learning Outcomes:

- \* Demonstrate knowledge of medical words as related to anatomy, disease processes, and surgical procedures for various body systems.
- \* Show understanding of various directional/positional terms of the body.
- \* Build medical terms for given definitions.
- \* Define, pronounce, and spell anatomy, disorder, surgical, and complementary terms for the body systems.
- \* Demonstrate the ability to research medical term meanings using legitimate Internet sites.
- \* Read medical documents and interpret medical terminology contained in them.
- \* Interpret meanings of medical terms and abbreviations as relevant to the body systems.

Corequisite(s): HITM1244

(3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1230 - Pathophysiology and Pharmacology

This course will introduce students to the physiologic changes that occur within the body as a result of specific disease processes and to provide a basic understanding of the medications used to treat or affect these disease processes. Focus will be on the signs and symptoms, etiology, diagnostic procedures and treatment of common diseases and how the medications used to treat those diseases work in the human body. Knowledge of pathophysiology and pharmacology is crucial as the student progresses to advanced coding classes.

Student Learning Outcomes:

- \* Determine how and why alterations in body structure and function lead to the signs and symptoms of disease
- \* Investigate the signs/symptoms, etiology, diagnostic tests and latest treatments (including surgical, immunotherapy, and radiologic) for diseases and conditions of the following body systems: Endocrine, Integumentary, Musculoskeletal, Digestive, Respiratory, Circulatory, Urinary, Reproductive, Neurologic, and Immune
- \* Apply knowledge to diagnose diseases based on symptoms
- \* Identify the various risk factors contributing to diseases
- \* Explain the roles of healthcare personnel as they relate to pharmacology
- \* Define controlled substances and categories of controlled substances
- \* Identify drugs by categories, trade name and generic name
- \* Describe drug interactions with foods, beverages, herbals, supplements, and other medications
- \* Investigate how common medications work in the body to treat common diseases and conditions of the body systems listed above.

Corequisite(s): HITM1244

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

### HITM 1236 - ICD-10-PCS Coding

This course covers the basics of coding with the International Classification of Disease-Procedure Coding System (ICD-PCS). It introduces basic principles and guidelines of ICD-PCS coding. Coursework includes analyzing medical documentation to identify patient procedures and services and assigning correct codes according to the ICD-PCS guidelines. Students will apply coding principles to actual case scenarios including specialty healthcare settings.

Student Learning Outcomes:

- \* Describe the history of the ICD-PCS classification system, as well as current use in the delivery of healthcare. (IV.2)
- \* Analyze code descriptions using Medical Terminology, Anatomy and Pathophysiology knowledge for appropriate classification. (IV.1)
- \* Validate assignment of procedural and service codes in accordance with official ICD-PCS guidelines. (IV.1)
- \* Determine the appropriate ICD-PCS code based on ICD-PCS Coding guidelines. (IV.1 RM)
- \* Identify specific coding requirements for specialty healthcare settings including medical/surgical, obstetrics, osteopathic, chiropractic, nuclear medicine, rehabilitation, and mental health. (IV.1 RM)
- \* Comply with American Health Information Management Association (AHIMA) standards of ethical coding. (VI.7)

Prerequisite(s): HITM1230

(3 C: 3 lect/pres, 0 lab, 0 other)

### HITM 1240 - Computerized Health Information

This course covers the basic concepts of an information system and the life cycle of information systems. The course also covers integration of clinical data from source applications in electronic health records (EHRs). Security measures to protect organization-wide information systems, measures to protect data integrity and validity are discussed. Students will utilize a variety of health information systems that are currently used in the industry.

Student Learning Outcomes:

- \* Identify the initiatives and framework of the electronic health record, including supplemental technologies. (III.1)
- \* Demonstrate knowledge of inpatient clinical information systems, management support systems, and outpatient information systems. (III.2)
- \* Discuss the aspects of standardized healthcare data sets and standards in the electronic environment. (I.5, I.6, III.7)
- \* Identify steps taken in the planning, design, selection, implementation, integration, testing, evaluation, and support for organization-wide information systems. (II.3)

- \* Investigate the use of audit trails in EHRs. (II.2)
  - \* Investigate the personal health record (PHR) and its integration into EHRs. (III.2)
  - \* Engage in the use of multiple EHR applications used in the industry to perform a variety of health information tasks. (II.3, III.6 DM)
  - \* Determine data dictionary element's compliance with governance standards. (I.6 DM)
  - \* Demonstrate a conceptual and practical understanding of data warehousing and data validity. (I.3, I.6 DM)
  - \* Analyze the information life cycle, including how data is acquired, used, stored, retrieved and validated in the electronic health record system. (III.6)
  - \* Compare and contrast interoperability standards for various health systems (III.7.DM)
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HITM 1244 - Anatomy and Physiology for Health Information**

The course introduces the basic structures of the human body from the cellular level, to the tissue level and finally to the organs comprising various systems of the body. The student will develop a basic understanding of the normal structure and function of the anatomy and physiology of the major body systems including: integumentary, musculoskeletal, nervous, endocrine, blood, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems. This course is vital in understanding and interpreting clinical data needed for proper medical coding.

Student Learning Outcomes:

- \* Define the anatomical and physiological terms associated with each system of the body.
- \* Identify the basic structures of the human body.
- \* Describe the function of each system of the body.
- \* Relate anatomical structures to the physiology associated with each system.
- \* Differentiate between normal functions and disease of each system of the body.
- \* Analyze the effects of aging on each system of the body.

Corequisite(s): HITM1228

(4 C: 4 lect/pres, 0 lab, 0 other)

#### **HITM 2200 - Quality Management of Health Information**

This course covers the components of quality improvement models using practical tools for problem solving, decision making, goal setting, and implementation. Students will explore risks that are managed using performance improvement activities in a Health Information department, including the various health record requirements, their sources, and reasons for the requirements. Students will also identify how technology affects the quality of documentation, and procedures to ensure quality documentation is generated. Activities include applying documentation policies through chart analysis, and creating a quality improvement process to improve the documentation.

Student Learning Outcomes:

- \* Define different performance improvement and quality improvement models. (VI.4)
- \* Compare performance improvement standards from various healthcare organizations. (VI.3)
- \* Define a sentinel event vs. near-miss and their impact on risk management. (V.3)
- \* Compare and Contrast the compliance requirements from various regulatory sources. (I.2, I.4)
- \* Summarize the impact of quality outcomes on cost-effective healthcare. (VI.4, V.4)
- \* Define various data set criteria and their impact on quality of care. (I.6)
- \* Apply data collection and quality improvement tools. (VI.4)
- \* Identify utilization management components. (IV.2)
- \* Evaluate records for clinical documentation improvement opportunities (IV.3)
- \* Recommend process improvement activities for change management (VI.2)
- \* Explain Institutional Review Board policies and procedures. (III.5)

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HITM 2209 - HIT Professional Practice Experience**

This course prepares students for entry into the health information management

field, offering an applied application of day-to-day tasks, policies and procedures related to Health Information. Students will interact with the Professional Practice Experience (PPE) supervisor and staff in the Health Information department during the practice experience. The course also offers PPE activities to prepare for and simulate on-the-job tasks. This course is a capstone course and should be completed after completing the first year of the Health Information Technology program. Students who completed BUSM 1290 as part of the Medical Coding Diploma may take this course for 1 credit and are exempt from outcome #1.

Student Learning Outcomes:

- \* Demonstrate professional job-seeking skills.
  - \* Apply soft skill sets with a balance of confidence and humility.
  - \* Demonstrate networking skills when interacting with health information professionals.
  - \* Apply safety, confidentiality, ethical standards and security guidelines of the PPE facility.
  - \* Demonstrate teamwork while working with a variety Health Information Technology departments at the PPE facility.
  - \* Prioritize job functions and activities under PPE Supervision.
  - \* Demonstrate ability to perform HIT functions under PPE supervision.
- (Variable C: 0 lect/pres, 0 lab, 0 other)

#### **HITM 2210 - Medical Billing and Reimbursement**

This course provides a study of numerous health insurance plans, reimbursement methodologies, and compliance strategies. Students will adhere to current regulations and guidelines for coding assignment, claim submission and denial management. Students will also align clinical classification documentation with claim submissions.

Student Learning Outcomes:

- \* Distinguish how different prospective payment systems operate.
- \* Compare the purpose and benefits of different third party payers, including government-sponsored health programs.
- \* Differentiate between types of physician fees and reimbursement methods.
- \* Analyze inpatient and outpatient prospective payment systems.
- \* Demonstrate ability to correctly calculate third party/patient payments according to deductible, coinsurance, etc.
- \* Evaluate the accuracy of diagnostic/procedural groupings.
- \* Utilize current coding and reimbursement guidelines.
- \* Identify procedures for obtaining patient demographic information, insurance verification, authorizations and collecting time-of-service payments.
- \* Apply the uses of classification systems, including the use of classification systems in reimbursement monitoring and reporting.
- \* Demonstrate ability to correctly complete various Medical Insurance Billing forms.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HITM 2215 - HIT Management and Supervision**

This class examines the many aspects of management of health information services. It introduces the general principles of management. Leadership theory and change management are examined. Work design and performance improvement specific to the Health Information Management (HIM) field are discussed. Human resource management concepts including position descriptions, performance standards, interview techniques, building effective teamwork, staff training and development, laws affecting organization workforce, and financial management functions of HIM profession are introduced. The steps and scope of project management are discussed. HIM strategic management processes are explored.

Student Learning Outcomes:

- \* Identify the impact of organizational change. (VI.2)
- \* Demonstrate fundamental leadership skills. (VI.1)
- \* Identify key activities associated with human resource management. (VI.3)
- \* Identify workforce training processes for health care organizations. (VI.9)
- \* Identify workforce training processes for health care organizations. (VI.9)
- \* Describe and apply financial management functions (VI.5)
- \* Describe and apply the elements of project management. (VI.2)
- \* Examine behaviors that embrace cultural diversity (VI.6)

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HITM 2224 - Advanced Medical Coding**

In this course, students will integrate their coding knowledge from CPT, ICD-

10-PCS and ICD-10-CM courses to coordinate the various classification systems needed to code encounters for inpatient and outpatient settings across all major specialties. Students will use an electronic application (encoder application software) as an aid in the selection of appropriate codes. They will evaluate and audit the revenue cycle processes, including compliance with coding guidelines, payer policies and reimbursement methodologies. Students will also identify clinical documentation improvement opportunities and recommend solutions.

Student Learning Outcomes:

- \* Determine clinical documentation to assign appropriate diagnostic, service and procedure codes and groupings in accordance with coding guidelines and payer policies. IV.1 RM
  - \* Evaluate denials by analyzing documentation, coding guidelines and payer policies to identify resolutions. IV.2 RM
  - \* Ensure coding compliance by auditing coded encounters. IV.3 RM
  - \* Assess the completeness of data and data sources for the billing process. IV.2 RM
  - \* Determine clinical documentation improvement strategies to improve reimbursement. IV.2 RM
  - \* Ensure codes are applied according to various reimbursement methodology regulations for risk adjustment and payment. (IV.2 RM)
  - \* Demonstrate the ability to communicate professionally and effectively with internal and external customers.
  - \* Evaluate revenue cycle processes using electronic resources such as encoders and grouper software. IV.3 RM
  - \* Comply with American Health Information Management Association (AHIMA) standards of ethical coding. (VI.7)
- Corequisite(s): HITM2210, HITM1236  
Prerequisite(s): HITM1227, HITM1226  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### HITM 2231 - Healthcare Statistics

This course will explore the procedures associated with statistics in healthcare, with emphasis on the application of data to evaluate quality outcomes. Students will learn calculation processes for a variety of descriptive statistics found in the Health Information Management department including vital statistics, productivity, staffing and budgets. The course will also explore inferential statistics, sampling, hypothesis testing, probability and inference. Students will learn about different types of research design and the role of the Institutional Review Board in research with healthcare facilities.

Student Learning Outcomes:

- \* Define how healthcare statistics are used in connection with healthcare quality outcomes. (VI.4)
  - \* Apply commonly-used descriptive healthcare statistics using Excel functions. (III.3)
  - \* Compare and contrast between descriptive and inferential statistics (III.3)
  - \* Utilize descriptive and predictive healthcare statistics. (III.3)
  - \* Apply statistical results to patient care, budget, staffing, and quality. (III.3)
  - \* Interpret quantitative data through the appropriate use of data presentation methods (III.4)
  - \* Explain basic research methods. (III.5)
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### HITM 2240 - Health Data Analytics

This course provides a hands-on approach to learning how to conduct health data analytics. Students will explore a variety of different statistical software to import, extract, transform, visualize and analyze data. These foundational skills will equip students with the basic knowledge of how to use data for performance improvement efforts in the healthcare industry.

Student Learning Outcomes:

- \* Evaluate data sets for compliance with data governance standards
- \* Manage data in a relational database
- \* Illustrate how metadata and standards are used to promote interoperability
- \* Adhere to security and data integrity requirements when importing, extracting, and transforming health data
- \* Construct database queries using statistical platform scripts to generate structured query reports using health data sets
- \* Apply descriptive and predictive statistical research methods to health care data sets
- \* Abstract and evaluate data from secondary databases to identify the relevance and significance of the data

- \* Summarize data using data visualization tools and techniques
- \* Compare various data analysis programs to manage health data as a secondary data source.

Prerequisite(s): MATH1351

(3 C: 3 lect/pres, 0 lab, 0 other)

#### HITM 2244 - HIT Capstone

This course will assist the student in understanding the process to become credentialed as an R.H.I.T. (Registered Health Information Technician) and continued re-certification requirements. Students will evaluate their ability to apply the knowledge obtained in the program using real-world case studies and practice tests. Students will learn study tips, time management skills, and how to create a study plan after analyzing their current knowledge about the field of Health Information Technology. These activities will assist the student in identifying what area of Health Information they would like to pursue a career in upon graduation.

Student Learning Outcomes:

- \* Describe the RHIT certification and re-certification process.
- \* Analyze personal level of knowledge for each RHIT Exam Domain
- \* Apply acquired program knowledge to real-world cases.
- \* Develop a personal study plan for RHIT Exam success.
- \* Identify career options supported by interests and skill level.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### HLTH 1402 - Nursing Assistant

The student will be introduced to concepts of basic human needs for a variety of populations with emphasis on the geriatric population. The student will also be introduced to safe environment, emergency measures and basic nursing skills. Skills are performed in a supervised laboratory and in the clinical setting. This course is intended to prepare students for employment as Nursing Assistants. The Federal and State Omnibus Budget Reconciliation Act (OBRA) laws and Minnesota Department of Health requirements are met in this course.

Student Learning Outcomes:

- \* Summarize acceptable behavior which complies with the Resident Bill of Rights, Vulnerable Adult Act, ethics and etiquette
  - \* Demonstrate effective communication and observation skills through conversation, active listening and gathering of facts related to resident's care
  - \* Demonstrate appropriate resident unit order to meet safety needs of the resident and staff.
  - \* Examine the importance of adequate food and fluid balance with elimination
  - \* Demonstrate safe care of the resident when meeting their basic needs during activities of daily living (ADLs) which will include special populations
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 1 lect/pres, 2 lab, 0 other)

#### HLTH 1440 - Medical Terminology

Medical Terminology is a vital foundational course introducing students to medical terms required in the study of human body systems. This course supports students in learning information needed to complete the more advanced health science courses. Medical Terminology institutes the building of medical words through the use of prefixes, suffixes and combining forms from Greek and Latin word parts. This course requires significant memorization of medical word parts essential in creating and interpreting medical terminology related to each body system. Medical Terminology presents medical terms within the context of basic Anatomy and Physiology. In Medical Terminology, the student will acquire the tools necessary to communicate effectively in a professional healthcare environment.

Student Learning Outcomes:

- \* Distinguish medical terms with Latin and Greek origins, eponyms and modern English
- \* Explain the differences between the four basic word parts, prefixes, suffixes, root words and combining vowels.
- \* Construct medical terms using word parts for 13 body systems and anatomical body regions.
- \* Label anatomical diagrams of the 13 body systems.
- \* Identify system disease/disorders, laboratory/diagnostic procedures and medical/surgical procedures related to the 13 body systems

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(1 C: 1 lect/pres, 0 lab, 0 other)



**HLTH 1490 - Nursing Assistant Skills Refresher**

This 16-hour Nursing Assistant Skills Refresher course will help students fine tune skills needed to work as a Nursing Assistant and prepare them for the MN Nurse Aide Competency Examination. Demonstrations of the 21 skills students may encounter during the state exam will be provided with time allowed for supervised practice and coaching in the lab setting.

Student Learning Outcomes:

- \* Apply knowledge to competent performance of Nursing Assistant skills included in the MN Nurse Aide Competency Exam.
- (.5 C: 0 lect/pres, 0 lab, 0.5 other)

**HPER 1305 - Drugs, Alcohol and Tobacco**

This course is designed to explore relevant issues of alcohol, drug and tobacco use and abuse in society. Specifically, the course will research and investigate the effect these substances have on student life and learning. In addition, student participation patterns in high-risk situations and relationships will be explored. Strategies for reducing and preventing accidents that are drug, alcohol, and tobacco related will also be addressed.

Student Learning Outcomes:

- \* Review the history of drug use in the United States.
  - \* Analyze the extent of use of licit and illicit drugs within various populations in the United States.
  - \* Evaluate the variety of cultural influences, including family, peers, and media, on the use of selected drugs.
  - \* Describe the nature and characteristics of dependence and addiction.
  - \* Research the major drug classifications and their physiological effects.
  - \* Critique the social, economic, political, psychological, and pharmacological consequences of drug misuse on the American society.
  - \* Explain the current efforts to control drug use and suggest alternative approaches to controlling drug use.
  - \* Identify the physiological, social, and treatment aspects of alcohol and tobacco use in the United States.
  - \* Compare and contrast the major illicit drugs, their prevalence, physiological effects, and treatment strategies.
  - \* Differentiate between the major types of prescription and over-the-counter drugs, specifically regarding their use and misuse and their effects on medical advertising and regulation.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.
- (2 C: 2 lect/pres, 0 lab, 0 other)

**HPER 1310 - Life Wellness**

This course is designed to provide information and practical application of the seven domains of wellness. Each student will receive relevant information on how to live a happier, healthier life using the Seven Domains (Physical, Emotional, Intellectual, Interpersonal, Spiritual, Environmental, and Financial/Occupational). The interconnectedness of these domains will be discussed, with a special emphasis on how a deficiency in one domain can negatively influence the other domains. Finally, the course will provide information for students to design their own total wellness program.

Student Learning Outcomes:

- \* Analyze wellness and fitness and describe parameters that comprise good physical health.
  - \* Explain why cardiovascular (CV) endurance is the most important component of fitness and how the main energy systems contribute to various forms of physical exertion.
  - \* Design a diet that conforms to healthy lifestyle principles.
  - \* Discuss major lifestyle behaviors that are associated with heart disease and how to reduce personal risk.
  - \* Identify the risk factors and warning signs for various forms of cancer, diabetes, and osteoporosis.
  - \* Discover how the body responds to stress, identify potential stressors and establish strategies to reduce stress.
  - \* Design and apply a personal program for developing and maintaining a healthy lifestyle.
  - \* Examine the meaning and interconnectedness of the seven domains of wellness.
- (2 C: 2 lect/pres, 0 lab, 0 other)

**HPER 1311 - Applied Nutrition**

This course is an option to fulfill the 2 credit Wellness Requirement for the AA Degree. Students will learn about nutritional requirements, the recommended amounts of micro and macro nutrients and healthy alternatives to typical American diet. Nutrition is part of a holistic approach to health. A sound working knowledge of human nutrition is essential for any student wanting to lead a healthy life, parent healthy children and contribute in careers that focus on health. Students will learn what and how much to eat, they will learn the science behind our nutritional needs, become informed consumers, and become valuable care givers for their families and for those with nutritional concerns. This class does not include a laboratory (lab) component.

Student Learning Outcomes:

- \* Identify macro and micro nutrients utilized in the human body.
  - \* Evaluate deficiencies and excesses in a dietary analysis.
  - \* Explain how food is marketed to increase sales.
  - \* Evaluate nutritional sources for accuracy and bias.
  - \* Plan the components of daily living including appropriate activity level, energy and nutrient intake related to holistic health.
  - \* Identify obstacles to healthy eating and develop a positive relationship with food and themselves.
  - \* Describe how food is grown, processed and manufactured and the progress of food sustainability.
  - \* Define Spiritual Nutrition and how the foods consumed affect the mind, body and spirit.
  - \* Discuss the benefits of cooking and eating with family and friends in improve the quality of meals and relationships.
- (2 C: 2 lect/pres, 0 lab, 0 other)

**HPER 1315 - Sports Related First Aid and CPR/AED**

This course is designed to provide participants with the knowledge of what they are to do in an athletic related emergency before medical help arrives. Participants will be instructed to recognize and respond to athletic emergencies. This course will focus on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) use, how to respond in a choking situation, and basic first aid related to athletic competition.

Student Learning Outcomes:

- \* Identify ways to prevent injury and/or illness in an athletic setting.
  - \* Accurately assess sports related emergencies and respond appropriately.
  - \* Effectively administer CPR and choking intervention.
  - \* Provide basic care for an athletic injury or sudden illness.
  - \* Communicate effectively in an emergency situation.
  - \* Demonstrate the correct use of AEDs.
  - \* Earn certification for American Heart Association-First Aid.
  - \* Earn certification for the American Heart Association CPR and AED.
- (2 C: 2 lect/pres, 0 lab, 0 other)

**HPER 1317 - Injury, Prevention, Care, 1st Aid and CPR in Sports**

This course is designed to provide participants with the knowledge of what they are to do in an athletic related emergency before medical help arrives. Participants will be instructed to recognize and respond to athletic emergencies. This course will focus on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) use, how to respond in a choking situation, and basic first aid related to athletic competition. This course will provide introductory skills needed by coaches expected to provide initial care of injured athletes. Areas covered by this course will include Anatomy and Kinesiology. Participants will gain knowledge of injury prevention and care and rehabilitation. Practical skills in taping, splinting, wrapping, CPR/AED, choking and spine stabilization will be demonstrated.

Student Learning Outcomes:

- \* Identify ways to prevent injury and/or illness in an athletic setting.
- \* Assess sports related emergencies and respond appropriately.
- \* Administer CPR and choking intervention.
- \* Provide basic care for an athletic injury or sudden illness.
- \* Communicate effectively in an emergency situation.
- \* Demonstrate the correct use of AEDs
- \* Earn certification for American Heart-First Aid.
- \* Earn certification for the American Heart CPR and AED.
- \* Demonstrate knowledge of care and prevention for athletic injuries.
- \* Apply proper taping, bandaging, wrapping, and bracing techniques for athletic

injuries.

- \* Analyze legal issues in caring for athletic injuries.
  - \* Examine athletic related injuries.
  - \* Recognize emergency and environmental conditions
  - \* Assess and manage the healing process of athletic injuries.
- (4 C: 4 lect/pres, 0 lab, 0 other)

#### **HPER 1320 - Prevention and Care of Athletic Injuries**

This course will provide introductory skills needed by coaches expected to provide initial care of injured athletes. Areas covered by this course will include Anatomy and Kinesiology. Participants will gain knowledge of injury prevention and care and rehabilitation. Practical skills in taping, splinting, wrapping and spine stabilization will be demonstrated.

Student Learning Outcomes:

- \* Demonstrate knowledge of care and prevention for athletic injuries.
- \* Apply proper taping, bandaging, wrapping, and bracing techniques for athletic injuries.
- \* Analyze legal issues in caring for athletic injuries.
- \* Examine specific injuries to the human anatomy.
- \* Assess and manage the healing process of athletic injuries.
- \* Recognize emergency and environmental conditions.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1325 - Psychology of Sports and Coaching**

The course will provide an overview of the growing field of Sports Psychology, which involves applying psychological science to sports. Students will be able to define sports psychology, describe characteristics of an individual, and identify and apply sports psychological theories. The course will illustrate goal setting, explain imagery and hypnosis in sport, and define the psychology behind exercise. Students will analyze the importance of attention and concentration in sports and be able to discuss the importance of youth sports.

Student Learning Outcomes:

- \* Define sports psychology
- \* Describe characteristics of an individual
- \* Interpret and apply a multitude of sports psychological theories
- \* Illustrate goal setting
- \* Explain imagery and hypnosis in sport
- \* Define the psychology behind exercise
- \* Analyze the importance of attention and concentration in sports
- \* Discuss the importance of youth sports

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HPER 1330 - Coaching Methods**

This course will cover coaching philosophies, behavior management in sports, teaching progression, game and practice management, psychology of coaching and fundamentals of physical training.

Student Learning Outcomes:

- \* Develop a coaching philosophy
- \* Acquire knowledge of various coaching styles
- \* Analyze motivational techniques
- \* Apply techniques to appropriately manage athletes behavior
- \* Model communication skills with athletes, officials, fans, parents and facility management
- \* Develop out of season practice and training programs
- \* Illustrate knowledge of physiological principles
- \* Identify organizations and resources that will provide reliable information to the coaching field

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **HPER 1335 - Football Coaching Theory and Skills Improvement**

This course is designed to introduce the basic fundamentals of football. Students will be taught the rules, strategies and teaching points for proper football techniques.

Student Learning Outcomes:

- \* Identification and application of basic football fundamentals
- \* Demonstrate basic skills and strategies of the game
- \* Distinguish between contrasting styles of play
- \* Construct a specific training schedule related to football
- \* Develop and illustrate offensive and defensive strategic diagrams

- \* Communicate and describe specific football techniques
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1340 - Volleyball Coaching Theory and Skills**

This course is designed to introduce the basic fundamentals of volleyball. Student will learn the rules, strategies and proper etiquette as well as an appreciation for a lifetime activity.

Student Learning Outcomes:

- \* Apply basic volleyball fundamentals
- \* Demonstrate basic skills of the game
- \* Illustrate basic offensive and defensive strategies
- \* Apply knowledge of scoring and officiating
- \* Construct and conduct a practice plan that demonstrates volleyball knowledge and skills

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1345 - Basketball Coaching Theory and Skills Improvement**

This course is designed to introduce the basic fundamentals of basketball. Students will be taught the rules, strategies and teaching points for proper basketball techniques, as well as an appreciation for a lifetime activity.

Student Learning Outcomes:

- \* Identification and application of basic basketball fundamentals
- \* Demonstrate basic skills and strategies of the game
- \* Distinguish between contrasting styles of play
- \* Construct a specific training schedule related to basketball
- \* Develop and illustrate offensive and defensive strategic diagrams
- \* Describe and explain specific basketball techniques

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1350 - Self Defense I**

Participants will learn theories and techniques of self-defense. Content focuses on methods of recognizing and avoiding dangers, as well as, the acquisition of skills and strategies of an effective physical self-defense.

Student Learning Outcomes:

- \* Identify risk reduction opportunities and comprehend surrounding awareness skills to avoid having to use physical self defense
- \* Demonstrate proper physical defense techniques and know when to use them
- \* Applies safety awareness in home and auto security
- \* Differentiates sexual assault offenses, date rape and other offenses and knows community resources designed to assist and/or counsel victims
- \* Distinguishes the difference between domestic violence and healthy relationships
- \* Relates and analyzes awareness within current events and the latest in methods and techniques

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1351 - Coaching Theory, Skills and Officiating**

This course is designed to introduce the fundamentals of coaching strategy, skills and officiating knowledge for a variety of sports. Student will learn the rules, offensive and defensive strategies, application of teaching technical skills, officiating, and proper etiquette as well and an appreciation for a lifetime of activity, coaching and officiating. This class is part of the SCTCC Coaching Certificate.

Student Learning Outcomes:

- \* Apply basic coaching fundamentals and knowledge of skills
- \* Demonstrate basic knowledge of sports
- \* Illustrate basic offensive and defensive strategies
- \* Demonstrate knowledge in sport specific training techniques
- \* Apply knowledge of scoring and officiating

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1355 - Baseball Coaching Theory and Skills Improvement**

This course is designed to give students the skills to be a successful baseball coach. Students will learn all aspects of the game of baseball, specifically pertaining to the organization and management of a baseball program at any level. Topics will include fundamentals of all aspects of the game, game and practice management, and strength training and conditioning specific to baseball.

Student Learning Outcomes:

- \* Describe proper fundamentals of each aspect of the game of baseball.
- \* Describe the importance and mechanics of baseball specific strength training

and conditioning.

- \* Identify proper fundamentals of each aspect of the game of baseball.
- \* Analyze and breakdown both offensive and defensive principles.
- \* Prepare and apply practice plans.
- \* Prepare and apply game day duties.
- \* Collect information about new trends in baseball.
- \* Creation of students own playbook.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1360 - Weight Training and Conditioning**

This physical education course is an activity class, which emphasizes proper strength training and cardiovascular development through continuous aerobic activity for overall fitness. This class will also cover appropriate nutrition for weight control and body composition. Students will have the information to design their own total fitness program.

Student Learning Outcomes:

- \* Explain the concepts of weight training.
- \* Determine workout intensity, body composition, and resting heart rate.
- \* Improve body composition.
- \* Improve muscular development and cardiovascular fitness through duration and intensity.
- \* Design a personal program for developing and maintaining a healthy lifestyle.
- \* Develop skills for life long physical fitness.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **HPER 1365 - Softball Coaching Theory and Skills Improvement**

This course will focus on the theory and improvement of skill development, playing strategy, scoring and rules related to softball. Participants will become proficient in the basic fundamentals of softball.

Student Learning Outcomes:

- \* Interpret rules applicable to participation in softball.
- \* Demonstrate the proper technique of throwing, catching, and batting a softball.
- \* Explain strategies and terminology associated with softball.
- \* Create values of teamwork and communication skills related to softball.
- \* Develop skills to participate in softball as a life- long activity.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **HPER 1370 - Intercollegiate Baseball I**

Participation in SCTCC baseball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate baseball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended baseball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of baseball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of baseball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1373 - Intercollegiate Baseball II**

Participation in SCTCC baseball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate baseball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended baseball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of baseball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of baseball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1375 - Intercollegiate Women's Basketball I**

Participation in SCTCC Basketball is required. Fundamentals, techniques, strat-

egy, practice, and competition in SCTCC intercollegiate basketball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended basketball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of basketball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of basketball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1378 - Intercollegiate Women's Basketball II**

Participation in SCTCC Basketball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate basketball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended basketball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of basketball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of basketball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1380 - Intercollegiate Men's Basketball I**

Participation in SCTCC Basketball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate basketball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended basketball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of basketball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of basketball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1383 - Intercollegiate Men's Basketball II**

Participation in SCTCC Basketball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate basketball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended basketball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of basketball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of basketball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **HPER 1385 - Intercollegiate Softball I**

Participation in SCTCC Softball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate softball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended softball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of softball.

- \* Demonstrate basic skills and knowledge of the rules and strategies of softball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards. (1 C: 0 lect/pres, 1 lab, 0 other)

### **HPER 1388 - Intercollegiate Softball II**

Participation in SCTCC Softball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate softball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended softball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of softball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of softball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards. (1 C: 0 lect/pres, 1 lab, 0 other)

### **HPER 1390 - Intercollegiate Volleyball I**

Participation in SCTCC Volleyball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate volleyball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended volleyball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of volleyball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of volleyball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards. (1 C: 0 lect/pres, 1 lab, 0 other)

### **HPER 1393 - Intercollegiate Volleyball II**

Participation in SCTCC Volleyball is required. Fundamentals, techniques, strategy, practice, and competition in SCTCC intercollegiate volleyball will be taught. Recent participant at the high school level or high level of fitness and athleticism in addition to recommended volleyball skills and abilities are required.

Student Learning Outcomes:

- \* Perform beginning techniques of volleyball.
- \* Demonstrate basic skills and knowledge of the rules and strategies of volleyball.
- \* Demonstrate emerging sportsmanship.
- \* Begin to identify and demonstrate maintenance of proper nutrition, muscular strength and endurance, and cardiovascular fitness throughout the preseason, in-season, and postseason.
- \* Identify academic excellence to achieve NJCAA eligibility standards. (1 C: 0 lect/pres, 1 lab, 0 other)

### **HUMN 1315 - Latin American Cultures and Civilizations**

Meets MN Transfer Curriculum Goal Areas 5 and 8 - History and the Social and Behavioral Sciences and Global Perspectives. This course provides a panoramic view of Latin America from Pre-Columbian times to the present. Students will examine the history of Latin America, including Mexico, Central and South America, and the Caribbean. The course will focus on the civilization and rich culture of the areas, as well as explore contemporary relations with global powers. Through the literature, art, music, and video components, students will be able to analyze and understand important aspects of Latin American history and cultures. The course provides a historical look (pre-Hispanic to present) at the various cultures/civilizations of Latin America, but specific countries may vary each semester.

Student Learning Outcomes:

- \* Identify the countries and cultures that constitute Latin America.

- \* Distinguish the history of the three most populous indigenous empires (Aztec, Maya, and Inca).
  - \* Compare and contrast viewpoints of the events surrounding the Mexican Conquest.
  - \* Identify major events and figures in Latin American history.
  - \* Describe how key issues in Latin America shape current identities and experiences.
  - \* Apply a comparative perspective to the social, economic, and political experiences of various Latin American cultures.
  - \* Examine cultural production in its socio-historical context.
  - \* Respond critically to literary texts, films, art, and music about and from Latin America.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **HUMN 1320 - Holocaust and Genocide Studies**

Meets MN Transfer Curriculum Goal Areas 6 and 9 - Humanities and Ethical and Civic Responsibility. This course provides a broad introduction to the Holocaust and contemporary genocide studies. Through readings, films and discussion students can analyze the Holocaust and other contemporary genocide literature. Historical events and perspectives which surround the contemporary genocides will be examined. Students will explore the Genocide Watch website and study ongoing global conflicts leading to genocide and related to past genocides.

Student Learning Outcomes:

- \* Compare and contrast the Holocaust and other genocides studies.
  - \* Explore Holocaust and genocide literature through survivor memories
  - \* Identify themes in Holocaust and genocide literature.
  - \* Examine themes in specific literary pieces of Holocaust and genocide literature.
  - \* Explore the use of propaganda and its contribution to the mind-set of hate.
  - \* Identify historical events and people surrounding the Holocaust and other contemporary (20th and 21st Century) genocides.
  - \* Define Holocaust and genocide terms.
  - \* Identify current conflicts that are or could be genocidal.
  - \* Outline current recommendations and resources to enable continued participation in genocide awareness and prevention.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **HUMN 1340 - Middle Eastern Cultures**

Meets MN Transfer Curriculum Goal Areas 6 and 8 - Humanities and Global Perspectives. This course aims to expand students' knowledge of the various cultures within the Middle East. It examines how the region's cultural values have been influenced by their shared history since the 19th century, as well as by their major religion of Islam. Students thus achieve a thorough understanding of the various cultures within the region by examining the customs and rituals, critiquing culturally influenced political systems, and gaining insight from speakers and field trips.

Student Learning Outcomes:

- \* Analyze the factors that led to the creation of the current borders within the Middle Eastern countries.
  - \* Analyze, synthesize, and critically examine cultural roots and literacy.
  - \* Research the role of Islam and colonialism in shaping the Middle East region
  - \* Differentiate between primary and secondary identities to understand the dynamics of national unity.
  - \* Evaluate colonial attitudes and their impact on today's stereotypes about the Middle East.
  - \* Critically evaluate how culture and language shape our thoughts, behaviors, and attitudes
  - \* Identify the geographical distribution of ethnic groups by colonialist powers
  - \* Evaluate a current conflict in the Middle East using a historical and social perspective to gain deeper understanding.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **HUMN 2350 - Film and United States Culture**

Meets MN Transfer Curriculum Goal Area 6 - This course examines how the Hollywood film industry has affected U.S. culture, and continues to influence our

society. By watching, discussing, and writing about films you will investigate the culture in which we live and the movies our culture produces. The history of the movie industry is an intriguing subject that reveals the evolving interaction of society and the film industry. Topics such as the early star and studio system, the Hollywood style, and narrative offer a base to explore various film genres, and explain how movies both influence and exhibit American culture.

Student Learning Outcomes:

- \* Explain United States film history within historical and social contexts.
- \* Develop cinematic literacy via film critiques, analyses and discussions.
- \* Describe how the technology of movies has influenced the United States film industry.
- \* Explain Hollywood film industry's place in United States popular culture.
- \* Analyze the role of genre in United States film history, and the relationship between genre and United States social history.
- \* Illustrate "realism" and how it relates to motion pictures
- \* Evaluate our roles as passive spectators of the medium.
- \* Critically analyze films to appreciate the medium as art and an industry.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### HUMN 2352 - Holocaust Field Studies

Meets MN Transfer Goal Area 6 - Humanities. This course will introduce students to the United States Holocaust Memorial Museum and give them an opportunity to tour the museum. The tour will give the students a chance to view primary documentation and actual Holocaust artifacts. Students will also have the privilege to meet and interact with a Holocaust survivor and hear his/her experience firsthand.

Student Learning Outcomes:

- \* Acquire information on Judaism by visiting a Synagogue and speaking with a Rabbi
- \* Attend and tour a traveling Holocaust exhibit in the Twin Cities
- \* Read a Holocaust survivor's memoir and then discuss with the survivor his/her experience
- \* Discover the mindset and main events surrounding and including the Holocaust and its aftermath by touring the National Holocaust Memorial Museum in Washington DC
- \* Discuss the permanent exhibit in the National Holocaust Memorial Museum
- \* Research and then prepare a formal presentation of the information learned from the permanent exhibit tour. The presentation will be given to members of the college community

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(1 C: 1 lect/pres, 0 lab, 0 other)

### ICVT 1422 - Cardiovascular Instrumentation

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Cardiovascular Instrumentation is a study of concepts that serve as the foundation for the cardiovascular technology field. This course covers in detail biological effects of radiation, radiation safety, x-ray tubes and image intensifiers. Students explore benefits, risks, and indications of physiologic monitoring. Learners will be able to identify parts and address the function of the physiologic monitoring transducer.

Student Learning Outcomes:

- \* Define selected terms related to the cardiac field.
- \* Demonstrate an understanding of basic electricity and electrical safety.
- \* Describe the function and parts of the fluid filled physiologic monitoring transducer system.
- \* Identify the parts and function of the Wheatstone bridge, from the diagram given.
- \* Differentiate between physics principles of positive/negative hydrostatic pressure head.
- \* Identify the various parts of a cathode ray tube from the diagram given.
- \* Describe the function and identify the various parts of the x-ray tube.
- \* Describe the function and identify the various parts of the image intensifier.
- \* Describe the origin of scatter radiation and methods used to control scatter radiation.
- \* List the biological effects of radiation exposure and techniques for reducing radiation exposure.
- \* Comprehend benefits monitoring arterial pressure, central venous pressure

(CVP), and pulmonary artery pressure are beneficial.

Prerequisite(s): ICVT1445

(3 C: 3 lect/pres, 0 lab, 0 other)

### ICVT 1424 - Catheterization Lab Fundamentals I

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Catheterization Lab Fundamentals I focuses on diagnostic procedures that are performed in the cardiac catheterization lab. Students will learn the history of coronary angiograms, myocardial circulation, catheter recognition as well as basic catheterization techniques for a right and left heart catheterization. Students will have the opportunity to calculate Fick cardiac output measurements for evaluation.

Student Learning Outcomes:

- \* Define selected terms related to cath lab procedures, hemodynamic monitoring, and coronary angiography.
- \* Analyze hemodynamic data and calculate Fick Cardiac Outputs and associated parameters.
- \* Compare and select appropriate catheter for stated procedure.
- \* Describe the techniques used in completing a routine right heart cath on the normal adult patient.
- \* Describe the techniques used in completing a routine left heart cath with coronaries on the normal adult patient.
- \* Summarize history of cardiac catheterization and the progression of the procedure over time.

Prerequisite(s): ICVT1445

(3 C: 3 lect/pres, 0 lab, 0 other)

### ICVT 1430 - EKG Interpretation

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Students will find this course useful as it provides a detailed understanding of the components and make-up of the cardiac conduction system. This course covers in detail the physiologic components of an EKG from basic to advanced concepts. Students will have the opportunity to perform, analyze and interpret 12-lead EKG's performed on fellow classmates or other living patients. Additional focus will include normal rhythms, atrial rhythms, ventricular rhythms, heart blocks and acute myocardial infarction recognition and location.

Student Learning Outcomes:

- \* Describe phases in the action potential of the cardiac cell.
- \* Label Einthoven's triangle as it pertains to limb leads and augmented leads.
- \* Identify P wave, QRS complex, T wave, ST segment, PR interval and PR segment on a normal EKG.
- \* Demonstrate proper 12-lead EKG patch placement on a living patient (classmate, family member, etc.).
- \* Analyze and interpret EKG rhythm strips containing normal sinus rhythms, atrial rhythms, ventricular rhythms, and AV (atrioventricular) blocks.
- \* Identify temporary and permanent pacemaker indications.
- \* Recognize location of myocardial infarction based on EKG interpretation.

Prerequisite(s): ICVT1445

(1 C: 0 lect/pres, 1 lab, 0 other)

### ICVT 1441 - Introduction to Clinics

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Students will find this course useful as it explores main ideas and basic concepts of an entry level CVT (Cardiovascular Tech). Learners will perform tasks related to vital signs, sterile technique and patient transfers. Additional topics addressed will include death and dying, universal precautions, and ethical theory and concepts. Lecture and simulated laboratory experience prepares the student to perform patient care utilizing critical thinking and clinical skills.

Student Learning Outcomes:

- \* Identify current standards for safety and infection control as established by OSHA, CDC, and other agencies.
- \* Compare and contrast the links of the chain of infection and their role in disease process.
- \* Describe the correct patient-transfer methods utilizing proper body mechanics.
- \* Understand and demonstrate how to measure vital signs.
- \* Demonstrate an understanding of universal precautions.
- \* Identify responsibilities in various medical situations, i.e. emergencies, dressings and drains, latex allergies.
- \* Demonstrate basic sterile technique by performing open gloving technique,

establishing and maintaining a sterile field as well as introducing items on the sterile field.

- \* Differentiate between "confidential information" and "confidentiality".
  - \* Distinguish between ethical situations and ethical problems.
  - \* Define and implement patient confidentiality.
  - \* Explain main ideas of the basic concepts an entry level CVT will acquire, i.e. basic knowledge of EKG, basic knowledge of radiation, catheterization lab etiquette, CVT job roles, sheath insertion.
  - \* Review Cardiovascular Credentialing International (CCI) Code of Ethics.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### ICVT 1443 - Cardiovascular Clinical I

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Cardiovascular Clinical I provides an introduction to the aspects of cardiac catheterization lab in a hospital or simulated clinical laboratory setting. Using hands-on tools, learners perform sterile technique, hand washing, entry-level scrubbing, circulating, monitoring and lab set-up.

Student Learning Outcomes:

- \* Prepare the physiologic monitor for use and troubleshoot common machine errors.
  - \* Record, analyze, and process hemodynamic data for interpretation in the simulated cath lab setting.
  - \* Demonstrate appropriate surgical scrub and hand washing technique.
  - \* Demonstrate proper gowning and gloving technique.
  - \* Prepare sterile table for routine cardiac cath procedure.
  - \* Assist in performing right heart cardiac cath procedures in the simulated cath lab setting.
  - \* Assist in performing left heart cardiac cath procedures, including coronaries, in a simulated cath lab setting.
  - \* Demonstrate set-up and operation of basic contrast injector systems.
- (5 C: 0 lect/pres, 5 lab, 0 other)

#### ICVT 1445 - Cardiovascular Anatomy and Physiology

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Cardiovascular Anatomy and Physiology studies the anatomy, physiology, and structural relationships of the human heart and vascular system. Students learn cardiac terminology that serves as a foundation for all CVT courses. The lab component focuses on heart and torso models, angiographic views, Wiggers diagram and dissection of a pig heart.

Student Learning Outcomes:

- \* Define selected terms related to the cardiovascular system.
- \* List the components and function of the blood.
- \* Describe the structures and function of the cardiovascular system including the heart, major vessels, and coronary vasculature.
- \* Identify the hemodynamic waveforms and pressure values of each of the cardiac chambers and major vessels.
- \* Describe the structure and function of the conduction system.
- \* Distinguish angiographic views and coronary anatomy within those views.
- \* Summarize the cardiac physiology of one cardiac cycle using the Wiggers diagram.

Prerequisite(s): BLGY2310

(3 C: 2 lect/pres, 1 lab, 0 other)

#### ICVT 2405 - Cardiovascular Pathology

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Cardiovascular Pathology is an in-depth study of the pathologies of the cardiac and vascular systems, their physiologic symptoms and outcomes. This course includes discussion of acquired diseases, embryological development of the heart, fetal circulation, and congenital heart defects. This course will cover in detail the atherosclerotic process of heart disease and how it relates to myocardial infarction. Additional focus will include heart failure and valve disease.

Student Learning Outcomes:

- \* Define selected terms related to diseases and congenital anomalies of the cardiovascular system.
- \* Identify cardiac valvular disease processes including their hemodynamic changes.
- \* Identify the pathologic changes that occur in coronary artery disease and myocardial infarction; summarize treatment and intervention modalities.
- \* Compare and contrast forward failure and backward failure.

- \* Identify physiologic changes that occur in select acquired cardiac diseases.
- \* Describe the embryologic development of the heart and great vessels.
- \* Identify the blood flow pathway in fetal circulation.
- \* Describe the congenital anomalies of the heart and great vessels identifying shunt, prognosis and palliative and definitive surgical repairs.
- \* Describe the clinical significance of both left-to-right and right-to-left shunts.
- \* Analyze hemodynamic data to calculate intracardiac shunt measurements.

Prerequisite(s): ICVT1445

(3 C: 3 lect/pres, 0 lab, 0 other)

#### ICVT 2427 - Catheterization Lab Fundamentals II

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Catheterization Lab Fundamentals II is a continuation of ICVT 1424 Catheterization Lab Fundamentals I. Learners will gain in-depth knowledge of cardiac medication and its use. This course has additional emphasis on heart failure, advanced cardiovascular diagnostic and therapeutic procedures, percutaneous coronary intervention procedures, cardiac surgical procedures, pacemakers and electrophysiology.

Student Learning Outcomes:

- \* Define selected terms related to percutaneous coronary interventions, and cardiac surgical procedures.
- \* Compare and select appropriate interventional catheter for stated procedure.
- \* Describe the C/V Techs role in angioplasty/stent placement and other interventional procedures.
- \* Describe the proper use of cardiac medications during a cardiac cath procedure.
- \* Describe the C/V Techs role in a variety of electrophysiology studies, temporary and permanent pacemaker procedures.
- \* Discuss the use and function of an intra-aortic balloon pump.
- \* Analyze hemodynamic data and calculate valve areas.
- \* Identify surgical instruments used in permanent pacemaker implantation.

Prerequisite(s): ICVT1445, ICVT1424

(3 C: 3 lect/pres, 0 lab, 0 other)

#### ICVT 2446 - Cardiovascular Clinical II

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Cardiovascular Clinical II is a continuation of Cardiovascular Clinical I. Student will gain practical training with focus on completing and becoming proficient in all duties of the cardiovascular technologist in the catheterization lab. Learner will perform diagnostic and interventional procedures in the scrub, circulator and hemodynamic monitoring role. This course will cover operation and trouble-shooting of the Intra-aortic Balloon Pump (IABP).

Student Learning Outcomes:

- \* Record and process abnormal hemodynamic data for interpretation in the simulated or clinical cath lab setting.
- \* Analyze and interpret advanced measurements and calculations derived from cardiac cath to quantify the severity of various cardiac pathologies.
- \* Prepare catheters on a sterile field for interventional cardiac cath procedure.
- \* Assist in performing balloon angioplasty/stent placement procedures in the simulated or clinical cath lab setting.
- \* Demonstrate proper set-up of an intra-aortic balloon pump (IABP).
- \* Evaluate IABP settings for proper timing, inflation time and deflation time.
- \* Demonstrate set-up and operation of advanced contrast injector systems.

Prerequisite(s): ICVT1443, ICVT1445

(5 C: 0 lect/pres, 5 lab, 0 other)

#### ICVT 2450 - Applied Clinical Internship

This course is intended to fulfill course requirements for the Cardiovascular Technology program. Students will participate in an advanced and intense internship in a hospital or clinic setting. Specific detailed learning objectives are developed for each course by the college faculty. Students will broaden and perfect their skills through hands-on participation. Students will be able to carry out everyday duties of the technologist when their clinical experience is complete. Learners will complete case studies of pathologies they encounter during internship. Time is spent preparing for the national registry exam post graduation.

Student Learning Outcomes:

- \* Define selected terms related to clinical cardiac physiology and pathophysiology.
- \* Perform day-to-day cardiac cath lab operations (patient/staff interaction, restocking, etc.).
- \* Identify cardiac pathology from cardiac cath lab findings.

\* Perform advanced measurements and calculations to quantify severity of cardiac disease states.  
 \* Work as a team member within the cardiac cath lab; displaying professionalism, courtesy to patients and clinical staff, and a willingness to learn.  
 Prerequisite(s): ICVT2426, ICVT2446, ICVT2427  
 (13 C: 0 lect/pres, 0 lab, 13 other)

#### **INTS 1165 - Student Success Seminar**

This course is designed to bridge the transition into the college experience for incoming students. During this course, students are introduced to the culture of higher education through learning to set goals, staying motivated, developing effective study habits and time management skills, balancing responsibilities, building connections, and creating a plan for success from college to career.  
 Student Learning Outcomes:

- \* Create a plan for success from college to career.
  - \* Apply effective learning strategies for academic success.
  - \* Demonstrate short-term, mid-term, and long-term goal setting
  - \* Demonstrate time management by assessing and prioritizing commitments to maximize college success.
  - \* Identify campus and community support services.
  - \* Understand the role of financial literacy in a plan for success from college to career
  - \* Develop strategies to build and maintain motivation
  - \* Integrate the seven dimensions of wellness into the student's academic plan
  - \* Demonstrate strategies to communicate effectively and proactively with instructors and other support staff.
  - \* Navigate online learning platforms.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### **LSCE 1502 - Surveying Principles I**

The students will study error analysis and measurements, random errors, survey standards and specifications. Focus will also be on state plane coordinate calculations, development of coordinate geometry, trigonometric solutions, geodetic surveying problems, and positioning of corners per Public Land Survey System. Students will study historical development, description and land boundary elements related to platting, deed interpretation and boundary systems.

Student Learning Outcomes:

- \* Locate and calculate positions of government and property corners according to Federal, State, and local established guidelines.
  - \* Analyze and compute traverse adjustments and section breakdowns.
  - \* Examine the Public Land Survey System, convergence and error propagation.
  - \* Perform analysis of historical land surveys.
  - \* Apply coordinate geometry functions.
  - \* Interpret boundary rights.
- (3 C: 1 lect/pres, 2 lab, 0 other)

#### **LSCE 1506 - Advanced Survey**

Students will study advanced distance, angle and elevation work, including traverse layout, topographic data collection, x-sections and profiles, horizontal and vertical curves, property line surveying, and precise leveling. This course includes practical field applications including conventional total station, robotic total station, GPS, data collector and data transfer.

Student Learning Outcomes:

- \* Demonstrate basic and complex field surveys.
- \* Analyze precise level loops and traverses.
- \* Perform topographic surveys with total stations and controllers.
- \* Transfer data to PC for use in preliminary design.
- \* Calculate survey closures, levels of classification and coordinate geometry computations.
- \* Convert field data to record data in the form of drawings, sketches and field book files.
- \* Demonstrate ability to effectively communicate with others in a group situation.

Prerequisite(s): LSCE1530

(5 C: 1 lect/pres, 4 lab, 0 other)

#### **LSCE 1510 - Civil Drafting Methods**

Introduce key concepts of surveying and civil engineering industry related to drafting and design methods. Develop technical skills in map making and construction document drafting and civil engineering drafting techniques.

Student Learning Outcomes:

- \* Demonstrate proper hand and computer aided drafting methods and skills.
  - \* Prepare drafting documents.
  - \* Design and create contour, profile and cross section drawings.
  - \* Comprehend survey and construction terms associated with cross sections, profiles, grades and coordinates.
  - \* Exhibit safe work habits, safe equipment handling and professional interpersonal skills.
  - \* Identify and employ correct drafting tools and use scaling devices accurately.
  - \* Apply fundamental CADD drafting methods to create drawings.
- (3 C: 2 lect/pres, 1 lab, 0 other)

#### **LSCE 1514 - Civil CADD I**

Students will develop knowledge of system configuration, hardware operations and interactive graphics software ("Autodesk"). Students will input drafting commands to develop civil/survey drawings, store data and produce digital drawings. Students will be introduced to Autodesk Civil3D and data collection applications.

Student Learning Outcomes:

- \* Apply fundamental CADD drafting methods to create drawings.
- \* Create digital drawings using Autodesk drafting and design programs.
- \* Demonstrate fundamental CADD editing techniques to modify drawings to accurately convey information.
- \* Perform dimensioning, hatching and plotting functions.
- \* Evaluate survey field data collector files and insert into CADD drawings.
- \* Work cooperatively with group members.

Prerequisite(s): LSCE1510

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **LSCE 1518 - Materials, Estimating, and Specifications**

Students will study and practice procedures for estimating quantities and costs as they relate to public works projects. Topics include concrete and asphalt estimating in the preliminary, final and as-built phases of construction. Students will be introduced to materials testing as well as study construction materials, construction methods, inspection and quality control. The students will explore standard contracts and specification documents.

Student Learning Outcomes:

- \* Review construction and material terms.
- \* Interpret plans and specifications.
- \* Perform materials testing procedures.
- \* Evaluate and analyze testing results through written reports.
- \* Identify construction procedures as related to civil engineering and land surveying.
- \* Estimate cost and materials for civil engineering projects.
- \* Determine technician, designer and inspector duties as required for civil engineering.
- \* Compute earthwork, area, volume and linear distances as related to civil engineering.

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **LSCE 1527 - Technical Computations II**

Students will study the natural laws that govern the relationship between work, force, and motion. Students will apply this knowledge through practical lab experiments and problem solving. Students will perform computations in the civil engineering/land surveying field. These include: volumes, bearings/azimuths, latitudes/departures, area traverse and various curve calculations. Students will also study elementary concepts involving coordinate geometry and route-survey methods.

Student Learning Outcomes:

- \* Calculate physics problems involving force, equilibrium, and accelerated motion.
- \* List and explain horizontal and vertical curve terminology.
- \* Compute vertical curve calculations.
- \* Perform horizontal curve calculations.
- \* Calculate traverse adjustments.
- \* Apply industry standards to highway design computations.

Prerequisite(s): MATH1300 or TECH1545

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **LSCE 1530 - Survey Fundamentals**

Students study surveying with practical applications in horizontal distance, angle and vertical measurement, introduction to total station/data collection, traverse angle and distance measurement methods. Students will begin using coordinate geometry. This course includes extensive fieldwork.

Student Learning Outcomes:

- \* Perform distance measurements related to plane surveying and apply appropriate corrections.
- \* Perform angle measurements and apply appropriate corrections.
- \* Perform vertical distance measurements and apply appropriate corrections.
- \* Apply mathematical computations to deal with measurement uncertainties.
- \* Operate leveling instrument and transfer elevations.
- \* Demonstrate respectful communication and proper interaction when working in a group environment.
- \* Identify Minnesota tree types for surveying or civil engineering applications.
- \* Create survey field notes to industry standards.

(5 C: 1 lect/pres, 4 lab, 0 other)

### LSCE 2502 - Control and Digital Surveys

Students will focus on preliminary and final survey procedures in gathering information through total station and automated data collection procedures. Subjects include centerline profiles, cross sections, radial topography, Alberta (ALTA) requirements, CADD drafting, advanced traversing, triangulation, resection, areas, volumes, section breakdown and subdivision surveys. Field projects will use conventional total station, robotic total station, GPS and data collection procedures.

Student Learning Outcomes:

- \* Demonstrate ability to perform ALTA surveys.
- \* Examine ALTA survey requirements and calculations.
- \* Perform leveling processes, procedures and adjustments.
- \* Model effective communication in assigned work groups.
- \* Calculate metes and bounds property locations.
- \* Break down Public Land Survey System (PLSS) standard section.
- \* Evaluate PLSS and GPS practices.
- \* Compute calculations concerning PLSS property locations.
- \* Prepare electronic CADD drawings from data collection.
- \* Apply CADD drafting information to field operations.

Prerequisite(s): LSCE1506

(5 C: 1 lect/pres, 4 lab, 0 other)

### LSCE 2507 - Construction Design and Surveying

Students focus on construction survey techniques and systems used in construction projects. Students will use practical field techniques for staking centerline profile, slope and grade staking, sanitary and storm sewer, curb and gutter, water mains and some aspects of platting. Emphasis will be on construction staking with the total station, GPS systems, and traditional surveying methods.

Student Learning Outcomes:

- \* Generate calculations required prior to staking a project and those required after staking a project.
- \* Stake an underground utility project.
- \* Stake road grades and curbing.
- \* Stake various building pads and site work.
- \* Conduct field survey of subdivision lots.
- \* Demonstrate respectful communication and proper interaction in a work group environment.

Prerequisite(s): LSCE2502

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2510 - Surveying Principles II

Students study Minnesota State Statutes, and county and city ordinances relating to platting and surveying methods, along with techniques for record research. Emphasis is also on writing land descriptions and easement descriptions. Students study professional duties of the land surveyor and civil engineer. Topics include re-tracing land boundaries, riparian rights, land and easement descriptions, platting, survey evidence, metes and bounds and Public Land Survey Systems.

Student Learning Outcomes:

- \* Read, interpret and prepare land descriptions.
- \* Identify client-consultant-agency-contractor expectations and requirements.\*
- \* Demonstrate fundamentals of the Public Land Survey System (PLSS).
- \* Examine professional practices and ethics relating to civil engineering and land surveying.

\* Determine boundary control and legal principles and their relationship to the land survey.

\* Analyze research methods used in property retracement.

Prerequisite(s): LSCE2526

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2514 - Civil CADD II

Students will focus on interactive Computer Aided Drafting and Design software (Autodesk Civil3D) applications as they relate to basic principles of drawing and design of civil/survey projects. Students will focus on coordinate geometry, mapping, digital terrain modeling, platting, detail drafting and design using CADD methods.

Student Learning Outcomes:

- \* Draw, dimension and detail survey plat maps using coordinate geometry.
- \* Download field survey data using various automated mapping tools.
- \* Create triangulated irregular network (TIN) models.
- \* Modify surfaces with breaklines.
- \* Produce description key symbols.
- \* Produce American Land Title Association (ALTA) maps.
- \* Design roadway alignments and profiles.

Corequisite(s): LSCE2518

Prerequisite(s): LSCE1527

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2518 - Utility Design I

Students will study fluid mechanics. The focus will be on fluid flow characteristics of gravity sanitary sewer and storm sewer systems. Students will study storm water hydrology, storm water management, and various wetland issues. Students will design storm sewer systems including piping, inlet structures, storm water facilities, storm water treatment pond, and prepare plan and profile documents.

Student Learning Outcomes:

- \* Assess various hydrology methods used to estimate watershed runoff.
- \* Calculate pipe flow and open channel flow geometry and flow quantities.
- \* Design storm water collection system and create plan and profile drawings and related appurtenance details.
- \* Design a storm water treatment pond based on site runoff.
- \* Create erosion control documents using current National Pollutant Discharge Elimination System (NPDES) requirements.
- \* Interpret construction specifications.

Corequisite(s): LSCE2514, LSCE2526

Prerequisite(s): LSCE1527

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2522 - Civil CADD III

Students will perform civil engineering and land surveying design tasks using AutoCAD Civil 3D engineering and surveying software. Topics include advanced principles of coordinate geometry, digital terrain modeling, roadway plan and profile, cross sections and earthwork design.

Student Learning Outcomes:

- \* Manipulate grading design functions to create grading plans and earthwork functions to compute earthwork volumes.
- \* Build assemblies and roadway corridors.
- \* Produce survey documents.
- \* Design urban street - plan and profile construction documents.
- \* Create utility plan and profile construction documents.
- \* Transfer survey data to controller for field use.

Prerequisite(s): LSCE2514

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2526 - Subdivision Design

Students will focus on subdivision design. Topics include plat layout, grading and earthwork, hydrology, road design, and storm water management. Students will study wetland issues, existing land use factors, zoning considerations, Minnesota State Statutes and local ordinances as they relate to platting. Techniques for record research will also be discussed.

Student Learning Outcomes:

- \* Analyze subdivision design constraints found in the State Statutes and in various County, City and local ordinances.
- \* Apply design constraints to develop sketch plats.



- \* Design a preliminary plat.
  - \* Design horizontal and vertical alignment of roadways, including vertical curves, horizontal curves and other geometric elements of roadway design.
  - \* Produce grading plans and roadway construction documents.
  - \* Interpret construction specifications.
- Prerequisite(s): LSCE1502  
(4 C: 3 lect/pres, 1 lab, 0 other)

### LSCE 2530 - Utility Design II

Students will study fluid mechanics and flows in both gravity and pressure systems. Focus is on flow characteristics in sanitary sewer systems, storm water systems, and water supply systems. Students will design a storm sewer drainage system and model storm water runoff. Students will calculate a quantity takeoff and cost estimate for their housing subdivision.

Student Learning Outcomes:

- \* Design a sewer collection system for an engineered project, selecting proper materials, slopes, quantities, capacities and system sizing.
- \* Design a water distribution system for an engineered project, selecting proper materials, slopes, quantities, capacities and system sizing.
- \* Design a storm water collection system for an engineered project, selecting proper materials, slopes, quantities, capacities and system sizing.
- \* Develop construction documents for a utility construction project.
- \* Produce a drainage report for a housing subdivision project.
- \* Prepare a quantity takeoff and cost estimate of their housing subdivision.

Prerequisite(s): LSCE2518, LSCE2526

(3 C: 1 lect/pres, 2 lab, 0 other)

### LSCE 2540 - LSCE Internship

This course is designed to allow students to apply the knowledge and skills learned in the classroom and during surveying labs outside. Students will contact and work for surveying, civil engineering, and materials testing companies. Once the internship is complete, students will explain and present about their work experiences.

Student Learning Outcomes:

- \* Interpret construction plans and specifications.
- \* Apply knowledge and skills learned in the classroom and during surveying.
- \* Identify the techniques and procedures used to perform tasks in our surveying and civil engineering industry.
- \* Prepare daily journal of work performed.
- \* Demonstrate respectful communication and proper interaction in a work group environment.

Prerequisite(s): LSCE2502

(2 C: 0 lect/pres, 0 lab, 2 other)

### MACH 1503 - Machine Tool Technology I

This course will address the operations of a drill press, pedestal grinder, vertical mill, lathe, and bandsaws. Machine safety, machine component identification, as well as turning, milling, sawing, bench, drilling and off-hand grinding projects are also included in the components listed above. The student will also learn the care and use of inspection and layout tools.

Student Learning Outcomes:

- \* Manufacture projects to blueprint specifications on the vertical mill
- \* Create projects to blueprint specifications on the engine lathe.
- \* Construct bench projects by utilizing hand tools
- \* Fabricate drilling projects on the drill press.
- \* Produce projects using the bandsaws.
- \* Construct and examine various machine setups.
- \* Grind precision cutting edges on tools using the pedestal grinder.
- \* Inspect features on parts produced in the lab utilizing linear measuring tools, such as scales, micrometers, vernier and digital calipers.
- \* Develop safe work habits around all metalworking equipment and co-workers.

(4 C: 1 lect/pres, 3 lab, 0 other)

### MACH 1510 - Machine Tool Technology II

This course will cover additional skill development in the setup and operation of saws, milling machines, lathes, surface grinders, and drill presses. More complex machining tasks using advanced tooling will be included in mill machining and lathe machining projects. Introductory open setup inspection and layout exercises will be performed in the inspection area. Additional inspection tools and

equipment will be used as they relate to checking project dimensions.

Student Learning Outcomes:

- \* Produce milling projects that contain components in drilling, jig boring, boring, parallel and step milling operations.
- \* Generate lathe projects performing facing, turning, external threading, taper turning operations.
- \* Construct drilling projects utilizing the upright drill press and radial drill press.
- \* Create precision layouts using a height gage.
- \* Develop skills in surface grinder operation.
- \* Determine the correct speeds and feeds for different materials.
- \* Inspect projects produced on metalworking equipment utilizing direct and indirect measurement tools.
- \* Develop and apply safe work habits around all metalworking equipment and co-workers.

Prerequisite(s): MACH1503

(4 C: 1 lect/pres, 3 lab, 0 other)

### MACH 1511 - Machine Tool Technology III

This course will address the advanced operations and setups of milling machines, lathe and surface grinders. Machine safety and machine component identification are also a part of the components listed above. The student will perform part layout, as well as slot and pocket milling, taper turning, boring, drilling and grinding projects. The student will become familiar with advanced setup and operations on the lathe, milling machine, drill press and grinding machines. The student will also learn the care and use of different tooling used in the lathe, milling machines, and surface grinders.

Student Learning Outcomes:

- \* Produce projects requiring indexing, keyway cutting, radius, boring, pocket and slot milling utilizing a milling machine
- \* Create projects on the engine lathe that will produce tapers, external and internal threads and bored features.
- \* Construct setups and precision grind surfaces on projects utilizing a surface grinder.
- \* Manufacture milling projects that require surface, side, and angular milled features utilizing a milling machine
- \* Demonstrate competency in using measurement standards for machine setups and inspection purposes
- \* Inspect part features using inside-, depth- and height measuring equipment to include optical measuring devices.
- \* Develop and apply safe work habits around all metalworking equipment and co-workers.

Prerequisite(s): MACH1510

(5 C: 1 lect/pres, 4 lab, 0 other)

### MACH 1514 - Introduction to Swiss Turning

This course is an introduction course to Swiss machining and programming. Upon completion of this course the student will be familiar with Swiss turning machine equipment, components, features, tooling, set-up and programming. Several units of advanced inspection procedures and equipment will be part of this course.

Student Learning Outcomes:

- \* Develop and apply safe work habits around Swiss turning equipment and co-workers.
- \* Compare the difference between conventional turning and the concepts of Swiss Machining.
- \* Setup Swiss machines and bar feeder
- \* Identify tool holding components, tool holding devices and equipment used in Swiss machining.
- \* Create a number of programs manually and using CAM software that will machine a part to the blueprint specifications.
- \* Inspect machine parts and edit programs and offsets to machine the part to the blueprint specifications.
- \* Demonstrate the ability to use the computer to send and receive programs to the CNC machine.

Prerequisite(s): MACH1510

(2 C: 0 lect/pres, 2 lab, 0 other)

### MACH 1517 - Blueprint Reading I

This course will cover the basic principles of blueprint reading that will include three view drawings, the types of lines and view arrangements, dimensioning,

types of tolerancing, surface textures, and classification of fits.

Student Learning Outcomes:

- \* Interpret different lines.
- \* Understand view arrangements.
- \* Proficiency in reading blueprints.
- \* Interpret dimensioning.
- \* Interpret surface texture callout.
- \* Interpret classification of fits.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 1519 - Blueprint Reading II**

The student will interpret intermediate level blueprints involving orthographic views, section views and cutting planes. Special views, datums, welding symbols and sketching are also emphasized.

Student Learning Outcomes:

- \* Interpret revolved and removed sections.
- \* Interpret multiple view drawings.
- \* Develop understanding of tolerancing methods.
- \* Interpret projection views.
- \* Interpret primary and auxiliary views.
- \* Interpret datums and applications.
- \* Interpret assembly drawings.

Prerequisite(s): MACH1517, MACH1503

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 1525 - Geometric Dimensioning and Tolerancing**

This course is designed to allow students to interpret the latest ANSI Y 14.5 drawing standard that applies to blueprint standards. Students will learn the symbols, rules and geometric controls shown on today's blueprints. Students will be given prints and exercises to enhance their skills in print reading. Job seeking and keeping information will also be provided for students.

Student Learning Outcomes:

- \* Understand ANSY Y14.5 standards that effect geometric dimensioning and tolerancing.
- \* Proficiency in using geometric dimensioning and tolerancing symbols and controls.
- \* Experience in reading blueprints that utilize geometric dimensioning and tolerancing controls.
- \* Decipher how piece-parts must be inspected if the features have GDandT symbols and controls.
- \* Complete on a sketch pertinent feature control frames on a part's features(s) to symbolize exact GDandT symbols and necessary modifiers.
- \* Demonstrate an awareness of the shortcomings of any drawing, which has been produced in conventional drawing practices, and provide alternative solutions with GDandT symbology.
- \* Job seeking and keeping requirements.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 1528 - Jigs and Fixtures**

This course is designed to familiarize the student with basic types and functions of jigs and fixtures used in metalworking industries. Various workholding types from simple soft jaws to modular workholding systems will be examined. Design principles, which explore simplicity and economy, are considerations, which are discussed in the course.

Student Learning Outcomes:

- \* Understand the various types of drill jigs used in production drilling applications.
- \* Understand the various types of fixtures used in production machining applications.
- \* Proficiency in using the correct jig or fixture for the part being machined.
- \* Experience in determining how soft jaws must be bored or machined to hold any part configuration.
- \* Describe the type of steel or metal which should be used to build various jigs and fixtures.
- \* Ability to identify all common types of locators and supports used with jigs and fixtures.
- \* Experience in deciphering various screws and pins used in conjunction with jigs and fixtures.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **MACH 1532 - CAM I 2D**

This course is intended for Machine Tool Technology students to provide an introductory level understanding of computer assisted programming software. The student will create 2 dimensional geometry and progressing into toolpath creation.

Student Learning Outcomes:

- \* Demonstrate ability to open and save files.
- \* Create two dimensional lines and arcs of part geometry.
- \* Modify two dimensional geometry, deleting, chamfering, filleting.
- \* Create G,M code NC code with Post Processor.

Prerequisite(s): TECH1550

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **MACH 1540 - CNC Fundamentals**

This is an introduction to programming and set up of CNC vertical milling centers (VMCs) and turning centers (TCs) course. The students will learn the basics of the word address system as applied to CNC machines. Students will set up and operate CNC machines to machine parts they manually programmed. Students will safely prove their programs and set ups using simulation, single block and machine offsets with the end goal of producing quality first run parts.

Student Learning Outcomes:

- \* Program straight line external contour milling/turning with and without cutter compensation.
- \* Program drilling with and without canned cycles.
- \* Load, locate and input tool offsets.
- \* Locate and input work offsets.
- \* Safely prove their programs and set ups using simulation, single block and machine offsets to produce quality first run parts.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **MACH 2504 - CNC Milling/Turning**

This is the foundational programming and set up of CNC vertical milling centers (VMCs) and turning centers (TCs) course. The students will learn the word address system as applied to VMCs and TCs. Students will set up and operate equipment to machine parts they manually programmed. Students will safely prove their programs and set ups using simulation, single block and machine offsets with the end goal of producing quality first run parts.

Student Learning Outcomes:

- \* Program straight line external and internal contour milling and turning with and without cutter compensation.
- \* Program drilling, tapping, threading and boring with and without canned cycles.
- \* Program bolt patterns and pocket milling with and without canned cycles.
- \* Load and set up work holding devises for VMCs and TCs.
- \* Choose appropriate tooling and work holding devises form multiple styles of VMC and TC work.
- \* Load and set up work holding devises in VMCs and TCs.
- \* Load, locate and input tool offsets into VMCs and TCs.
- \* Locate and input work offsets into VMCs and TCs.
- \* Safely prove their programs and set ups using simulation, single block and machine offsets to produce quality first run parts.

Prerequisite(s): MACH1540

(4 C: 1 lect/pres, 3 lab, 0 other)

#### **MACH 2510 - Cutting Tool Technology**

This course will emphasize the identification and use of standard and special cutting tools. Conventional cutting tools will be examined as to their application in machining. Carbides, cermets, diamond and cubic boron carbide type cutting inserts will be examined as to their use in machining and manufacturing.

Student Learning Outcomes:

- \* Understand the various grades and number system of carbide cutting tools.
- \* Proficiency in using the correct carbide tool for the material being machined.
- \* Experience in determining which cutting tool will work best to machine features found on the blueprint.
- \* Decipher the identification of lathe toolholders and their correct inserts.
- \* Identify all common cutting tools used in lathe, mill and drill machining applications.
- \* Proficiency in identifying and using a broach and shims to produce an internal keyway.

\* Experience in determining cutting speeds and feeds for a variety of cutting tools used in the machining industry.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **MACH 2512 - CAM II 3D/Solid Modeling/Turning**

This course advances the geometry creation techniques covered in CAM I 2D. 3D geometry creation is used extensively as well as an introduction to 3D Solid Modeling creation and uses. More advanced design and toolpath techniques are covered. Geometry creation for the lathe will be covered. This geometry will be required for CNC Turning centers.

Student Learning Outcomes:

- \* Create two dimensional lines and arcs of part geometry silhouette needed for turning.
- \* Modify two dimensional geometry, deleting, chamfering, filleting.
- \* Create G, M code NC code with Post Processor.
- \* Create 3D Solid part model using: Revolve, Extrude, Fillet and Boolean operators.
- \* Generate toolpaths from 3D solid models.
- \* Apply CAM high feed functionality.
- \* Create tool lists and active reports for set-up documentation.

Prerequisite(s): MACH1532

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **MACH 2514 - Metallurgy**

This course will examine various steels and non-steel metals and their mechanical properties. Other types of materials such as castings, forgings and powdered metal (P/M) materials will also be analyzed. Lab work will consist of performing a tensile test on a metal, hardness testing, and the heat-treat of a steel workpiece. Heat treat applications will also be an important segment of the course.

Student Learning Outcomes:

- \* Understand steel types and their application in the metalworking industry.
  - \* Proficiency in using correct tests to determine tensile strength and hardness of metals and materials.
  - \* Experience in determining which hardness scale to use for different hardness and types of metals and non-metals.
  - \* Conduct simple tests to determine relative hardness and composition of various metals.
  - \* Utilize charts to distinguish hardness scales for unlike metals.
  - \* Proficiency in recognizing different methods of producing parts including castings, forgings, weldments, machined bar stock, extrusions and powdered metals.
- (1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 2516 - CAM III Multi-Axis Programming**

This course introduces 4 and 5 axis milling and multiaxis Mill-Turn equipment programming. Emphasis will be towards the advanced milling and turning requirements of the modern machining industry. Fewer setups for finished parts, machining of multiple sides of a part, reduced second operations and mill-turn specialized requirements will be covered.

Student Learning Outcomes:

- \* Analyze imported solid geometry.
- \* Interpret geometry levels and solid creation history.
- \* Establish stock setup settings.
- \* Generate toolpaths for 5 axes of CNC Machining.
- \* Inspect toolpath simulations using three methods to check for accuracy.
- \* Create set-up geometry for live tooling turning centers.
- \* Generate toolpaths for live tooling turning.

Prerequisite(s): MACH2512

(2 C: 2 lect/pres, 0 lab, 0 other)

#### **MACH 2519 - Advanced CNC Milling**

This course will cover more advanced CNC set-up and operation techniques. Emphasis will be on the use of fixtures and the reduction of second operation requirements. Industry standard production fixtures will be manufactured and used.

Student Learning Outcomes:

- \* Explain multiple fixture offsets.
- \* Explain tool length offsets.
- \* Prepare stock blanks for production run of parts.
- \* Produce Soft Jaw fixturing.
- \* Produce plate fixture.

\* Solve multiple part set-up procedures.

\* Design set-ups for 4th axis machining.

\* Prepare documentation of set-up, tooling and inspection.

Prerequisite(s): MACH2504

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2523 - High Performance Manufacturing**

This course is designed to help students understand how high performance manufacturing facilities are able to operate. The practical use of basic quality management as well as production tools and procedures will be explored. Students will engage in the use of various statistical process control methods.

Student Learning Outcomes:

- \* Identify how tools and equipment are used in high performance manufacturing.
- \* Explain the purpose of preventative and predictive maintenance.
- \* Explain the need for equipment standards.
- \* Identify the key elements of production planning.
- \* Explain the concept of work flow.
- \* Identify the costs of inventory.
- \* Specify what should be included in a time and cost estimate of production.
- \* Identify the key differences between a push and pull system.
- \* Identify the purpose of a control chart.
- \* Explain the key element of a quality system.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **MACH 2527 - Advanced CNC Turning**

This course will cover more advanced CNC lathe set-up and operation techniques. Emphasis will be on multi operation parts. Specialized soft jaw turning and boring, tailstock relocation and stock advancement with stops will be covered.

Student Learning Outcomes:

- \* Explain multiple fixture offsets.
- \* Explain tool radius, wear and geometry offsets.
- \* Prepare stock blanks for production run of parts.
- \* Produce Soft Jaw fixturing.
- \* Multiple end cut set-up procedures.
- \* Prepare documentation of set-up, tooling and inspection.

Prerequisite(s): MACH2504

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2528 - Introduction to Electrical Discharge Machining**

Students in this course will explore the technology of EDM. Students will setup, operate and program these machines to produce parts to blueprint requirements.

Student Learning Outcomes:

- \* Demonstrate safety habits consistent with industry standards and college policy.
- \* Set-up and operate CNC EDM and Manual EDM machines.
- \* Setup and operate EDM sinker machines.
- \* Program CNC Wire EDM machines.
- \* Explain the code necessary for programming multiple axes for CNC wire machines.
- \* Explain the reasons for using different electrodes to cut various materials.

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **MACH 2531 - Multiaxis VMC**

This course will add 5 axis Machining center programming and setup techniques. The student will determine, identify and indicate X-Y-Z-A and B axis datum for multiple setups.

Student Learning Outcomes:

- \* Explain multiple fixture offsets.
- \* Examine part set-up requirements.
- \* Calculate work offset shifts in A and B axes.
- \* Determine tooling requirements.
- \* Determine fixturing for Multiaxis environments.
- \* Solve multiple part set-up procedures.
- \* Design set-ups for 5 axis machining.
- \* Prepare documentation of set-up, tooling and inspection.

Prerequisite(s): MACH2504

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2535 - Live Tooling Turning Centers**

This course will introduce Live Tooling and Multi-axis turning, programming and setup techniques.

Student Learning Outcomes:

- \* Explain multiple axis tooling offsets.
- \* Explain tool radius, wear and geometry offsets.
- \* Prepare stock blanks for production run of parts.
- \* Produce Soft Jaw fixturing.
- \* Explain C-Axis indexing.
- \* Prepare documentation of set-up, tooling and inspection.

Prerequisite(s): MACH2504

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2539 - Advanced Electrical Discharge Machining**

This course is intended to give the student an opportunity to learn advanced concepts and machining techniques associated with electrical discharge machines.

Students will setup, operate and program these machines to produce parts to blueprint requirements.

Student Learning Outcomes:

- \* Demonstrate safety habits consistent with industry standards and college policy.
- \* Program using CAM software and two and four axis programs.
- \* Setup and operate EDM manual sinker machines.
- \* Program CNC wire EDM CNC machines.
- \* Perform setups using sinker and wire EDM tooling.
- \* Build electrodes for EDM sinker operations using reference system chuck adapter.
- \* Generate sinker EDM programs using special electrodes.

Prerequisite(s): MACH2528

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 2540 - Advanced Swiss CNC Turning**

This course is intended to give the student an in-depth experience in Swiss cnc turning. The students time will be spent learning the programming software and advanced programming language necessary to complete multi-axis and multi-operations on the machine. Introduce using the pick-off (A2) spindle, back/front tools and live tools. The use of special Swiss cnc cutting tools will be emphasized. The use of high precision inspection tools such as optical comparators and high precision measuring tools will be an integral part of the course.

Student Learning Outcomes:

- \* Develop safety habits consistent with industry standards and college policy.
- \* Setup Swiss CNC turning centers including tooling and bar feeder.
- \* Write setup and run CNC programs utilizing gang tools, live tools, and front and back tools.
- \* Examine tooling, programs and offsets to correct or modify programs.
- \* Utilize inspection equipment to inspect critical dimensions.
- \* Establish code necessary for simultaneous tool cutting operations.
- \* Identify the critical components and functions of Swiss CNC machines.

Prerequisite(s): MACH1514

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2544 - CNC/CAM Capstone**

Students will engage in advanced machining activities encompassing all areas of CNC and CAM. Course focus will include: 4th axis programming and part development on machining centers; drawing solid models using CAM systems; utilizing the drawings to develop .stl files, and building the shape using a 3D printer.

Student Learning Outcomes:

- \* Define solid model of a part and its uses.
- \* Perform 4th axis setup on machining center and produce 4th axis machining operation.
- \* Draw a solid model using CAM systems and produce a .stl file for model development.
- \* Produce 4 axis shaped parts using a CAM system and burn on CNC Wire-EDM machine.
- \* Understand the benefits of tool mapping on machining center programs.
- \* Examine tool life variables and set in CNC program.
- \* Draw 4th axis shaped part for milling on CAM system.
- \* Create a 3D part using surface modeling.
- \* Produce multiple part shapes from a single blank on CNC Wire-Feed EDM.
- \* Import CAD .dxf file for CNC machining purposes.
- \* Create an advanced surface milling program.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **MACH 2548 - Plastics - Application and Chemistry**

This course is for students entering the Moldmaking, Mold Press operator or Mold design occupations. The student will identify different plastic types, explain plastics chemistry, determine plastic types applications and calculate volumes of components for injection molding.

Student Learning Outcomes:

- \* Identify plastic types.
- \* Compare plastics classifications.
- \* Determine plastic types application.
- \* Explain chemical change.
- \* Explain physical change.
- \* Summarize plastics properties and characteristics.

(1 C: 1 lect/pres, 0 lab, 0 other)

#### **MACH 2550 - Mold Design Theory**

This course will give students an introduction to Plastic Injection Mold designs, applications and processes. Other topics covered will be extrusions, blow molding, Rotary molds and Die Casting.

Student Learning Outcomes:

- \* Comparison of plastic types and applications.
- \* Identify the names and function of Injection and Die-cast mold components.
- \* Describe the different processes for forming plastic components.
- \* Describe the components of a basic plastic injection mold.
- \* Explain why molds need to be heated and cooled.
- \* Explain the operation of a Mold Base.
- \* Describe the function of the ejector system.
- \* Explain why a cam might be used in an injection mold.
- \* Determine different methods of producing cores and cavities.
- \* Select the proper types of runner and gating system for different types of injection systems.
- \* Select suitable materials for the production of an injection mold.

Prerequisite(s): TECH1550, MACH1511, MACH1532

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **MACH 2552 - Mold Design Applied**

In this course the student will apply injection mold design skills to create working blueprints for a mold to manufacture in the lab.

Student Learning Outcomes:

- \* Identify a plastic injection project part.
- \* Calculate mold base size requirements.
- \* Explain mold component requirements.
- \* Calculate plastic injection shot volume.
- \* Calculate shrinkage.
- \* Contrast construction options.
- \* Design mold base.
- \* Design Mold Cavity.
- \* Design mold force.
- \* Design ejection system.

Prerequisite(s): MACH2550

(2 C: 0 lect/pres, 2 lab, 0 other)

#### **MACH 2554 - Mold Base, Force and Cavity**

In this course the student will machine the Base, Force and Cavity of their injection mold. The base is the foundation of every quality injection mold. The student will select the size required and select materials. The Force and Cavity will be created to fit into the base, they produce the desired shape and characteristics of the final part.

Student Learning Outcomes:

- \* Calculate material types and quantities.
- \* Prepare material sizes according to blueprints.
- \* Assess fastener and locating hardware requirements.
- \* Produce mounting and locating holes.
- \* Compute cavity location requirements.
- \* Calculate force alignment location and indexing devices.
- \* Produce graphite roughing and finishing tools for machining the cavity.
- \* Machine cavity with Electrical Discharge Machine.
- \* Produce force with 3D CNC machining center or other as required.

\* Machine locating pockets for force.

Prerequisite(s): MACH2550

(5 C: 1 lect/pres, 4 lab, 0 other)

### **MACH 2558 - Ejector System, Runners and Gates**

In this course the student will build the system that ejects the molded plastic part from their mold and machine the runners and gates that deliver and meter the hot plastic into the mold cavity. It is also required to calculate cavity volume and material flow characteristics.

Student Learning Outcomes:

- \* Calculate ejector pin lengths.
- \* Grind ejector pins.
- \* Machine ejector system plates.
- \* Determine parallel size requirements.
- \* Produce parallels.
- \* Evaluate ejector system fit and function.
- \* Calculate cavity volume.
- \* Determine material flow characteristics.
- \* Research gate types and uses.
- \* Calculate runner size and type.

Prerequisite(s): MACH2550

(4 C: 1 lect/pres, 3 lab, 0 other)

### **MACH 2562 - Mold Press Operation**

In this course the student will setup, operate and troubleshoot a plastic injection molding machine.

Student Learning Outcomes:

- \* Calculate plastic volume requirements.
- \* Determine injection pressures.
- \* Identify temperature settings.
- \* Locate holding pressures and timing.
- \* Estimate cooling time requirements.
- \* Determine cycle times.
- \* Analyze injection errors and correction procedures.

(1 C: 0 lect/pres, 1 lab, 0 other)

### **MATH 0410 - Math Literacy**

Designed for students to complete the equivalent of MATH 0420 Pathway to College Mathematics in one semester, this course focuses on applications of mathematics, problem-solving skills, and communication about mathematical ideas. The course explores the mathematics content that forms the foundation of algebra and statistics including embedded prerequisite knowledge, fundamental mathematics topics, and essential skills needed to meet the course outcomes and for future study. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Represent quantitative information, quantitative relationships, and mathematical concepts using appropriate mathematical notation
- \* Describe mathematical concepts and processes using appropriate language for the context
- \* Support answers by providing appropriate mathematical justifications
- \* Assess the reasonableness of solutions
- \* Solve authentic, multistep problems in a variety of contexts by applying two or more mathematical strategies or concepts
- \* Translate among verbal, numeric, symbolic, and graphical forms of mathematics
- \* Formulate algebraic representations necessary to model problems
- \* Evaluate algebraic or numerical expressions involving rational numbers
- \* Solve multistep equations
- \* Create graphical representations of quantitative information and relationships
- \* Apply appropriate formulas to solve problems
- \* Interpret graphs and data displays

Prerequisite(s): All three of these ESOL0810, ESOL0820, ESOL0830 or READ0900 and ENGL0900 or Appropriate Placement Score.

(6 C: 6 lect/pres, 0 lab, 0 other)

### **MATH 0420 - Pathway to College Mathematics**

This course explores the mathematics content that forms the foundation of elementary algebra and statistics. The course focuses on applications of math-

ematics, problem-solving skills, and communication about mathematical ideas while incorporating essential skill development for future study. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Represent quantitative information, quantitative relationships, and mathematical concepts using appropriate mathematical notation
- \* Describe mathematical concepts and processes using appropriate language for the context
- \* Support answers by providing appropriate mathematical justifications
- \* Assess the reasonableness of solutions
- \* Interpret quantitative information
- \* Solve authentic, multistep problems in a variety of contexts by applying two or more mathematical strategies or concepts
- \* Translate among verbal, numeric, symbolic, and graphical forms of mathematics
- \* Formulate algebraic representations necessary to model problems
- \* Utilize procedures for simplifying and manipulating algebraic expressions and equations
- \* Evaluate expressions involving real numbers
- \* Solve multistep equations
- \* Create graphical representations of quantitative information and relationships
- \* Apply appropriate formulas to solve problems
- \* Interpret graphs and data displays

Prerequisite(s): MATH0410 or Appropriate Math Placement Score, and all three of these ESOL0810, ESOL0820, ESOL0830, or READ0900 and ENGL0900 or Appropriate Reading Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MATH 0431 - Bridge to Mathematical Reasoning**

This course is designed to provide developmental mathematics instruction and essential foundational skills for students enrolled concurrently in a linked section of MATH 1331 Applications of Mathematical Reasoning. Topics will parallel topics being studied in MATH 1331. This course emphasizes communication about mathematical ideas, development of critical thinking ability and quantitative literacy through problem-solving, mathematical reasoning, interpreting graphs and data displays, equation-solving, and math success strategies. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Represent quantitative information, quantitative relationships, and mathematical concepts using appropriate mathematical notation
- \* Describe mathematical concepts and processes using appropriate language for the context
- \* Support answers by providing appropriate mathematical justifications
- \* Assess the reasonableness of solutions
- \* Interpret quantitative information
- \* Solve authentic, multistep problems in a variety of contexts by applying two or more mathematical strategies or concepts
- \* Translate among verbal, numeric, symbolic, concrete, and graphical forms of mathematics
- \* Formulate algebraic representations necessary to model problems
- \* Utilize procedures for simplifying and manipulating algebraic expressions and equations
- \* Evaluate algebraic or numerical expressions involving rational numbers
- \* Solve multistep equations
- \* Create graphical representations of quantitative information and relationships
- \* Apply appropriate formulas to solve problems
- \* Interpret graphs and data displays

Corequisite(s): MATH1331

Prerequisite(s): MATH0410 or Appropriate Math Placement Score, and all three of these ESOL0910, ESOL0920, ESOL0930, or READ0900 and ENGL0900 or Appropriate Reading Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **MATH 0441 - Bridge to Elements of Math I**

This course is designed to provide developmental mathematics instruction and essential foundational skills for students enrolled concurrently in a linked section of MATH 1341 Elements of Math I. Topics will parallel topics being studied in MATH 1341. This course emphasizes use of manipulatives to model mathematical processes, communication about mathematical ideas, development of critical thinking ability and quantitative literacy through problem-solving, mathematical

reasoning, interpreting graphs and data displays, equation-solving, and math success strategies. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Represent quantitative information, quantitative relationships, and mathematical concepts using appropriate mathematical notation
- \* Describe mathematical concepts and processes using appropriate language for the context
- \* Support answers by providing appropriate mathematical justifications
- \* Assess the reasonableness of solutions
- \* Interpret quantitative information
- \* Solve authentic, multistep problems in a variety of contexts by applying two or more mathematical strategies or concepts
- \* Translate among verbal, numeric, symbolic, concrete, and graphical forms of mathematics
- \* Formulate algebraic representations necessary to model problems
- \* Utilize procedures for simplifying and manipulating algebraic expressions and equations
- \* Evaluate expressions involving real numbers
- \* Solve multistep equations
- \* Create graphical representations of quantitative information and relationships
- \* Apply appropriate formulas to solve problems
- \* Interpret graphs and data displays

Corequisite(s): MATH1341

Prerequisite(s): MATH0420 or Appropriate Math Placement Score, and all three of these ESOL0910, ESOL0920, ESOL0930, or READ0900 and ENGL0900 or Appropriate Reading Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **MATH 0451 - Bridge to Statistics**

This course is designed to provide developmental mathematics instruction and essential foundational skills for students enrolled concurrently in a linked section of MATH 1351 Introductory Statistics. Topics will parallel topics being studied in MATH 1351. This course explores and establishes a connection between mathematical or statistical concepts and practical world questions through application problem solving. It will focus on developing critical thinking ability, improving analytical skill and enhancing quantitative literacy. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Represent quantitative information, quantitative relationships, and mathematical concepts using appropriate mathematical notation
- \* Describe mathematical and statistical concepts and processes using appropriate language for the context
- \* Support answers by providing appropriate mathematical justifications
- \* Assess the reasonableness of solutions
- \* Interpret quantitative information
- \* Translate among verbal, numeric, symbolic, and graphical forms of mathematics
- \* Create graphical representations of quantitative information and relationships
- \* Apply appropriate formulas to solve problems
- \* Interpret graphs and data displays
- \* Utilize procedures for simplifying and manipulating numerical and algebraic expressions and equations

Corequisite(s): MATH1351

Prerequisite(s): MATH0410, and all three of these ESOL0910, ESOL0920, ESOL0930 or READ0900 and ENGL0900 or Appropriate Placement Scores.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **MATH 0475 - Principles of Intermediate Algebra**

This course is an intermediate course in the principles and applications of algebra. It is formatted for thorough, in-depth concept development. Topics covered include the basics of algebra and modeling; linear equations and inequalities; linear equations in two variables; systems of linear equations; exponents, polynomials, and factoring; rational expressions; introduction to functions; inequalities and problem solving; radical functions and equations; quadratic functions and equations; and exponential and logarithmic functions. A wide variety of examples and exercises are used to help the student connect the mathematical content with the real world. This is a college readiness course and does not fulfill a college goal area requirement.

Student Learning Outcomes:

- \* Perform operations on polynomial, rational, and radical expressions.
- \* Factor polynomials using a variety of methods
- \* Translate between graphical, tabular, verbal, and symbolic representations of functions and relations
- \* Analyze graphs of a variety of functions
- \* Solve a variety of equations and linear inequalities.
- \* Solve systems of equations using algebraic and graphical methods.
- \* Use numerical, symbolic, and graphical methods to model, solve, and interpret the results of application problems.
- \* Determine if a relation is a function and use function notation appropriately.

Prerequisite(s): MATH0410 or Appropriate Math Placement Score, and all three of these ESOL0810, ESOL0820, ESOL0830, or READ0900 and ENGL0900 or Appropriate Reading Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

#### **MATH 0485 - Principles of Intermediate Algebra Accelerated**

This is a course that will prepare students for Math1300 (College Algebra) by giving them a solid foundation in the principles and applications of intermediate algebra, and by using mathematical tools to analyze and solve problems. It is designed to provide a refresher for students who are borderline between Math 0475 (Intermediate Algebra) and Math 1300 (College Algebra). Although the course content is similar to Math 0475, it is presented in a shorter, more rigorous format than Math 0475.

Student Learning Outcomes:

- \* Perform operations on polynomial, rational, and radical expressions.
- \* Factor polynomials using a variety of methods
- \* Translate between graphical, tabular, verbal, and symbolic representations of functions and relations
- \* Analyze graphs of a variety of functions
- \* Solve a variety of equations and linear inequalities.
- \* Solve systems of equations using algebraic and graphical methods.
- \* Use numerical, symbolic, and graphical methods to model, solve, and interpret the results of application problems.
- \* Determine if a relation is a function and use function notation appropriately.

Prerequisite(s): MATH0420 or Appropriate Math Placement Score, and all three of these ESOL0810, ESOL0820, ESOL0830, or READ0900 and ENGL0900 or Appropriate Reading Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **MATH 1300 - College Algebra**

Meets MN Transfer Goal 4 - Mathematical/Logical Reasoning. The course is designed for students who have sound algebra skills. The primary goals of this course are to help individuals acquire a solid foundation in the basic skills of college algebra and to show how college algebra can be used to model and solve authentic real-world problems. Course topics include an introduction to functions and graphs; linear, quadratic and nonlinear functions with an emphasis on rational expressions, roots and exponents; exponential and logarithmic functions; systems of equations and inequalities; conic sections; sequences and series; and counting and probability.

Student Learning Outcomes:

- \* Apply the basic mathematical concepts that form the foundation of algebra
- \* Utilize procedures for manipulating algebraic expressions and equations
- \* Demonstrate and apply critical thinking skills to solve a variety of problems
- \* Apply algebraic principles appropriately to applications
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies
- \* Communicate mathematical understanding to others verbally and in written form
- \* Expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments

Prerequisite(s): MATH0475 or MATH0485 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **MATH 1321 - College Trigonometry**

Meets MN Transfer Curriculum Goal Area 4 -Mathematical/Logical Reasoning. The course is designed for students who have mastered algebra and need to understand trigonometric functions and their applications. The primary goals of this course are to help individuals acquire a solid foundation in the basic skills of college trigonometry and to show how college trigonometry can be used to model and solve authentic real-world problems. It also acts as an entry-level STEM

pathway course.

Student Learning Outcomes:

- \* Demonstrate and apply basic trigonometric concepts to solve a variety of problems.
  - \* Represent and evaluate basic trigonometric information verbally, numerically, graphically, and symbolically.
  - \* Communicate mathematical understanding to others verbally and in written form.
  - \* Utilize mathematical reasoning skills and formal logic in order to develop convincing mathematical arguments.
  - \* Use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems, judging the reasonableness of the results.
  - \* Use trigonometric functions to prove identities and solve conditional equations.
- Prerequisite(s): MATH1300 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **MATH 1331 - Applications of Mathematical Reasoning**

Meets MN Transfer Curriculum Goal Area 4 - Mathematical/Logical Reasoning. This course is an investigation into the nature of mathematics. Students will apply mathematical principles to varied disciplines including an exploration of a variety of social and global issues. Students will experience mathematics as a creative and evolving discipline. Emphasis will be placed on applications in these topic areas with related statistics concepts developed when appropriate. Spread sheets will be used extensively to enhance concept development.

Student Learning Outcomes:

- \* Solve practical problems using appropriate mathematical techniques.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Utilize a systematic approach to problem solving.
- \* Use appropriate computer technology and software to perform analysis and calculations.
- \* Demonstrate an awareness of the application of mathematics to global and social issues.
- \* Communicate mathematical understanding to others verbally and in written form.

Prerequisite(s): MATH0420 or Appropriate Math Placement Score, and READ0900 or ESOL0920 or Appropriate Reading Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **MATH 1341 - Elements of Math I**

Meets MN Transfer Curriculum Goal Area 4 - Mathematical/Logical Reasoning. This course explores mathematics with investigations and activities to help students form a deeper understanding of why and how mathematical procedures work. In addition to solving problems, students will also model and explain mathematics concepts related to mathematical patterns, relations, and functions, numerical literacy, number theory, and mathematical processes. This is the first of two courses designed to provide the necessary foundation for students interested in elementary education licensure, but the course is also open to non-education majors.

Student Learning Outcomes:

- \* Explain the basic mathematical concepts that form the foundation of arithmetic, algebra, and number theory.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Solve problems using appropriate mathematical techniques.
- \* Communicate mathematical understanding to others verbally and in written form.
- \* Model mathematics with pictures and manipulatives.
- \* Demonstrate critical thinking skills to solve a variety of problems.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual, and symbolic strategies.
- \* Explain the connections between mathematical concepts and procedures.

Prerequisite(s): MATH0475 or Appropriate Math Placement Score, and all three of these ESOL0810, ESOL0820, ESOL0830, or READ0900 or Appropriate Reading Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MATH 1345 - Elements of Math II**

This is the second of two courses designed to provide the necessary foundation for students interested in elementary education licensure. This course explores

mathematics with activities to help students investigate mathematical properties and relate mathematical ideas in discrete math, geometry, probability, and statistics. Problem solving, modeling, and explaining mathematics will be emphasized in all topics. This is the second of two courses designed to provide the necessary foundation for students interested in elementary education licensure. This course is also open to non-education majors.

Student Learning Outcomes:

- \* Explain the basic mathematical concepts that form the foundation of statistics, probability, discrete math, and geometry.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Solve problems using appropriate mathematical techniques.
- \* Communicate mathematical understanding to others verbally and in written form.
- \* Model mathematics with pictures and manipulatives.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual, and symbolic strategies.
- \* Explain the connections between mathematical concepts and procedures.

Prerequisite(s): MATH1341

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MATH 1351 - Introductory Statistics**

Meets MN Transfer Curriculum Goal Area 4. This course focuses on the principles and applications of statistics and data analysis with an emphasis on inference. The goals are to help students acquire a solid foundation in the basics of statistics and its application in solving practical problems. This course uses examples from various disciplines to illustrate the relevancy of statistics in real world situations. Topics include descriptive statistics, probability and sampling distributions, estimation and hypothesis testing of parameters, comparison of population parameters, and regression and inference about relationships.

Student Learning Outcomes:

- \* Apply mathematical and statistical concepts that form the foundation of statistical analysis and problem solving.
- \* Demonstrate basic skills in collecting, organizing, analyzing and interpreting quantitative data.
- \* Apply an evidence-based approach in problem solving with consideration of probability and contingency.
- \* Utilize procedures for manipulating algebraic expressions and equations.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Interpret the concepts of probability and variability, and their roles in statistics.
- \* Apply probability and statistical principles appropriately to applications.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Communicate mathematical understanding to others verbally and in written form.

\* Expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.

Prerequisite(s): MATH0420 or Appropriate Math Placement Score, and READ0900 or ESOL0920 or Appropriate Reading Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MATH 1380 - Precalculus**

Meets MN Transfer Goal 4 - Mathematical/Logical Reasoning. The course is designed for students who have sound algebra skills. The primary goals of this course are to help individuals acquire a solid foundation in the basic skills of college algebra and trigonometry, showing how college algebra and trigonometry can be used to model and solve authentic real-world problems. This course is intended to be a one-semester path to calculus for students who have had at least three years of high school mathematics, including trigonometry. This course consists of material from MATH 1300 and MATH 1320. Course topics include polynomial, rational, exponential, logarithmic, and trigonometric functions and their inverses; systems of equations and inequalities; introduction to linear programming, matrices and determinants; trigonometric identities; equations and applications, parametric equations; polar coordinates; sequences and series; mathematical induction, probability; conics; and modeling. (Cannot be taken for credit if student has received credit for both MATH 1300 and MATH 1320).

Student Learning Outcomes:

- \* Apply the basic mathematical concepts that form the foundation of algebra and trigonometry

- \* Utilize procedures for manipulating algebraic and trigonometric expressions and equations
- \* Demonstrate and apply critical thinking skills to solve a variety of problems
- \* Apply algebraic principles appropriately to applications
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies
- \* Communicate mathematical understanding to others verbally and in written form
- \* Expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments

Prerequisite(s): MATH0475 or Appropriate Placement Score  
(5 C: 5 lect/pres, 0 lab, 0 other)

### MATH 2311 - Calculus I

Meets MN Transfer Curriculum Goal Area 4 - Mathematical/Logical Reasoning. This course is designed for students who have sound algebra skills. The primary goal of this course is to help individuals acquire a solid foundation in the basic skills of calculus, showing how calculus can be used to model and solve authentic real-world problems. Calculus is the first mathematics course in an engineering or other STEM-related curricular sequence. Course topics include differentiation and integration of polynomial, exponential, logarithmic and trigonometric functions.

Student Learning Outcomes:

- \* Apply the basic mathematical concepts that form the foundation of calculus.
- \* Utilize procedures for manipulating algebraic and trigonometric expressions and equations.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Formulate algebraic representations necessary to model problems.
- \* Apply calculus and algebraic principles appropriately to applications.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Evaluate the reasonableness of solutions attained for problems.
- \* Communicate mathematical understanding to others verbally and in written form.

Prerequisite(s): MATH1380 or Appropriate Placement Score.  
(5 C: 5 lect/pres, 0 lab, 0 other)

### MATH 2321 - Calculus II

Meets MN Transfer Curriculum Goal Area 4 - Mathematical/Logical Reasoning. This course is designed for students who have sound elementary calculus skills. The primary goal of this course is to help individuals acquire a solid foundation in the advanced techniques of calculus, as the skills apply to the differentiation and integration of exponential and logarithmic functions. Additional emphasis is placed upon the analysis of sequences and series. Applications will be incorporated to enhance students' understanding.

Student Learning Outcomes:

- \* Apply the basic mathematical concepts that form the foundation of calculus.
- \* Utilize procedures for manipulating algebraic and trigonometric expressions and equations.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Formulate algebraic representations necessary to model problems.
- \* Apply calculus and algebraic principles appropriately to applications.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Evaluate the reasonableness of solutions attained for problems.
- \* Communicate mathematical understanding to others verbally and in written form.

Prerequisite(s): MATH2311  
(5 C: 5 lect/pres, 0 lab, 0 other)

### MATH 2330 - Calculus III; Multivariable Calculus

Meets MN Transfer Curriculum Goal Area 4. - Mathematical/Logical Reasoning. This course is designed for students who have sound skills in single-variable calculus. The primary goal of this course is to help individuals acquire a solid foundation in multivariable and vector calculus. Students will apply skills to solve authentic real-world problems to enhance students' understanding of higher level concepts.

Student Learning Outcomes:

- \* Apply mathematical concepts that form the foundation of multivariable and vector calculus.
- \* Utilize procedures for manipulating algebraic and trigonometric expressions and equations.
- \* Demonstrate and apply critical thinking skills to solve a variety of multidimensional problems.
- \* Formulate and manipulate algebraic representations necessary to model problems.
- \* Apply calculus and algebraic principles appropriately to applications.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Evaluate the reasonableness of solutions attained for problems.
- \* Communicate mathematical understanding to others verbally and in written form.

Prerequisite(s): MATH2321  
(5 C: 5 lect/pres, 0 lab, 0 other)

### MATH 2340 - Differential Equations

Meets MN Transfer Curriculum Goal Area 4 Mathematics/Logical Reasoning. This course is designed for students who have sound skills in single-variable calculus. The primary goal of this course is to help individuals acquire a solid foundation in the basic theory of differential equations. Students will apply skills to solve authentic real-world problems to enhance students' understanding of higher level concepts.

Student Learning Outcomes:

- \* Apply mathematical concepts that form the foundation of the theory of differential equations.
- \* Apply mathematical concepts to solve first and second linear and nonlinear differential equations.
- \* Utilize procedures for manipulating algebraic and calculus based expressions and equations.
- \* Demonstrate and apply critical thinking skills to solve a variety of problems.
- \* Formulate and manipulate algebraic and calculus based representations necessary to model problems in science and engineering.
- \* Apply algebraic and calculus based principles appropriately to applications.
- \* Apply the theory of higher-order differential equations appropriately to applications.
- \* Apply series solutions to solve differential equations.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- \* Evaluate the reasonableness of solutions attained for problems.
- \* Communicate mathematical understanding to others verbally and in written form.

Prerequisite(s): MATH2321  
(5 C: 5 lect/pres, 0 lab, 0 other)

### MATH 2350 - Differential Equations with Linear Algebra

Meets MN Transfer Curriculum Goal Area 4 - Mathematics/Logical Reasoning. This course is designed for students who have sound skills in single-variable calculus. The primary goal of this course is to help individuals acquire a solid foundation in the basic theory of differential equations and linear algebra. Students will apply skills to solve authentic real-world problems to enhance students' understanding of higher level concepts.

Student Learning Outcomes:

- \* Apply algebraic and calculus based principles to applications.
- \* Apply the theories of differential equations and linear algebra appropriately to applications.
- \* Utilize a systematic approach to problem solving which incorporates verbal, numeric, visual and symbolic strategies.
- \* Evaluate the reasonableness of solutions attained for problems.
- \* Utilize procedures for manipulating algebraic and calculus expressions and equations.
- \* Formulate and manipulate algebraic and calculus based representations necessary to model problems in science and engineering
- \* Communicate mathematical understanding to others verbally and in written form.



form.

- \* Demonstrate mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
  - \* Demonstrate and apply critical thinking skills to solve a variety of first and second linear and nonlinear differential equations.
  - \* Demonstrate and apply critical thinking skills to perform operations on matrices and analyze solutions of systems of linear equations.
- Prerequisite(s): MATH2321  
(4 C: 4 lect/pres, 0 lab, 0 other)

### MHTT 1503 - Diesel Engine Fundamentals

This is an introductory course; students learn theory, design, and operation of a diesel engine and fuel system. Working in the lab, students will disassemble, inspect, and reassemble a running light duty diesel engine. After completion of this course, students will be prepared to advance to Heavy Duty Diesel Engine Repair. All learning outcomes must be performed according to National Automotive Technician's Education Foundation (NATEF) and industry standards.

Student Learning Outcomes:

All listed outcomes must be performed to acceptable levels of NATEF Standards.

- \* Demonstrate safe working skills during repair procedures.
  - \* Describe and practice the use of measuring instruments to compare with industry data.
  - \* Complete engine repairs and assembly according to manufacturer's specifications.
  - \* Identify preferred industry repair data and resources to complete engine overhaul procedures.
  - \* Determine engine component condition for reuse.
  - \* Perform proper engine component cleaning operations.
  - \* Identify engine components and operation, including sub systems.
- Prerequisite(s): TRAN1503  
(3 C: 1 lect/pres, 2 lab, 0 other)

### MHTT 1507 - Mobile Hydraulics

In addition to power steering, the application of hydraulics on trucks in wide spread, such as on sanitation, snowplow, agriculture, and construction trucks. In this course students study the design and operation of pumps, valves, cylinders, motors, and other hydraulic components of these trucks. The student will service, test, and repair hydraulic systems used on trucks.

Student Learning Outcomes:

- \* Explain the basic principles of a hydraulic system
  - \* Identify various hydraulic components and their parts
  - \* Describe the operation of various hydraulic components in a system
  - \* Disassemble and inspect hydraulic components
  - \* Perform maintenance on a hydraulic system
  - \* Diagnose and test a hydraulic system
  - \* Identify the various fittings and hoses used with hydraulics
  - \* List and identify common uses for hydraulics in the MHTT industry
- (3 C: 2 lect/pres, 1 lab, 0 other)

### MHTT 1508 - Truck Computer Systems

Students will study an overview of the computer systems used on trucks. The emphasis will be on the study of input devices, Electronic Control Unit operation, and output devices. Students will identify components, test their operation, read and reprogram parameters, in accordance with manufacturer's procedures, as well as use various Original Equipment Manufactures (OEM) computer based resources to utilize while servicing, repairing or troubleshooting various truck and trailers in this course as well as course throughout the Medium/Heavy Truck program.

Student Learning Outcomes:

- \* Identify, various input and output devices used on trucks and trailers
  - \* Analyze the operation of various input and output devices
  - \* Demonstrate the use of different types of Diagnostic Tools and Equipment
  - \* Recognize different software used on scan tools and laptops
  - \* Retrieve data and perform basic reprogramming of the Electronic Control Units
  - \* Interpret and use service, technical, and troubleshooting information for various repairs
- Prerequisite(s): TRAN1504 or MHTT1522  
(2 C: 1 lect/pres, 1 lab, 0 other)

### MHTT 1510 - Truck Power Train

This course will cover additional skill development in the setup and operation of saws, milling machines, lathes, surface grinders, and drill presses. More complex machining tasks using advanced tooling will be included in mill machining and lathe machining projects. Introductory open setup inspection and layout exercises will be performed in the inspection area. Additional inspection tools and equipment will be used as they relate to checking project dimensions.

Student Learning Outcomes:

- \* Produce milling projects that contain components in drilling, jig boring, boring, parallel and step milling operations.
- \* Generate lathe projects performing facing, turning, external threading, taper turning operations.
- \* Construct drilling projects utilizing the upright drill press and radial drill press.
- \* Create precision layouts using a height gage.
- \* Develop skills in surface grinder operation.
- \* Determine the correct speeds and feeds for different materials.
- \* Inspect projects produced on metalworking equipment utilizing direct and indirect measurement tools.
- \* Develop and apply safe work habits around all metalworking equipment and co-workers.

Prerequisite(s): MHTT1526

(4 C: 1 lect/pres, 3 lab, 0 other)

### MHTT 1514 - Truck Brake Systems

Proper brake system operation is vital to safe utilization of any vehicle used on public roadways. This course covers the theory and operation of air and hydraulic brake system including foundation brake systems. Other topics covered in this courses include component troubleshooting, repair operations, and preventive maintenance practices.

Student Learning Outcomes:

- \* Perform all shop operations in compliance with industry safety standards.
- \* Describe hydraulic and pneumatic brake system theory of operation.
- \* Inspect vehicle according to Minnesota Department of Transportation (MNDOT) criteria.
- \* Utilize manufacturer's service data to complete brake system repair procedures.
- \* Troubleshoot noisy and poor brake system performance and determine necessary repairs.
- \* Apply brake system preventive maintenance operations.
- \* Apply the documentation process by typing a complete and concise story of the work done in the repair order system.

Prerequisite(s): MHTT1526

(4 C: 1 lect/pres, 3 lab, 0 other)

### MHTT 1518 - Truck Steering/Suspension

Understanding and maintaining truck steering and suspension systems is necessary to achieve peak tire life, fuel economy, and safe vehicle operation. Studies include steering and suspension system theory of operation, repair procedures, and preventive maintenance operation.

Student Learning Outcomes:

- \* Perform all shop operations in compliance with industry safety standards.
- \* Identify alignment angles.
- \* Determine repair procedures necessary to correct vehicle alignment angles.
- \* Utilize manufacturer's service data to complete wheel bearing and suspension system repairs.
- \* Understand steering system theory of operation.
- \* Utilize manufacturer's service data to complete steering system repairs.
- \* Determine steering and suspension system preventive maintenance operations.
- \* Apply the documentation process by typing a complete and concise story of the work done in the repair order system.

Prerequisite(s): MHTT1526

(3 C: 1 lect/pres, 2 lab, 0 other)

### MHTT 1522 - Truck Electrical Systems

Through this course, the electrical theory learned in Electricity and Electronic Principles is applied in the lab and lecture setting to increase students' knowledge of vehicle starting, charging, and other electrical systems. Upon the completion of this course, students will be able to maintain, troubleshoot and repair starting, charging, and electrical systems on light, medium, and heavy commercial vehicles.

Student Learning Outcomes:

- \* Perform all shop operations in compliance with industry safety standards.

- \* Locate and identify battery, starting system, charging system and electrical system components.
- \* Diagnose starting system operational tests and perform necessary repairs.
- \* Diagnose charging system operational tests and perform necessary repairs.
- \* Evaluate electrical system test values to identify system performance and efficiency.
- \* Determine electrical system performance and complete necessary electrical system repairs.
- \* Troubleshoot and repair electrical system problems utilizing manufacturer's data.

Prerequisite(s): TRAN1504  
(2 C: 1 lect/pres, 1 lab, 0 other)

#### **MHTT 1526 - Truck and Trailer Preventative Maintenance**

Students will learn the relationship between a low cost efficient truck operation and preventative maintenance program while ensuring safe vehicle operation. Following the recommendations of the Original Equipment Manufacturer (OEM) maintenance manuals, the student will perform truck and trailer maintenance in the lab. Students will be introduced to electrical, mechanical, lubrication and fluid functions of truck and trailers as they relate to a safe and well-maintained fleet. Student Learning Outcomes:

All listed outcomes must be performed to acceptable levels of National Automotive Technician's Education Foundation (NATEF) Standards.

- \* Explain the importance of preventive maintenance.
  - \* Examine OEM maintenance schedules.
  - \* List and practice shop safety procedures.
  - \* Perform vehicle maintenance and inspection.
  - \* Explain how electrical, mechanical, lubrication, and fluids relate to proper vehicle function.
  - \* Perform shop equipment maintenance.
  - \* Troubleshoot vehicle electrical failures.
  - \* Troubleshoot mechanical failures.
- Prerequisite(s): TRAN1503  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **MHTT 1530 - Welding**

In the trucking industry there is often a need for technicians to have basic welding knowledge and skills. Students are introduced to Shield Metal Arc Welding (SMAW), gas metal arc welding (GMAW), plasma cutting, and oxygen acetylene cutting, heating, welding (OAW). Working in the lab on exercises and projects, students will practice these welding processes safely.

Student Learning Outcomes:

- \* Perform shield metal arc welding (SMAW)
  - \* Perform gas metal arc welding (GMAW)
  - \* Perform plasma cutting
  - \* Perform oxygen acetylene cutting, heating, welding (OAW)
  - \* Fabricate a metal object using welding processes
- (3 C: 1 lect/pres, 2 lab, 0 other)

#### **MHTT 2502 - Heavy Duty Diesel Engine Repair Procedures**

With the knowledge and experience gained in Diesel Engine Fundamentals, students will practice engine rebuilding, adjustment, and troubleshooting skills on medium to heavy-duty diesel engines in the lab. Students will follow heavy-duty engine in frame overhaul procedures according to manufacturer guidelines. Students will focus on the operation, maintenance, and repair of various fuel, exhaust, intake, lube and cooling systems.

Student Learning Outcomes:

- \* Apply engine system repairs and maintenance according to Original Equipment Manufacturer (OEM) guidelines.
- \* Demonstrate safe working skills during repair procedures, follow MN Pollution Control Agency regulations when handling and disposing of engine fluids, cleaning agents, and removed/replaced engine components.
- \* Determine fuel, exhaust, intake, lubrication, and cooling system operation.
- \* Inspect, clean, and evaluate engine component condition for re-use in accordance to OEM guidelines.
- \* Contrast differences and similarities between various engine manufacturers.
- \* Analyze engine performance and operation.
- \* Perform precise assembly and adjustment procedures.
- \* Describe and practice the use of service information software.

Prerequisite(s): MHTT1503  
(4 C: 1 lect/pres, 3 lab, 0 other)

#### **MHTT 2506 - Fuel System Management and Emission Controls**

In this final course of the diesel engine/fuel systems series, student study and work on electronic computer driven engines. Through the knowledge and skills gained in this and previous diesel engine courses, students will be able to reprogram engine computers, diagnose engine failures, and understand a variety of fuel management systems. The students will also learn about the emission controls put on the modern diesel engines and diagnose emission system problems.

Student Learning Outcomes:

- \* Demonstrate safe working skills during repair procedures, follow Minnesota Pollution Control Agency regulations when handling and disposing of engine fluids, cleaning agents, and removed/replaced engine components.
- \* Contrast various manufacturer engine system operation.
- \* Research and identify Environmental Protection Agency regulations and explain how they are implemented in modern engine designs.
- \* Demonstrate knowledge and diagnosis procedures in computerized engine systems.
- \* Perform engine computerized system parameter reprogram procedures.
- \* Utilize engine manufacturer service data and wiring diagrams to troubleshoot electronic engine system failures including failure to start, misfires, excessive emissions, poor performance, and engine fault code procedures.

Prerequisite(s): MHTT2522

Prerequisite(s): MHTT2502, MHTT1508, MHTT1503  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **MHTT 2514 - Gas Engines and Alternative Fuel Systems**

Throughout this course students will study the design, construction and operation of various power units using fuels other than diesel which are being used in the medium/heavy truck industry. The students will develop an understanding of safety, maintenance and diagnostic procedures on a variety of fuel systems through hands-on skills performing basic repair and identification procedures on fuel supply systems, fuel injection systems and ignition systems.

Student Learning Outcomes:

- \* Demonstrate knowledge of specific safety concerns and procedures related to various fuel systems and the facilities that are used to repair these fuel systems.
- \* Understand the properties and characteristics of CNG/LNG, Gasoline or other fuels vs. Diesel Fuels.
- \* Demonstrate knowledge of various fuel supply, injection and ignition systems.
- \* Identify components and explain the operation of various Natural Gas Vehicle fuel systems.
- \* Perform basic repair procedures on ignition and fuel systems utilizing OEM service information, diagnostic testing equipment (DVOM) and wiring diagrams.
- \* Understand the impact that different fuels have on the environment

Prerequisite(s): TRAN 1504, MHTT1503

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MHTT 2518 - Automatic and Automated Manual Transmissions**

The popularity of the automatic and automated manual transmission in the medium and heavy-duty truck industry continues to grow. Students will study theory and operation of both automatic and automated manual transmissions in the classroom. Develop hands on skills in the lab by practicing rebuilding of an operational Allison automatic transmission. Lab work will include preventive maintenance on various automatic transmissions, diagnostics and repairs on a variety of trucks with Allison automatic transmissions as well as numerous automated manual transmissions.

Student Learning Outcomes:

- \* Demonstrate safe working skills during repair procedures, follow MN pollution control Agency regulations.
- \* Compare and contrast Automatic VS. Automated manual transmissions, including applications and properties.
- \* Perform automatic transmission overhaul procedures using manufacturer data and procedures.
- \* Determine transmission component condition for reuse.
- \* Analyze automatic and automated manual transmission performance to determine necessary service and repair.
- \* Perform automatic transmission replacement according to manufacturer service data.
- \* Diagnose automatic and automated manual transmission computer control

systems and fault codes.

Prerequisite(s): MHTT1507, MHTT1510, TRAN1503  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **MHTT 2522 - Advanced Chassis Electrical Diagnostics**

This advanced course involves various chassis electrical control systems, lighting, instrumentation, accessories, and anti-lock braking system (ABS) electrical systems on medium/heavy trucks and trailers. Emphasis is placed on using wiring diagrams, digital multimeters to troubleshoot electrical failures, and perform industry approved electrical repair procedures.

Student Learning Outcomes:

- \* Interpret electrical diagrams on various types of equipment.
- \* Apply multimeters to test circuits.
- \* Diagnose and repair various electronic failures.
- \* Repair electrical failures on medium/heavy trucks and trailers.
- \* Test electrical components.
- \* Test starting and charging systems.
- \* Examine multiplexed circuits.
- \* Evaluate electronic system problems using manufacturer's data.

Corequisite(s): MHTT2506

Prerequisite(s): MHTT1508, TRAN1504, MHTT1522  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **MHTT 2531 - Truck Heating and AC Systems**

Basic skills acquired by the student in previous courses shall be used and developed into advanced theory, troubleshooting, and repair procedures, of heating and AC ventilation systems. Proper operation of Heating and AC ventilation systems is important for driver comfort and safe vehicle operation. This course covers theory of AC, cab heater and air ventilation systems. Heating and AC system preventive maintenance practices. Auxiliary power unit operations, troubleshooting and repair procedures.

Student Learning Outcomes:

- \* Perform all shop operations in compliance with industry safety standards.
- \* Identify heating and AC system theory of operation.
- \* Observe all EPA regulations and perform AC service in compliance to these regulations.
- \* Identify types of refrigerant.
- \* Utilize manufacturer's service data to complete heating and AC system repair procedures.
- \* Troubleshoot poor heating and AC system performance and determine necessary repairs.
- \* Determine heating and AC system preventive maintenance operations.
- \* Service and maintain auxiliary power units.
- \* Document the steps taken and the process by typing a complete and concise story for the customer by using our repair order system.

Prerequisite(s): MHTT2522

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **MHTT 2538 - Supervised Internship**

Students will work in a sponsoring Medium/Heavy truck service facility. The work will be full time, approximately 40 hours per week. The tasks will be consistent with previous course work.

This is a variable credit course, with credits 1-7.

Student Learning Outcomes:

- \* Perform required maintenance and various inspection procedures on over the road vehicles, agricultural equipment or heavy equipment
- \* Demonstrate job entry skills development when performing service operations
- \* Conform to federal OSHA and state MPCA rules as it relates to vehicle service procedures
- \* Adhere to ethical practices as it relates to service procedures
- \* Exhibit technician/mechanic professionalism

Prerequisite(s): MHTT1526

( Variable C: 0 lect/pres, 0 lab, 0 other)

#### **MHTT 2546 - Truck Troubleshooting and Repair**

Basic skills acquired by the student in previous courses shall be used and developed into advanced troubleshooting, repair procedures, and skills necessary to operate a truck fleet or perform shop operations in the transportation industry. Coursework will include mechanical, electrical system diagnosis, and

troubleshooting procedures. As well as identifying and performing mechanical and electrical system preventive maintenance operations. Student technicians will communicate with customers, shop foreman, and part supplier.

Student Learning Outcomes:

- \* Perform all shop operations in compliance with industry safety standards.
- \* Analyze post inspection report, and drivers complaints.
- \* Evaluate performance of electrical, engine, and power train systems.
- \* Perform vehicle preventive maintenance service and inspections on trucks and trailers.
- \* Inspect vehicle according to Minnesota Department of Transportation (MNDOT) criteria.
- \* Determine and complete necessary vehicle repairs.
- \* Understand, complete the troubleshooting, and repair process by verifying the complaint and repair procedure performed.
- \* Document the steps taken and the process by typing a complete and concise story for the customer by using our repair order system.

Prerequisite(s): MHTT2522, MHTT2506

(4 C: 1 lect/pres, 3 lab, 0 other)

#### **MKAD 1210 - Introduction to Advertising**

Advertising is a broad communications industry employing people in the creative, business, public relations, media research, and marketing areas. Students will study the history of advertising, human communication and persuasion as well as graphic design. There will be exploration into the social and legal impact of advertising on the American economy and culture. The psychology of advertising will also be studied as an important part of the advertising and marketing industry.

Student Learning Outcomes:

- \* Study the process of human communication and persuasion.
- \* Analyze the history of the advertising process locally, nationally and globally.
- \* Identify the social and regulatory aspects of advertising.
- \* Describe the overall advertising process in the United States.
- \* Classify different forms print media used today.
- \* Prepare advertising messages in conventional and new media.
- \* Interpret advertising's economic and societal impact throughout history.
- \* Classify different forms of electronic media used today.
- \* Study the major Psychological theories that have shaped advertising in the 21st century.
- \* Differentiate between fair use and the need for permission within the advertising industry.
- \* Identify the different careers found within the advertising industry.
- \* Define Freedom of Speech and it's implications to the advertising industry.

(4 C: 4 lect/pres, 0 lab, 0 other)

#### **MKAD 1211 - Adobe InDesign**

Adobe InDesign, the industry-standard software will introduce students to the concept and process of graphic design and page layout. Students learn the fundamental principles of page layout working with computers in bitmap, vector graphics, and page layout software. Students learn essential design concepts and techniques used in the design and publishing of documents across a spectrum of digital and print media. Students produce various types of design pieces that reflect industry standards using this page layout software.

Student Learning Outcomes:

- \* Recognize design characteristics and determine their strengths and weaknesses to include the proper use of fonts, consistent alignment, and color techniques to enhance print layouts.
- \* Apply composition and layout design techniques to create various layout styles.
- \* Practice the creative integration of type, text and images into formats unique to print media.
- \* Differentiate among bitmap and vector graphics, and distinguish between strengths and appropriate uses.
- \* Proficiently design and layout a variety of computerized print documents.
- \* Import and create text with full control over textual styling, formatting and copy fitting.
- \* Create and develop proficient typography and color printing techniques.
- \* Research, brainstorm and sketch various layout concepts to create final layouts as part of the creative process.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 1216 - Adobe Illustrator**

This course will introduce and build proficiency in the use of Adobe Illustrator, the industry-standard illustration program for creating vector-based print, multimedia and web graphics. Students learn design theory and image creation. They also construct illustrations and prepare them for export to graphics software, to the Web, and for printing. The necessary skills are gained toward developing students understanding and role of Adobe Illustrator's object-oriented tools in the realm of design.

Student Learning Outcomes:

- \* Create professional level vector-based drawings.
- \* Proficiently use drawing software and tools to complete Internet or print projects.
- \* Compose typography with images and vector objects using the software application.
- \* Differentiate among bitmap, vector, and layout software programs and images.
- \* Research, brainstorm, and sketch various layout concepts to create final layouts as part of the creative process.
- \* Apply basic principles of design, color, and perspective to drawn objects using the appropriate software and tools.
- \* Practice the creative integration of combining type, text, images, and objects into formats unique to print and electronic media.
- \* Develop project management and organizational skills to meet project needs and deadlines.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 1221 - Adobe Photoshop**

Adobe Photoshop is a complex graphics and image editing software as well as a paint program. Adobe Photoshop has become a mainstay with graphics and interactive designers, professional photographers, and even hobbyists to edit graphics as well as create and manipulate images. Students will learn the most commonly used commands and techniques for obtaining consistent, predictable, high quality images using this leading image editing software application. Using the creative tools of the software, students learn how to select pixels in images, use layers, color correct images and to apply layer styles and filters to create special effects. Students will learn how to use vector paths for a variety of purposes, including masking and clipping paths. In addition, students will learn basic scanning techniques and how to create and save images in formats for press, print and Web use. Student Learning Outcomes:

- \* Differentiate between color modes and use of raster versus vector graphics.
- \* Identify and navigate the elements of the Photoshop environment.
- \* Select appropriate resolutions and image sizes for different bitmap files and output types.
- \* Examine the use of the software's selection tools to properly edit and extract images pieces and sections.
- \* Create and manipulate multiple layers to create composite images.
- \* Apply blending and shading effects to create realistic composites.
- \* Manipulate image colors using the various palettes and use Photoshop to create artwork or retouch images for print and Web images.
- \* Create and format text within an image and apply layer styles and filters to create special effects.
- \* Prepare images, saved to a variety of file formats for use with other applications and the Web.
- \* Research, brainstorm and sketch various layout concepts to create final layouts as part of the creative process.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 1240 - Web Design Fundamentals**

HTML and CSS (cascading style sheets) are the fundamental code to create and design graphic interfaces for the Internet and are the backbone of this web design course. This course also introduces students to the concepts of designing for the web. Students will learn the fundamental skills needed to plan, organize and design effective web layouts, optimize graphics and write basic HTML markup by hand and with popular WYSIWYG editors Website anatomy and information architecture techniques and best practices will be applied throughout the course. Student Learning Outcomes:

- \* Apply basic rules of design including color theory, consistency, balance and typography to web design.
- \* Make data driven design decisions through research, user experience and strategy planning.
- \* Compare and contrast the differences and appropriate use of design for print and web.

- \* Develop accurate and functional HTML code in a development and production environment.
- \* Organize graphic and HTML files for effectiveness and ease of use.
- \* Utilize a grid system to apply design to templates for quicker website generation.
- \* Create multiple types of interactive menu systems.
- \* Create styles using cascading style sheets.
- \* Properly optimize images and graphics for the web and mobile use.
- \* Practice website troubleshooting, testing, publication and maintenance.
- \* Apply Responsive Web Design to modern browsers and multiple user platforms.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 1250 - Copywriting and Design**

Typography includes laying out and arranging type to become appealing when displayed. Copywriting entails writing text for advertisements and marketing pieces. This course will combine both of these skills to teach students how to integrate typography and designs that compliment written copy. Students will study typography and copywriting techniques, tactics and creative strategies used to motivate consumers, effectively position products, and build brand awareness. Student Learning Outcomes:

- \* Demonstrate typographic terminology
- \* Identify typefaces and letterforms.
- \* Discuss the role of the copywriter in the planning, creation, and execution of advertising communication.
- \* Identify the goals, purpose and functions of copywriting.
- \* Create product benefits that draw readers into the advertising copy.
- \* Develop attention-getting type using contemporary color theory models.
- \* Apply copywriting skills to a variety of messages used for specific media.
- \* Design advertisements using typography and copy elements that deliver a complete message to the consumer.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **MKAD 1265 - Visual Design**

This course expands graphic design knowledge and skills, offering students the opportunity to create more advanced design in a variety of applications including print, logos, posters, billboards, brochures and websites. Research, analysis, and the design processes that lead to creative conceptualization and final design solutions are used. Emphasis is placed on visual problem solving skills and the creative and aesthetic aspects of graphic design. Students also study the history and use of typography in design throughout the semester. Student Learning Outcomes:

- \* Apply the elements and principles of design to create solutions to design problems.
- \* Employ design techniques to a variety of mediums.
- \* Demonstrate proficiency in the use of design software, tools and technology.
- \* Identify various styles of well-executed layout formats.
- \* Explore the discipline of advertising design.
- \* Utilize appropriate typography solutions for a variety of applications and situations.
- \* Create and produce advertising design projects such as posters, logos, brochures and print ads.
- \* Solve creative problems using research, conceptualizing, design and final comprehensives.
- \* Evaluate and discuss individual designs and the designs of others.
- \* Present ideas professionally using visual, oral and presentation skills.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 1270 - Media Research and Planning**

Students will learn and practice basic media research principles as they relate to today's mass media industry. Students will also construct a media plan that meets professional industry standards. Having this media plan in the students' portfolio will show their ability to think critically, solve problems and effectively work with various IMC (integrated marketing communications) scenarios. Student Learning Outcomes:

- \* Study the history of the mass media research and the media planning process.
- \* Discuss the role and responsibilities of the mass media researcher.
- \* Examine the different types of mass media found within the marketing industry.
- \* Evaluate data sources, media research and theories of media strategy.
- \* Differentiate how different mass medias are purchased and why.

- \* Calculate major mass media formulas.
  - \* Analyze different target audiences, target markets, target segments, and target cells.
  - \* Research, design, and create a media plan incorporating industry standards.
- (3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 2240 - The Northway Group**

This course is designed to challenge the serious marketing and design student with a purposeful, specialized occupational experience in the advertising field through participation in The Northway Group (TNG), a student led advertising agency.

Each TNG project is an individualized student experience with a sponsoring business, organization, or professional and their instructor. Each student is assigned agency roles with various projects based upon their skill set and experience. Students will then apply their knowledge of marketing, writing, design, research, photography, computer software and production techniques to complete a series of projects that will realistically simulate agency work experience. As students' develop their individual skill sets and experience how TNG operates, they will expand leadership roles and responsibilities in subsequent semesters to hone their craft for their chosen career path.

Student Learning Outcomes:

- \* Research potential clients for marketing related needs.
  - \* Coordinate and implement all agency functions.
  - \* Develop time management, critical thinking, problem solving and written communication skills.
  - \* Work with clients to help them identify their current problems and opportunities.
  - \* Develop skills associated with presentation of agency material to clients for approval.
  - \* Relay client feedback to team for changes and approval.
  - \* Effectively contribute in a team setting.
  - \* Create a professional portfolio of client projects.
- (2 C: 0 lect/pres, 2 lab, 0 other)

#### **MKAD 2241 - The Northway Group**

This course is designed to challenge the serious marketing and design student with a purposeful, specialized occupational experience in the advertising field through participation in The Northway Group (TNG), a student led advertising agency.

Each TNG project is an individualized student experience with a sponsoring business, organization, or professional and their instructor. Each student is assigned agency roles with various projects based upon their skill set and experience. Students will then apply their knowledge of marketing, writing, design, research, photography, computer software and production techniques to complete a series of projects that will realistically simulate agency work experience. As students' develop their individual skill sets and experience how TNG operates, they will expand leadership roles and responsibilities in subsequent semesters to hone their craft for their chosen career path.

Student Learning Outcomes:

- \* Research current agency and skill sets required.
  - \* Coordinate and implement primary agency functions.
  - \* Develop potential clients for marketing related needs.
  - \* Discuss legal and regulatory aspects of agency work.
  - \* Identify current problems and opportunities within client work assignments.
  - \* Write a creative brief on integrated marketing communications (IMC) plan.
  - \* Develop skills associated with presentation of agency material to clients for approval.
  - \* Effectively contribute in a team setting.
  - \* Employ effective oral and written communication skills.
  - \* Create a professional portfolio of client projects.
- (3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 2250 - Retail Marketing**

Students will learn the fundamentals of national and local retail operations with emphasis on current and future marketing and promotion trends. Store operations, customer service, planning, budgeting, and legal and ethical issues will be discussed. The promotional mix will be identified and illustrated using current retail materials, and trends in the future of retail advertising will be evaluated.

Students will study effective media use and produce retail marketing materials for a variety of media such as tabloids, displays and newspaper, and social media advertisements.

Student Learning Outcomes:

- \* Research the history of the retailing process locally and globally.
  - \* Describe the overall retailing process and factors that affect retail marketing decisions.
  - \* Recognize the impact of retailing on economic and societal environments.
  - \* Describe the future of retailing including trends, activities, medias and target audiences.
  - \* Create and produce retail marketing materials such as tabloids and newspaper advertisements.
  - \* Evaluate legal and ethical issues as they relate to today's retailing environment.
  - \* Identify mass merchandisers and their marketing strategies.
  - \* Discuss retail customer relationship management.
  - \* Identify and incorporate the promotional mix in retail marketing materials.
  - \* Differentiate between fair use of existing materials and the need for permission.
- (3 C: 2 lect/pres, 1 lab, 0 other)

#### **MKAD 2260 - Strategic Marketing Campaign**

Using a unique blend of creative thinking and brand communication strategies, students will develop skills in how to use advertising and other communication tools in a coordinated manner to build and maintain brand awareness, brand contacts and brand preference. This course will provide students with a thorough understanding of the entire advertising campaign process with attention on the strategic thinking of brands, focusing on brand positioning and how brands can be best managed to improve customer experiences. Students learn how to deliver creative messages and incentives and learn how to measure their effectiveness. Students create and present an integrated advertising campaign and plans book that includes multiple media executions of a single, unified message, theme or concept.

Student Learning Outcomes:

- \* Identify basic advertising campaign and brand terminology.
- \* Describe the types and methods used in conducting marketing research.
- \* Analyze and develop target consumer segments for a given brand and/or service.
- \* Apply the process of developing a campaigns creative strategy.
- \* Develop and apply communication objectives, strategies and techniques for different media to include traditional, support, direct response and sales promotion.
- \* Generate brand position statements and apply brand position strategies in the development of a creative message.
- \* Recognize the role of public relations in campaign development and strategy.
- \* Examine and develop the campaign media plan and allocate the campaign budget.
- \* Produce a comprehensive advertising campaign.
- \* Explore various campaign measurement tools and techniques.
- \* Outline the relationship between ethics, social responsibility, and advertising.
- \* Develop project management and organizational skills to meet project needs and deadlines.

Prerequisite(s): MKAD1210, MKAD1211, MKAD1270

(4 C: 4 lect/pres, 0 lab, 0 other)

#### **MKAD 2270 - Media Marketing**

This course will give students the tools to develop a career path in the evolving, integrated world of media marketing. Traditional methods of reaching potential customers have given way to an expansive realm of online media. Reaching customers where they are now requires a new perspective and new tools. This course will explore a multitude of marketing tactics that can be used to create a comprehensive digital marketing campaign as well as how to implement a successful content strategy for social media platforms. Students will learn the uses of online media, including, increasing brand awareness, identifying key audiences, generating leads and building meaningful relationships with customers. By learning the benefits of media marketing, students can create a competitive advantage through the creation and distribution of valuable, relevant and consistent content of attract and retain clearly-defined audiences.

Student Learning Outcomes:

- \* Identifying the components of Internet marketing including; affiliate marketing, email marketing, social media marketing, and search engine marketing and their application in a variety of organizations.
- \* Identify the key differences between customer communications, digital market-

ing, and traditional marketing.

- \* Examine social media marketing foundations including related theory, terminology, methodology and models.
- \* Align digital marketing strategy to marketing and business strategy.
- \* Create digital strategies that adapt to the consumer persona during the consumer journey.
- \* Evaluate creative strategy and content to effectively target and adapt digital strategies to specific audiences.
- \* Utilize a variety of social media marketing tools that draw on theoretical frameworks to systematically gauge effectiveness.
- \* Examine the strengths and weaknesses of various social media campaigns, tools, and technologies to gauge success and/or failure.
- \* Establish key performance indicators to measure the success of online media marketing campaigns
- \* Assess how to integrate social and mobile interactions to develop social CRM capabilities
- \* Discuss new media trends
- \* Create a media marketing plan that incorporates research, goals, implementation, and evaluation metric

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MKAD 2285 - Video Production Marketing**

Students will learn and use Premiere Pro as they study the process of video production for use in today's marketing and design industry. Lessons covered will use the Official Adobe Premiere Training Manual. Students will also receive technical instruction in Storyboarding, storytelling, script writing and video production layout.

Student Learning Outcomes:

- \* Recognize the process of video production in the 21st century.
- \* Operate Premiere Pro software and its creative tool assets.
- \* Identify areas of audio and video production, research and design.
- \* Demonstrate the stages of the video creation and production process.
- \* Classify different forms of video production formats used today.
- \* Identify the social and regulatory aspects of video production in the United States.
- \* Produce promotional videos suitable for specific social medias as well as other common formats.
- \* Discuss different video production careers found within the marketing and design industry.
- \* Define Freedom of Speech and its implications to the marketing and design industry.
- \* Differentiate between fair use and the need for permission within the marketing and design industry.

(4 C: 4 lect/pres, 0 lab, 0 other)

### **MKAD 2290 - Portfolio Practicum**

In this course students will evaluate the projects to be used in their portfolios and create their own personal, professional portfolios to be used in starting their marketing design careers. Students will study the various portfolio designs found within the industry and then prepare business cards, cover letters, resumes, thank you cards and leave behinds for their job interviews. Use of electronic and physical portfolios and their importance for their interviews will be discussed. Professional industry guest speakers will provide insight into the current job market and industry trends. Advisory level participation in The Northway Group will be an integral part of the class.

Student Learning Outcomes:

- \* Demonstrate in-depth knowledge of the marketing industry's job categories and various company organizational structures.
- \* Demonstrate how to search and find appropriate entry level jobs in the marketing field.
- \* Critically select creative work to successfully meet employers entry level job requirements.
- \* Develop interview skills using advertising portfolio, resume, internet, networking and phone communications.
- \* Critique guest speakers from industry to provide insights into job market trends.
- \* Development of individual USP (Unique Selling Proposition) branding.
- \* Create professional electronic and physical portfolio content appropriate for the students' chosen career path.
- \* Successfully present a completed portfolio to industry managers.
- \* Participate in "The Northway Group" in an advisory role.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **MSNA 1205 - Introduction to Help Desk**

The course provides students with the fundamentals to provide basic help desk services. Students will learn to perform activities associated with real-world customer support operations. The focus of this course will be on the development of interpersonal skills and communication with end-users to troubleshoot and resolve real-world issues, and to identify user hardware and software requirements. Students will also develop end user training and written documentation for clients. Students completing this course will be prepared to receive requests for technical assistance and respond professionally and efficiently to those requests.

Student Learning Outcomes:

- \* Investigate hardware and software problems.
- \* Practice effective communication to understand interpersonal issues when working with end-users.
- \* Recognize and demonstrate effective customer service skills.
- \* Identify and document end-user technical requirements.
- \* Prepare hardware and software technical specifications for purchasing new systems.
- \* Document problem circumstances and resolutions to assist in resolving future occurrences.
- \* Write end-user documentation and create training plans and reference materials.
- \* Instruct customers in the use of hardware and software products.
- \* Conduct effective equipment and software distribution.
- \* Demonstrate mastery of the concept of Frameworks and the guidance they provide.
- \* Show competencies in Information Technology Infrastructure Library (ITIL) Framework Services.
- \* Develop an IT Services management plan.

Prerequisite(s): MSNA1230

(3 C: 2 lect/pres, 1 lab, 0 other)

### **MSNA 1213 - Microsoft Server I**

Microsoft Server I is the first in a series of courses that prepares students to plan, implement and manage a Windows Server environment. By providing the backbone of an enterprise level environment, students will bring sought after systems administration and skills to the workplace. The Microsoft Server I course is designed to provide comprehensive hands-on learning in system installation, configuration, and feature management based on the needs and goals of an organization. The training from this course helps prepare students for careers in network administration, systems administration, systems analyst and technology support.

Student Learning Outcomes:

- \* Implement an installation and upgrade of Microsoft Server operating system.
- \* Configure server settings to meet performance requirements.
- \* Configure server roles.
- \* Configure local and remote storage solutions.
- \* Explain proper Microsoft licensing of the server based on specific situations.
- \* Evaluate routing and remote access authentication and encryption options.
- \* Create secure file, print, and group policy objects.
- \* Apply a maintenance plan, to maintain server health.
- \* Implement server virtualization with Hyper-V.
- \* Apply proper networking configuration for successful network communication.

Prerequisite(s): MSNA1214

(3 C: 2 lect/pres, 1 lab, 0 other)

### **MSNA 1214 - Windows Desktop Operating System**

Students will study the skills needed to effectively manage the current Microsoft Windows desktop operating system. Topics include installing the operating system and applications; how to use functions and utilities and manage security; and the importance of managing the computer through the command line environment. By completing this course, students are prepared to successfully troubleshoot a Windows desktop system. This course also prepares students for the current Microsoft desktop operating system configuration exam. Completion of this course helps prepare a student for a career in systems administration, network administration, information security and technology support.

Student Learning Outcomes:

- \* Perform an installation and upgrade of the Windows desktop operating systems.
- \* Configure devices and device drivers.
- \* Install and configure Windows applications.

- \* Control access to local hardware and applications.
  - \* Prepare subnetting information and then configure Windows settings for network connectivity.
  - \* Determine security and access settings for shared resources.
  - \* Apply proper authorization and authentication configurations to file and folder access.
  - \* Configure a Windows computer for remote access and mobility.
  - \* Create a plan for preventive maintenance that monitors and maintains Windows clients.
  - \* Plan and deploy Windows backup and recovery options.
- (3 C: 2 lect/pres, 1 lab, 0 other)

### MSNA 1225 - Routing and Switching Essentials

CCNA RandS: Routing and Switching Essentials (RSE) covers the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure, secure and troubleshoot routers and switches and resolve common issues. The course is part of the four-part Cisco curriculum that prepare for the CCNA certification exam.

Student Learning Outcomes:

- \* Describe how a router that will forward traffic based on the contents of a routing table.
- \* Describe how switching operates in a small to medium-sized business network.
- \* Configure and use monitoring tools and network management protocols to troubleshoot data networks.
- \* Configure monitoring tools available for small to medium-sized business networks.
- \* Configure initial settings on a network device.
- \* Configure and secure Ethernet and Serial ports.
- \* Design and Implement VLANs, static and dynamic routing, Dynamic Host Control Protocol (DHCP) servers, Network Address Translation (NAT) and access control lists (ACLs).

Prerequisite(s): MSNA1255

(3 C: 1 lect/pres, 2 lab, 0 other)

### MSNA 1230 - Introduction to Networks I

Introduction to Networks I covers the architecture, structure, functions and components of the Internet and other computer networks. Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP).

Student Learning Outcomes:

- \* Describe how physical and data link layer protocols support the operation of Ethernet in a switched network.
- \* Explain how the upper layers of the OSI model support network applications.
- \* Troubleshoot connectivity in a small network.
- \* Describe the operation of protocols at the Open Systems Interconnect (OSI) Data Link Layer and explain how they support communications.
- \* Use Cisco command-line interface (CLI) commands to perform basic router and switch configurations and analyze the operations and features of common OSI Application Layer protocols such as HTTP, DNS, DHCP, SMTP, Telnet, and FTP.

(2 C: 1 lect/pres, 1 lab, 0 other)

### MSNA 1235 - Introduction to Virtualization

Introduction to Virtualization focuses in on server virtualization, how it has helped so many enterprises, and what students would need to test and deploy it. We examine both VMware and Microsoft's virtualization offerings available today and administer a virtual enterprise environment. The course allows students to build and manage a virtual environment for hands on training and experimentation.

Student Learning Outcomes:

- \* Evaluate the differences in cloud services.
- \* Summarize cloud characteristics and terms.
- \* Install, configure and manage virtual machines and device.
- \* Explain the benefits of virtualization in a cloud environment.
- \* Apply appropriate resources using best practices.
- \* Diagnose system performance issues.
- \* Optimize system performance.

(2 C: 1 lect/pres, 1 lab, 0 other)

### MSNA 1241 - Hardware Support

Students learn the functionality of hardware components as well as suggested best practices in maintenance and safety issues. Students will learn to diagnose, troubleshoot, and maintain microcomputer components, computer technology fundamentals, such as PC installation, configuration, mobile devices, and networking as well as safety procedures and prohibited content. Topics include hardware compatibility, system architecture, memory, storage, expansion devices, peripherals, customer service, safety, and preventative maintenance. This course will help students prepare for careers such as Computer Support Specialist, PC Repair Technician, Network Administrator, Network Engineer, Systems Analyst, and Systems Engineer. This course addresses many of the objectives of the CompTIA A+ Essentials (220-901) Certification Exam and prepares students for the first of two exams required for the A+ certification.

Student Learning Outcomes:

- \* Explain the importance of computer components, their purpose and properties.
- \* Install and configure storage devices and use appropriate media.\* Identify common PC connector types and associated cables.
- \* Compare and contrast network architecture devices, their functions and features.
- \* Demonstrate effective communication with end-users.
- \* Troubleshoot common problems related to motherboards, RAM, CPU and power with appropriate tools based on a given scenario.
- \* Examine a system and determine, based on knowledge and research, the best solution to resolve an issue.
- \* Troubleshoot and repair common mobile device issues while adhering to the appropriate procedures.
- \* Summarize topical information and explain its importance in the technology field.

(2 C: 1 lect/pres, 1 lab, 0 other)

### MSNA 1246 - Software Support

This course will provide practical knowledge of installing and configuring operating systems including Windows, iOS, Android, Apple OS X and Linux, Microsoft Office (Word, Power Point, Excel and Outlook, software installation and utility management needed to provide technical support to computer users, It also addresses security, the fundamentals of cloud computing and operational procedures. This course will help students prepare for careers such as Computer Support Specialist, PC Repair Technician, Network Administrator, Network Engineer, Systems Analyst, and Systems Engineer. This course addresses many of the objectives of the CompTIA A+ Essentials (220-902) Certification Exam and completes the preparation for the full A+ certification exam.

Student Learning Outcomes:

- \* Identify basic components of a desktop computer.
  - \* Demonstrate the fundamental use of Microsoft Office products (Word, Power Point, Excel and Outlook
  - \* Compare and contrast various features and requirements of operating systems.
  - \* Install operating systems using appropriate methods based on a given scenario.
  - \* Summarize the properties and purpose of services provided by networks host.
  - \* Perform common preventative maintenance procedures using the appropriate OS tools.
  - \* Deploy and enforce security best practices on a workstation based on a given scenario.
  - \* Install and configure basic mobile device network connectivity and email.
- (3 C: 2 lect/pres, 1 lab, 0 other)

### MSNA 1255 - Introduction to Networks II

Introduction to Networks II covers the architecture, structure, functions and components of the Internet and other computer networks. Students perform basic configurations for routers and switches, and implement Internet Protocol (IP).

Student Learning Outcomes:

- \* Configure switches and end devices to provide access to local and remote network resources.
- \* Configure routers to enable end-to-end connectivity between remote devices.
- \* Create IPv4 and IPv6 addressing schemes and verify network connectivity between devices.
- \* Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
- \* Utilize common network utilities to verify small network operations, analyze data traffic, and troubleshoot network problems.

\* Configure a small network with security best practices.

Prerequisite(s): MSNA1230

(2 C: 1 lect/pres, 1 lab, 0 other)

#### **MSNA 2201 - Microsoft Server II**

Students will study the skills necessary to install and deploy Active Directory in a Microsoft server environment. Topics will include operations such as installing, configuring, and maintaining the Active Directory environment and protecting the environment through management best practices. This course will help validate the skills and knowledge necessary to administer a Windows Server Infrastructure in an enterprise environment. With a focus on real skills for real jobs this course prepares students to prove mastery of core services such as user and group management, network access, and data security. This course covers the objectives outlined by the Microsoft Certified Solutions Associate (MCSA) certification, an internationally recognized industry credential that offers proof of knowledge. The training from this course helps prepare students for careers in network administration, systems administration, systems analyst and technology support.

Student Learning Outcomes:

- \* Install and upgrade of Active Directory on Microsoft Server.
- \* Evaluate Active Directory in server setting.
- \* Configure Active Directory on Server based on a given set of requirements.
- \* Apply third party server management software and applications.
- \* Design security through the use of authentication and encryption techniques.
- \* Implement backups of critical server components and data.
- \* Resolve Active Directory issues and user reported problems.
- \* Develop and apply group policies based on security and access criteria.
- \* Install and configure web security through the use of access lists, group policies, cryptography and the use of certificates.

Prerequisite(s): MSNA1213

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MSNA 2211 - Linux Server**

The Linux course introduces students to the knowledge and skills needed to manage both Linux server and workstation distributions. This course explores the various tools and techniques commonly used by Linux system administrators and end users to achieve their day-to-day work in a Linux environment. Hands on lab work in the Linux Server course prepares students to resolve real world issues through graphical and command line interfaces. Concepts such as file and service management, performance tuning and problem resolution are put into practice through engaging, real world scenarios. Students completing this course are prepared for the CompTIA Linux+ certification exam.

Student Learning Outcomes:

- \* Determine and configure hardware settings.
- \* Install boot management tools.
- \* Apply package management processes.
- \* Utilize the Linux command line.
- \* Perform basic file management.
- \* Utilize streams, pipes and redirects.
- \* Maintain the integrity of filesystems.
- \* Manage file permissions and ownership.
- \* Analyze error codes and resolve technical issues.

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MSNA 2215 - MSNA Internship**

This course emphasizes interaction between the student and internship site with emphasis on applying learned classroom curriculum in an on-the-job environment. The internship program will be available to students who have demonstrated readiness and willingness to learn in an on-the-job situation and have successfully completed at least 50% of their program coursework. Students will learn from hands-on training and real-world application in a day-to-day work environment that emphasizes the computer and network installation, configuration, maintenance, administration, and repair skills of the program. The internship is considered a second-year class.

Student Learning Outcomes:

- \* Adhere to the attendance policy and follow the rules and policies of the internship organization.
- \* Apply knowledge and skills learned at college to meet job requirements.
- \* Demonstrate job skills necessary to accomplish assigned tasks.
- \* Demonstrate dependability and initiative while performing assigned tasks.
- \* Demonstrate ethical behaviors and standards at the work site.

\* Display honesty and courtesy towards co-workers.

\* Observe and record job tasks, work standards and policies at the internship site.

\* Report technology use and trends of the host organization to college faculty.

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **MSNA 2226 - MSNA Capstone**

The Capstone course is taken in the final semester of Network Administration program as a culminating experience where students demonstrate their knowledge, skills and abilities to perform outcomes from their previous coursework. In addition to demonstrating mastery of the technical skills in the program students will also exhibit their ability to manage projects, problem solve, work in teams and communicate to accomplish the outcomes of this course. Scheduled class meetings will be used to perform and validate these skills and be supplemented with discussions on related industry topics and trends.

Student Learning Outcomes:

- \* Build, configure, upgrade, and maintain a personal computer system
  - \* Diagnose and resolve problems of a personal computer system
  - \* Install and configure various peripheral devices, including printers, as well as diagnose and resolve problems related to peripheral devices
  - \* Set up, configure, and maintain a local-area network
  - \* Resolve network connectivity problems on a local-area network using a systematic troubleshooting approach
  - \* Install, configure, upgrade, and maintain Microsoft Windows operating systems
  - \* Diagnose and resolve problems using Microsoft Windows system tools
  - \* Understand the specialized functions of the network server and the conditions required for a secure network server room
  - \* Apply all relevant workplace safety and environment standards during computer maintenance
  - \* Use a customer-oriented approach to resolve user problems
  - \* Provide computer hardware and software based on a set of standard and systematic diagnostic principles
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### **MSNA 2227 - Advanced Networking I**

The third course in the CCNA curriculum focuses on switching technologies and router operations that support small-to-medium business networks and includes wireless local area networks (WLANs) and security concepts. Students learn key switching and routing concepts. Students will perform basic network configuration and troubleshooting, identify and mitigate LAN security threats, and configure and secure a basic WLAN.

Student Learning Outcomes:

- \* Configure Virtual Local Area Networks (VLANs) and Inter-VLAN routing, applying security best practices.
- \* Troubleshoot inter-VLAN routing on Layer 3 devices.
- \* Configure redundancy on a switched network using Spanning Tree Protocol (STP) and EtherChannel.
- \* Troubleshoot EtherChannel on switched networks.
- \* Explain how to support available and reliable networks using dynamic addressing and first-hop redundancy protocols.
- \* Configure dynamic address allocation in IPv6 networks.
- \* Configure Wireless Local Area Networks (WLANs) using security best practices.
- \* Configure switch security to mitigate LAN attacks.
- \* Configure Internet Protocol version 4 (IPv4) and Internet Protocol version 6 (IPv6) static routing on routers.

Prerequisite(s): MSNA1255

(3 C: 2 lect/pres, 1 lab, 0 other)

#### **MSNA 2235 - Cisco Routing and Switching - Scaling Networks**

Scaling Networks describes the architecture, components, and operations of routers and switches in a large and complex network. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

Student Learning Outcomes:

- \* Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6
- \* Describe the operations and benefits of the Spanning Tree Protocol (STP)
- \* Configure and troubleshoot STP operations



\* Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP)

\* Configure and troubleshoot operation of routers in a complex routed network for IPv4 and IPv6

\* Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6

\* Manage Cisco IOS® Software licensing and configuration files

\* Explain the functions of hierarchical network design, selecting appropriate devices for a LAN environment

\* Configure a switch for basic functionality in a converged network

Prerequisite(s): MSNA1225 Minimum 2.0 required in this course  
(3 C: 2 lect/pres, 1 lab, 0 other)

### MSNA 2237 - Advanced Networking II

This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access. It also introduces software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation.

Student Learning Outcomes:

- \* Configure single-area Open Shortest Path First version 2 (OSPFv2) in both point-to-point and multiaccess networks.
- \* Explain how to mitigate threats and enhance network security using access control lists and security best practices.
- \* Implement standard Internet Protocol version 4 (IPv4) Access Control Lists (ACLs) to filter traffic and secure administrative access.
- \* Configure Network Address Translation (NAT) services on the edge router to provide IPv4 address scalability.
- \* Explain techniques to provide address scalability and secure remote access for Wide Area Networks (WANs).
- \* Explain how to optimize, monitor, and troubleshoot scalable network architectures.
- \* Explain how networking devices implement Quality of Service (QoS).
- \* Implement protocols to manage the network.
- \* Explain how technologies such as virtualization, software defined networking, and automation affect evolving networks.

Prerequisite(s): MSNA2227

(3 C: 2 lect/pres, 1 lab, 0 other)

### MSNA 2245 - IT Security Fundamentals

This course is designed to expose security concepts to students. Using current events and examples, the students will work through real-world issues facing network administrators. Students will explore the basics of network security, security objectives, security architecture, security models, risk management, network security policy, and security training. The content and materials are designed to help prepare the student for the Security Fundamentals MTA certification which will be offered to students at the end of the course.

Student Learning Outcomes:

- \* Identify basic terminology of networking security.
- \* Apply authentication methods commonly used in networked environments.
- \* Simulate common methods used to attack computer networks.
- \* Recognize the basic design of various types of programmed threats used to attack networks.
- \* Formulate a plan to prevent physical security threats to a network.
- \* Implement security configuration parameters on network devices and other technologies.

Prerequisite(s): MSNA2211

(2 C: 1 lect/pres, 1 lab, 0 other)

### MSNA 2260 - MS Server Applications

Students will gain hands-on skills to install, configure, and manage Microsoft Server applications, including System Center Configuration Manager (SCCM), Internet Information Server (IIS), Microsoft Exchange and SharePoint using management tools and PowerShell. This course will provide students with a greater knowledge of Microsoft Server applications and the associated management and

end-user (client) applications, to better support end users.

Student Learning Outcomes:

- \* Troubleshoot Internet Information Server (IIS), Exchange and SharePoint server and client-side application usage and issues.
- \* Automate repetitive administrative tasks through the use of PowerShell and batch scripts.
- \* Troubleshoot server and client-side application configurations.
- \* Apply security to Internet Information Services (IIS), Exchange and SharePoint.
- \* Identify common security threats and migration techniques.
- \* Demonstrate an understanding of management of SCCM, Internet Information Services (IIS), Exchange and SharePoint Server Applications, server-side management applications.
- \* Demonstrate an understanding of the knowledge of basic network command line interface (CLI) utilities, and other software and hardware tool usage to troubleshoot connectivity issues.
- \* Explain and employ network security, to ensure server application information protection.
- \* Deploy and support Internet Information Services (IIS) for access by the end-user.

Prerequisite(s): MSNA2201

(3 C: 2 lect/pres, 1 lab, 0 other)

### MUSC 1320 - Music in World Culture

Meets MN Transfer Curriculum Goal Areas 6 and 8 - Humanities and Fine Arts, Global Perspective. This course will examine musical soundscapes, traditional instruments, and cultural perspectives of traditional, folk, and pop genres from major musical traditions in Africa, Asia, the Americas, Europe, and the Middle East. Students will develop basic skills in critical listening, intercultural awareness, analysis, and writing about music. Previous knowledge of musical instrument or notation is not required.

Student Learning Outcomes:

- \* Develop a greater international awareness of the world through music
- \* Demonstrate knowledge of diverse cultural, social, religious and linguistic differences in musical examples
- \* Examine each musical system in its cultural context, including various musical ensembles, instruments, ceremony and ritual attached to the music itself
- \* Expand student's cultural perspectives outside of their immediate realm of experience
- \* Explain basic musical terminology appropriate to music studies
- \* Develop music listening skills to appreciate the similarities and differences between the many diverse cultural music's.

Prerequisite(s): EENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### MUSC 1340 - History of Rock and Roll

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts.

American popular music has reflected and influenced major social changes from the early 1940s to today. Significant popular music examples reflect the time and space in which they were created and offer a unique study of American social conditions over a musical timeline. This class will examine such musical examples through topics that include Technology, Theatre, Dance, Race, Gender, Identity, and World Music Influences.

Student Learning Outcomes:

- \* Research basic historical knowledge of influences in American popular music.
- \* Identify basic characteristics of American popular music.
- \* Develop listening skills related to basic musical structure.
- \* Define basic musical terminology.
- \* Examine writings on American popular music.
- \* Explore the climates behind American popular music.

Prerequisite(s): EENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### MUSC 1350 - Experiencing Live Music

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. Music is a creative way to promote communication between human beings, who have been making music for as long as humans have been communicating. From Paleolithic flute songs to modern electronic installations, live music expresses the world around us: nature and urban environments, religion, life events: births, weddings,

funerals, class divisions, politics, and serves as popular entertainment. This class will explore how live musical events promote communication and express the values and perceptions of human beings. No musical background required.

Student Learning Outcomes:

- \* Identify basic characteristics of live music.
- \* Develop listening skills related to basic musical structure.
- \* Apply basic musical terminology.
- \* Explore live music through various methodologies and cultural lenses.
- \* Identify relationships between types of live music.
- \* Articulate opinions surrounding live music.
- \* Develop writing skills to convey musical ideas developed during the course.
- \* Attend live musical performances in class and outside of class.

Prerequisite(s): EENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### MUSC 1360 - Class Voice

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. This course is for students with little or no voice training as well as those who wish to continue previous vocal training. Class Voice is designed to offer the opportunity to study the voice as an instrument in an individual and small group setting. Students will examine the history of voice and develop fundamental singing skills through in-class performance of standard vocal literature. These fundamentals will include principles of voice production, breathing, tone placement, resonance, articulation, and song interpretation.

Student Learning Outcomes:

- \* Develop basic skills of singing, including vocal technique (in speech and singing) and solo vocal performance.
- \* Define basic vocal and musical terminology.
- \* Discover strategies for learning a song and performing it effectively.
- \* Demonstrate an understanding and thoughtful evaluation of a song's character and mood.
- \* Foster a respectful environment for thoughtful and receptive critiques of peers and concert performances.
- \* Improve self-awareness and self-confidence through public performance.
- \* Develop an appreciation for a variety of vocal styles.

Prerequisite(s): EENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### MUSC 1370 - History of Musical Theatre

Meets MN Transfer Goal 6 - Humanities: Arts, Lit and Philosophy. Musicals reflect and respond to the social and cultural eras in which they were written. In this way, musicals can be studied as history. This course examines American musicals in their relationship to the larger society and culture of their times and will explore ideas of race, politics, gender, national identity through study of specific musicals and critical text. No previous musical experience is required.

Student Learning Outcomes:

- \* Develop music listening skills to appreciate the similarities and differences between the many diverse eras of musical theatre
- \* Define basic terminology appropriate to musical theatre studies
- \* Identify basic characteristics of musical theatre
- \* Research historical influences in American musical theatre
- \* Develop a greater awareness of behaviors and interactions among individuals, groups, and institutions through musical theatre examples
- \* Demonstrate knowledge of race, politics, gender, and national identity differences illustrated in musical theatre examples

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### NURS 2401 - Transitional Nursing Concepts

This course builds on the foundations of the practical nursing curriculum and focuses on the transitional role to the professional level of nursing. Concepts of professional behaviors, ethical and legal issues, communication and technology, and evidenced-based practice are introduced in this course. Students explore the roles and responsibilities within the practice of professional nursing including the nursing process, nursing judgement, and delegation when providing client centered and culturally sensitive care.

Student Learning Outcomes:

- \* Examine nursing care that is client centered, culturally sensitive, and based on the holistic needs of clients.
- \* Discuss nursing judgement within the scope of practice for the Registered Nurse.
- \* Examine the role of evidence in determining best nursing practice.
- \* Explain why information and technology skills are essential for safe client care.
- \* Recognize professional nursing behaviors, professional boundaries, codes of ethics, practice acts, and legal/ethical frameworks
- \* Compare leadership, delegation, and supervision in the healthcare setting.
- \* Identify the roles and responsibilities within the professional nursing scope of practice as it applies to teamwork and other health care team members.
- \* Examine the nursing process in providing care across the lifespan.

Corequisite(s): NURS2415, NURS2418

(3 C: 3 lect/pres, 0 lab, 0 other)

### NURS 2411 - Professional Nursing Concepts

This course focuses on the professional nursing standards of practice in preparation for the student to assume the role of the graduate nurse. Nursing theory includes advocacy, accountability, health care delivery systems, health policy and quality improvement concepts when partnering with clients, families and diverse populations.

Student Learning Outcomes:

- \* Examine advocacy, accountability and therapeutic communication when partnering with clients, families, and diverse populations making health care decisions.
- \* Analyze evidence based practice components that promote safe, quality care for clients, families and communities.
- \* Contrast benefits and limitations of different communication technologies and their impact on safety and quality.
- \* Differentiate considerations related to teaching and learning throughout the lifespan.
- \* Examine the role of nursing and the inter-professional team in providing quality patient care.
- \* Differentiate quality improvement methods to improve patient satisfaction, customer service and enhance cost efficient health care services.

Corequisite(s): NURS2421, NURS2424

Prerequisite(s): NURS2401, NURS2415, NURS2418

(3 C: 3 lect/pres, 0 lab, 0 other)

### NURS 2415 - Nursing Concepts I

This course assists the student to develop basic knowledge and understanding of focused biophysical, developmental, health, wellness, and illness concepts across the lifespan. The concepts of assessment, caring interventions, clinical decision making, teaching and learning and pharmacological interventions are emphasized as they relate to child and family health and general medical-surgical populations.

Student Learning Outcomes:

- \* Apply holistic nursing care that is client and family centered, culturally sensitive, and based on the needs of clients with basic health problems.
- \* Demonstrate basic understanding of biophysical, psychosocial, developmental and spiritual needs of the clients and families across the lifespan.
- \* Utilize assessment data in the development of a nursing plan of care for clients with basic health problems.
- \* Provide rationale for prioritized nursing judgments for patients with basic health problems.
- \* Select evidence based interventions that reduce the risk of harm and/or client complications.
- \* Determine common assessment procedures used to examine clients across the lifespan.
- \* Apply the nursing process in care plan development across the lifespan.

Corequisite(s): NURS2401, NURS2418

(5 C: 5 lect/pres, 0 lab, 0 other)

### NURS 2418 - Clinical Concepts I

This clinical course focuses on applying the theoretical concepts of assessment, clinical decision making, caring interventions, teaching and learning, communication, evidence based practice and informatics. Professional behavior concepts are implemented related to accountability, advocacy, ethics and legal issues in nursing practice. Introductory teamwork, collaboration and managing of care concepts are applied in the provision of care for adults, children and child bearing families.

**Student Learning Outcomes:**

- \* Provide holistic nursing care that is client and family centered, culturally sensitive, and based on the needs of clients across the lifespan.
- \* Demonstrate nursing skills using proper techniques and measures that ensure client safety across the lifespan.
- \* Apply nursing judgements when prioritizing care for patients with basic health problems.
- \* Use evidence based interventions that reduce the risk of harm and promote the health of clients with basic health problems.
- \* Demonstrate health record management through electronic medical record systems.
- \* Practice personal integrity, professional boundaries and behaviors related to established codes of ethics, nurse practice acts, and legal and ethical nursing practice standards.
- \* Participate as a member of the inter-professional team collaborating with other health care providers to promote safe, quality, patient-centered care.
- \* Use quality improvement methods to improve patient care.

Corequisite(s): NURS2401, NURS2415

(4 C: 0 lect/pres, 4 lab, 0 other)

**NURS 2421 - Nursing Concepts II**

This course assists the student to develop comprehensive knowledge and understanding of focused biophysical, psychological and social functioning concepts. The concepts of assessment, caring interventions, clinical decision making, teaching and learning and pharmacological interventions are emphasized as they relate to mental health and advanced medical-surgical populations.

**Student Learning Outcomes:**

- \* Analyze nursing care that is client centered, culturally sensitive, and based on the holistic needs of clients and families with complex health problems.
- \* Demonstrate comprehensive understanding of biophysical, psychosocial, developmental and spiritual needs of the clients and families across the lifespan.
- \* Integrate holistic assessment data in the development of a nursing plan of care for patients with complex health problems.
- \* Prioritize holistic nursing care for patients with complex health problems.
- \* Analyze evidence based interventions which reduce the risk of harm from potential or actual client complications.
- \* Differentiate common assessment procedures used to examine clients across the lifespan.
- \* Modify the nursing process in providing culturally competent care across the lifespan.

Corequisite(s): NURS2411

Prerequisite(s): NURS2418, NURS2401, NURS2415

(5 C: 5 lect/pres, 0 lab, 0 other)

**NURS 2424 - Clinical Concepts II**

This clinical course focuses on synthesizing the theoretical concepts of assessment, clinical decision making, caring interventions, teaching and learning, communication, evidence based practice and informatics. Professional behavior concepts are implemented related to accountability, advocacy, ethical and legal issues in nursing practice. The concepts of teamwork, collaboration and leading and managing of care are applied in the provision of care for multiple patients with complex biophysical and psychosocial care needs in varied health care and rural community settings.

**Student Learning Outcomes:**

- \* Manage nursing care that is client centered and based on the holistic needs of clients, families and diverse populations with complex health needs.
- \* Demonstrate advanced nursing skills when providing holistic care for clients with complex health problems across the lifespan.
- \* Formulate nursing judgments when prioritizing care for patients with complex health problems.
- \* Implement evidence based interventions that reduce the risk of harm and promote the health of clients with complex health problems.
- \* Apply communication technologies to promote safe clinical decisions.
- \* Practice professional nursing in an ethical and legal manner that integrates integrity and accountability.
- \* Demonstrate leadership skills by organizing, delegating and assigning nursing activities to implement the plan of care.
- \* Participate effectively as individuals within the interdisciplinary team with open communication, mutual respect and shared decision making.
- \* Incorporate concepts of evidence based practice, cost containment and current

technology to improve the quality of care for patients and families within varied health care systems.

Corequisite(s): NURS2411, NURS2421

Prerequisite(s): NURS2418, NURS2401, NURS2415

(4 C: 0 lect/pres, 4 lab, 0 other)

**PHIL 1310 - Introduction to Philosophy**

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. Introduction to Philosophy explores the questions that arise from standard philosophical attempts at understanding human nature and experience: Are we minds and bodies? Just bodies? Just minds? What difference might it make? What is it to lead a good human life? What does it mean to live in the modern period? Where do conceptions of identity come from? What is knowledge? What can we know, and how do we know it? What is a thing? Do things have essences? Is reality independent of our minds? Is there a God? While the discipline of philosophy does encompass specialized agendas and many complex technical issues, the sorts of questions we will address in this course are ones to which most of us have, at one time or another, formed some answers, however rudimentary. Students will be introduced to classical and contemporary philosophical treatises that offer answers to these fundamental questions, and will be challenged to develop analytic thinking skills to defend and articulate their own answers. In this course, neither fluency nor even passing acquaintance with the history and practice of philosophy is presupposed; curiosity, on the other hand, is.

**Student Learning Outcomes:**

- \* Describe the scope and variety of philosophical thought as expressed in historical texts, figures, movements and religions.
- \* Explain these philosophical works as investigations into the nature of the world, the basis of human experience, and limits and capacities of human understanding.
- \* Craft an informed, rationally supported personal reaction to these philosophical investigations.
- \* Defend their own philosophical views concerning the nature of the world, human experience and human understanding.
- \* Analyze philosophical views contrary to their own.
- \* Distinguish between the sub-fields of Metaphysics, Epistemology, and Ethics.
- \* Recognize the applicability of traditional philosophical texts to a diverse range of modern problems.
- \* Differentiate between classical philosophical worldviews and worldviews of the modern philosophical period.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**PHIL 1320 - Ethics**

Meets MN Transfer Curriculum Goal Areas 6 and 9 - Humanities and Ethical and Civic Responsibility. This course explores the philosophical conceptions of morality, justice and value. It addresses questions such as: how do we make ethical decisions? Where does our sense of right and wrong come from? Do the values we hold apply only to us as individuals, to us as part of a culture, or do they apply to all humans in all places and at all times? What is the just distribution of resources in a multicultural society? Through an examination of major ethical theories, both contemporary and classical, this course reveals the relationship between ethical theory and ethical practice, particularly as it relates to contemporary issues such as the death penalty, poverty, and war. Emphasis is also given to a variety of medical-related issues such as patient-provider interactions, end-of-life decisions, and individual obligations in the workplace.

**Student Learning Outcomes:**

- \* Summarize a diverse range of philosophical thought in ethics.
- \* Demonstrate individual investigations into the basis of human moral values.
- \* Explain their ethical views.
- \* Apply core theoretical concepts in ethics to specific issues.
- \* Analyze the ethical dimensions of legal, social, and scientific issues.
- \* Apply conceptions of morality as they are manifested in the health care environment.
- \* Articulate ethical arguments, including those contrary to their personal views.
- \* Distinguish between logically supported ethical judgment and popular conceptions of morality.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**PHIL 1340 - Introduction to Logic**

Meets MN Transfer Curriculum Goal Areas 2 and 4 - Critical Thinking and Mathematics. Logic is the study of correct reasoning. This course explores the principles of inductive and deductive reasoning, the structure of arguments, and methods for distinguishing between good reasoning and bad reasoning. The course includes traditional Aristotelian logic and modern symbolic logic, validity, invalidity, and proofs. Students will learn a variety of tools for proving validity in deductive arguments and for recognizing formal and informal fallacies in logical reasoning.

Student Learning Outcomes:

- \* Identify the components of an argument.
- \* Demonstrate what constitutes a valid logical argument employing multiple analytical tools.
- \* Apply higher-order problem solving strategies.
- \* Translate arguments into standard categorical and syllogistic form.
- \* Translate verbal statements into symbolic statements.
- \* Differentiate between inductive and deductive arguments.
- \* Recognize common logical fallacies in argumentation.
- \* Determine immediate inferences.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**PHIL 1360 - Comparative World Religions**

Meets MN Transfer Curriculum Goal Areas 6 and 8 - Humanities and Global Perspective. Using a comparative framework, this course attempts to understand the nature of religion by looking at the historical and ideological formation of some of the world's most influential religious traditions. It explores ideas of ultimate meaning in different cultures and different times, and follows the development of these ideas in the long search for purpose in human existence. The primary goal is to comprehend better the varieties of religious experience in the world, with a particular emphasis on understanding the unfamiliar empathetically and the familiar objectively.

Student Learning Outcomes:

- \* Explain the history, philosophies, and practices of major religious traditions.
- \* Interpret religious values, images, symbols, and texts critically.
- \* Recognize the role religion plays in culture.
- \* Summarize beliefs and theologies outside their own tradition.
- \* Describe how religion has shaped and been shaped by civilizations, past and present.
- \* Identify the scope and variety of artistic and literary expressions in religion.
- \* Produce an informed personal reaction to artistic and literary works in various religions.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**PHYS 1305 - Conceptual Physics**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. This course covers the fundamentals of physics at conceptual level in the area of Mechanics, Properties of Matter, Heat, Sound, Electricity and Magnetism. This is an introductory course in Physics; which underlines on the essential concepts, vocabulary and applications of physics. This course is designed to prepare the students for higher level physics courses or for the students who do not plan to pursue career in science and engineering. This course encompasses lab component which emphasizes on measurement, result prediction, data collection, and data analysis.

Student Learning Outcomes:

- \* Apply the concepts of physics in the fields of Mechanics, Properties of Matter, Heat, Sound, Electricity and Magnetism.
- \* Expound the linear motion of objects - speed, velocity, acceleration, circular motion, projectile motion and Newton's Law of Motions
- \* Illustrate basic fundamentals related to conservation of momentum and energy.
- \* Define the angular motion of objects - angular velocity, angular acceleration, torque and angular momentum.
- \* Paraphrase the introductory concepts of heat and thermodynamics for example; pressure, temperature, thermal expansion, heat transfer and change of phases and describe first and second law of thermodynamics.
- \* Interpret basic principles of wave propagation and oscillations.
- \* Use various concepts of electricity and magnetism such as Coulomb's law, Ohm's law, series circuit, and parallel circuit.

- \* Differentiate between direct and inverse relationship among different physical quantities and explain how change in one quantity affects another quantity.
- \* Conduct experiments to test hypothesis and mathematical formula.
- \* Demonstrate experimental expertise through taking precise measurement, collecting, analyzing, tabulating and interpreting data.
- \* Analyze 'real world' problems to simplify them through problem solving techniques and calculate or estimate solutions.

Prerequisite(s): ENGL1308 and one of the following: READ1112, READ0900 or ESOL0920, and one of the following MATH0475, MATH0485 or MATH1300 or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**PHYS 2300 - General Physics I**

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. This course provides students exposure to important concepts and principles of physics as well as their application to everyday phenomena. Students will develop an understanding of mechanics, fluid dynamics, thermodynamics, and sound. Students will gain substantial understanding of experimental procedures including laboratory safety, collaborative learning, data collection, and data analysis through accompanying laboratory segment. This course is intended for students taking liberal arts and/or pre-professional courses.

Student Learning Outcomes:

- \* Describe various concepts and principles of physics in the areas of kinematics, statics, dynamics, work, energy, rotational motion, gravitation, thermodynamics, fluid dynamics, waves, and sound.
- \* Distinguish between distance and displacement, speed and velocity, mass and weight, static and kinetic friction, elastic collision and inelastic collision, gauge and absolute pressure, and transverse, and longitudinal waves.
- \* Explain the motion of objects moving at constant velocity and constant acceleration.
- \* Construct comprehensive free-body diagrams (FBD) to solve classic mechanics problems.
- \* Determine direction and magnitude of resultant vectors by adding and/or subtracting various vectors.
- \* Solve problems using algebra and trigonometry related to the linear motion of objects' speed, velocity, acceleration, circular motion, and projectile motion.
- \* Calculate angular velocity, angular acceleration, and centripetal force acting on an object moving on a circular path.
- \* Analyze the motion of an object along an inclined plane by using Newton's second law of motion.
- \* Apply conservation of energy and conservation of momentum principles to solve problems.
- \* Demonstrate understanding of static equilibrium and dynamic equilibrium.
- \* Apply Pascal's principle and Archimedes' principle to solve problems of fluid systems.
- \* Use the first law and the second law of thermodynamics to solve the problems.
- \* Describe the components of wave and relate those components to mechanical vibrations, sound, and decibel levels.
- \* Use appropriate computer technology and software to perform experiments, perform analysis, and prepare reports.
- \* Show experimental skill by setting-up and performing experiments, collecting data, and formulating conclusion from the performed experiments.
- \* Communicate physics theory, experimental results and real world applications of physics principles through effective and clear oral presentation(s) and detailed written document(s).

Prerequisite(s): MATH1300 or Appropriate Placement Score.

(4 C: 3 lect/pres, 1 lab, 0 other)

**PHYS 2305 - General Physics II**

Meets MN Transfer Curriculum Goal Area 3 - This is the second course in an extensive two semester preparation in algebra based physics. In this course emphasize is given on developing an understanding of electricity, magnetism, and optics using algebra and trigonometry. Students will gain substantial understanding of experimental procedures including laboratory safety, collaborative learning, data collection, and data analysis through accompanying laboratory segment. This course is intended for students taking liberal arts and/or pre-professional courses in the areas of veterinary, medicine, dentistry, biology, optometry, and architecture.

Student Learning Outcomes:

- \* Describe various concepts and principles of physics in the areas of electricity,

magnetism, and optics.

- \* Apply Coulomb's law to calculate electrical force among electrical charges.
  - \* Explain electric field, electric potential, electric flux, magnetic flux, electric potential energy, capacitance, electric current, current density, and electric power.
  - \* Compute an electric field due to a point charge, due to an electric dipole and due to distribution of point charges.
  - \* Solve problems related to electromagnetism using Coulomb's Law, Gauss's Law, Ohm's Law, Kirchhoff's Law, Ampere's Law, Faraday's Law, and Lenz's Law.
  - \* Analyze simple AC and DC circuits to calculate various circuitry parameters such as resistance, current and electric potential.
  - \* Distinguish among conductors, insulators, semiconductors, and superconductors.
  - \* Describe how electrical measurement instruments such as ohmmeter, voltmeter and ammeter can be used.
  - \* Simplify series and parallel circuits by determining equivalent resistance.
  - \* Evaluate LR circuit, RC circuit and series LCR circuit.
  - \* Write about different types of magnetism - diamagnetism, paramagnetic, and ferromagnetism.
  - \* Review the principles of geometric optics.
  - \* Use principles of reflection, refraction, interference, and diffraction to solve problems related to the optics.
  - \* Utilize appropriate computer technology and software to perform experiments, perform analysis, and prepare reports.
  - \* Show experimental skill by setting-up and performing experiments, collecting data, and formulating conclusion from the performed experiments.
  - \* Communicate physics theory, experimental results, and real-world applications of physics principles.
- Prerequisite(s): PHYS1300, PHYS2300  
(4 C: 3 lect/pres, 1 lab, 0 other)

#### PHYS 2310 - Engineering Physics I

Meets MN Transfer Curriculum Goal Area 3 - Natural Sciences. This course covers the physics concepts in depth through the use of calculus and vector analysis. It covers the concepts and principles of physics in the area of Mechanics and Thermodynamics. This course is the foundation for the further studies in the field of science, engineering and technology (STEM) and it is designed for the students who plan to pursue career in these fields. The laboratory component associated with this course provides noteworthy experience in various experimental procedures such as laboratory safety, collective learning, designing experiments, data and error analysis.

Student Learning Outcomes:

- \* Analyze various theoretical and practical concepts of physics used by engineers, physicist and other scientific professionals in the area of kinematics, statics, dynamics, work, energy, rotational motion, gravitation and thermodynamics.
- \* Derive formula from basic principles and work out solution to physical problems in the field of mechanics and thermodynamics.
- \* Draw a complete free-body diagram (FBD) for a classic mechanics problems.
- \* Perform vector analysis to solve various mechanics problems.
- \* Use advanced mathematical techniques to solve the problems related to the linear motion of objects - speed, velocity, acceleration, circular motion, and projectile motion
- \* Apply Newton's Law of Motions to solve the problems of statics and dynamics.
- \* Apply the law of conservation of energy, linear momentum and angular momentum.
- \* Solve problems related to the angular motion of objects - angular velocity, angular acceleration, torque and angular momentum.
- \* Compute the amount of heat exchanged for a system where a phase changes may or may not occur.
- \* Describe laws of thermodynamics.
- \* Calculate the efficiency of Carnot engine and coefficient of performance of a refrigerator.
- \* Explain fundamental physical principle which rule the performance of physical structures.
- \* Recall basic classical physics laws to solve problems mathematically.
- \* Communicate physics theory and experimental results through presentation to peers and faculty.
- \* Review laboratory safety procedures and techniques.
- \* Verify theoretical physics concepts through practical investigation.
- \* Demonstrate cooperative learning skills.
- \* Explain that though physics provides estimated answers, it is very appropriate

to the real world and is a precious tool for solving problems not at only at global level but also at personal level.

Prerequisite(s): MATH2311 or Appropriate Placement Score.  
(5 C: 4 lect/pres, 1 lab, 0 other)

#### PHYS 2320 - Engineering Physics II

Meets MN Transfer Curriculum Goal Area 3 Natural Sciences. This is the second course in an extensive two semester preparation in calculus physics. The main purpose of this course is to provide a comprehensive overview to the principles of physics using calculus. It covers the concepts and principles of physics in the areas of Electricity, Magnetism, and Optics. This course is a foundation for further studies in the field of science, technology, engineering, and mathematics (STEM) and it is designed for students who plan to pursue careers in these fields. The laboratory component associated with this course provides noteworthy experience in various experimental procedures such as laboratory safety, collective learning, designing experiments, data, and error analysis.

Student Learning Outcomes:

- \* Analyze various theoretical and practical concepts of physics used by engineers, physicist, and other scientific professionals in the areas of electricity, magnetism, and optics.
  - \* Compute electrical force between electric charges using Coulomb's Law.
  - \* Apply Gauss's law to calculate electric field distribution.
  - \* Calculate electric potential due to individual charge or distributed charge.
  - \* Define electric field, electric potential, flux, electric potential energy, capacitance, electric current, current density, and electric power
  - \* Explain Coulomb's Law, Gauss's Law, Ohm's Law, Ampere's Law, Faraday's Law, and Lenz's Law.
  - \* Determine the equivalent resistance of numerous resistors connected in series, parallel or combination of both.
  - \* Summarize characteristics of conductors, insulators, semiconductors, and superconductors.
  - \* Evaluate simple Alternating Current (AC) and Direct Current (DC) circuits applying Kirchhoff's law.
  - \* Estimate the capacitance of a parallel plate capacitor, a spherical capacitor, a cylindrical sphere and an isolated sphere capacitor.
  - \* Find the equivalent capacitance of several capacitors connected in series and/or parallel.
  - \* Analyze RC Circuit, RL Circuit and a series LRC Circuit.
  - \* Use Biot-Savart law to estimate the magnetic field of a current carrying long straight wire.
  - \* Locate real and virtual images shaped by spherical mirrors and lenses.
  - \* Describe the total internal reflection phenomenon.
  - \* Communicate physics theory and experimental results through presentation to peers and faculty.
  - \* Verify theoretical physics concepts through practical investigation.
- Prerequisite(s): MATH2321, PHYS2310  
(5 C: 4 lect/pres, 0.5 lab, 0.5 other)

#### PLBG 1504 - Piping Procedures I

In this course students will study plastic piping, which involves the joining of drainage, waste and vent, and water supply distribution lines. Students will become familiar with the different types of copper pipe, fittings and tubing. PEX water and heating distribution piping will be discussed and utilized. Students will also utilize and study water pumps. Safe methods of handling and installing piping in accordance with Minnesota State Plumbing Code and general industry accepted standards will be emphasized.

Student Learning Outcomes:

- \* Identify different types and sizes of copper pipe and fittings.
  - \* Operate hand and power copper cutting and cleaning tools
  - \* Join copper pipe and fittings using appropriate methods and tools of assembly
  - \* Identify different types and sizes of plastic drainage, waste and vent, water supply pipe and fittings
  - \* Join plastic pipe and fittings using appropriate methods and tools of assembly
  - \* Operate plastic cutting hand and power tools
  - \* Identify and utilize materials and methods of piping support installation
  - \* Install DWV piping in project house.
  - \* Install water piping in project house.
  - \* Demonstrate water pump procedures.
- (5 C: 2 lect/pres, 3 lab, 0 other)

**PLBG 1508 - Plumbing Calculations I**

This course will apply mathematics to plumbing calculations in developed lengths of pipe, fitting allowances, offsets, areas, volumes, and diameters. Students will also use formulas common to the plumbing industry.

Student Learning Outcomes:

- \* Apply mathematical concepts to solve formulas, decimals, fractions, square roots, angle measurement and conversion of length measurements.
  - \* Identify standard weight pipe and calculate allowances for pipe fittings.
  - \* Calculate equal spacing and angles.
  - \* Demonstrate the ability to solve 45-degree diagonals and pipe lengths.
  - \* Utilize mathematic formulas to solve center to center and end to end pipe calculations.
  - \* Calculate for slope and drop.
  - \* Analyze formulas to solve elevations and grade.
  - \* Calculate rolling offsets.
  - \* Demonstrate the ability to use constants to solve parallel offsets.
- (4 C: 2 lect/pres, 2 lab, 0 other)

**PLBG 1510 - Minnesota State Plumbing Code I**

Students will study the Minnesota Plumbing Code, which covers the laws, rules, and regulations of plumbing installed in Minnesota.

Student Learning Outcomes:

- \* Analyze basic and general plumbing principles.
  - \* Explain definitions for plumbing terminology related to plumbing code.
  - \* Identify materials used for fixtures, and fixture fittings.
  - \* Analyze information relevant for the safe installation and use of water heaters.
  - \* Identify materials used in water supply and distribution.
  - \* Demonstrate the ability to select the proper water protection assembly for the application.
- (3 C: 3 lect/pres, 0 lab, 0 other)

**PLBG 1514 - Minnesota State Plumbing Code II**

This course will build on knowledge learned in first semester plumbing code and apply this information to gain through understanding of Minnesota plumbing code. Including pipe sizing of residential homes all the way up to multi story buildings with every type of plumbing fixture in them. This course also covers plumbing license requirements and practical testing to achieve the journeyman license.

Student Learning Outcomes:

- \* Sizing water distribution piping system for residential and commercial buildings.
- \* Analyze technical charts in the code book to size and correctly install drain waste and vent lines.
- \* Design and size indirect waste piping.
- \* Design and size storm drainage systems.
- \* Sizing and selecting correct traps and interceptors.
- \* Design and size storm drainage systems.
- \* Utilize referenced standards for plumbing materials and installation procedures.
- \* Apply principles of non-potable rainwater catchment systems to select and install systems correctly.
- \* Explain the qualifications of licensed plumbers and the steps taken to qualify for a plumbing license.

Prerequisite(s): PLBG1510

(3 C: 3 lect/pres, 0 lab, 0 other)

**PLBG 1518 - Blueprint Reading and Estimating I**

The student will learn to read building plans and pipe diagrams, interpret floor plans elevation views, draw isometrics and sketch detailed work drawings. Student will develop skills in estimating plumbing costs for new installations and remodels and prepare projects using industry developed estimating procedures. Estimates include material, fixtures and labor costs with profit and overhead calculations.

Student Learning Outcomes:

- \* Read Architects scale.
- \* Interpret and draw simple floor plan drawings.
- \* Analyze rough in drawings.
- \* Draw isometric pipe drawings of residential dwellings.
- \* Interpret and draw isometrics of project house plumbing.
- \* Design underground and drainage, waste and vent system and estimate labor costs on project.

- \* Design and size water distribution piping and estimate the labor cost.
  - \* Interpret print for fixtures and estimate fixture materials and labor cost.
  - \* Estimate all labor and materials cost including markup and profit.
  - \* Demonstrate the ability to write up labor and materials estimate and submit bid for projects.
- (4 C: 1 lect/pres, 3 lab, 0 other)

**PLBG 1520 - Blueprint Reading and Estimating II**

The student will learn how to read building plans and pipe diagrams. Interpret floor plans, elevation views, draw isometrics and sketch detailed work drawings. Student will develop skills in estimating plumbing cost for basic residential installations and remodels. Building on these skills, the student will gain knowledge of complex residential and commercial blueprint reading, pipe diagrams, isometric drawing and job cost estimating. Student will learn to interpret commercial building systems including how to size, draw and estimate the cost of a storm water disposal system and commercial bathroom groups.

Student Learning Outcomes:

- \* Draw floor plans to scale.
- \* Interpret complex residential prints.
- \* Design isometric pipe diagrams.
- \* Analyze the code book to Size isometric drawings.
- \* Estimate costs from isometric drawings form residential projects.
- \* Demonstrate how to size and draw storm water systems.
- \* Demonstrate the ability to size and draw commercial plumbing projects.
- \* Estimate isometric drawings for commercial project.

Prerequisite(s): PLBG1518

(3 C: 1 lect/pres, 2 lab, 0 other)

**PLBG 1524 - Plumbing Calculations II**

This course will build on the knowledge of plumbing calculations one and move into more advanced plumbing math that is used in the plumbing trade. The course uses formulas to solve for many complex problems that arise in plumbing systems. The math is then applied to lab projects in practical situations.

Student Learning Outcomes:

- \* Apply mathematic conversions to solve for elevation and grade.
- \* Utilize formulas to calculate rolling offsets.
- \* Utilize graphing to solve pipe length by layout.
- \* Demonstrate the ability to solve for water measure including volumes pressure and capacity.
- \* Analyze formulas for water pressure head and force.
- \* Evaluate properties of gases and how that relates to safer use of gases.
- \* Evaluate building conditions that effect heat loss calculations.

Prerequisite(s): PLBG1508

(3 C: 1 lect/pres, 2 lab, 0 other)

**PLBG 1530 - Piping Procedures II**

Students will learn about commercial plumbing systems which will include working with cast iron and, steel pipe. The student will also learn about flushometer water closets and urinals and how to install them in public bathrooms meeting ADA requirements. Students will get to use a scissor lift work platform to install pipe on high ceiling areas. Students will learn the standard installation procedures of common plumbing fixtures and appliances, which comply with the Minnesota Plumbing Code requirements. Students will also learn troubleshooting procedures for plumbing service and repair.

Student Learning Outcomes:

- \* Identify different kinds of steel and cast iron pipe and fittings.
- \* Operate hand powered steel and cast iron pipe cutting tools.
- \* Operate steel and cast iron assembly tools.
- \* Utilize various types of hangers.
- \* Fabricate and assemble steel and cast iron projects using technical prints.
- \* Rough in water supply and drainage waste and vents.
- \* Install water closets, kitchen sinks, lavatories, showers, and bathtubs in school labs and in current house projects.
- \* Analyze technical data to repair faucets, water closets and water heaters.
- \* Design a hydronic heating system with proper components.

Prerequisite(s): PLBG1504

(3 C: 1 lect/pres, 2 lab, 0 other)

**PLBG 1538 - Plumbing Internship**

Students will work in a sponsoring plumbing-related business applying knowledge, concepts and skills learned in the classroom and lab.

Student Learning Outcomes:

- \* Apply skills learned in the classroom towards real plumbing jobs.
- \* Work with a variety of employers and employees.
- \* Work with customers to solve problems with plumbing systems.
- \* Repair and install plumbing systems.

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **PLBG 1544 - Career Planning/Customer Relations**

This course will prepare students for their careers in the pipe trades and help them secure their first job. The student will set goals and connect those to the job seeking process. Student will participate in discussions with prospective employers. Soft skills will be developed as part of building good customer relations.

Student Learning Outcomes:

- \* Generate professional written materials to attain future careers in the pipe trades.
- \* Accurately complete initial plumbing license application.
- \* Identify and apply ethical and good customer relations skills in in classroom and lab situations.
- \* Analyze various compensation and benefit packages between plumbing shops.
- \* Demonstrate good interview skills.

(1 C: 0 lect/pres, 1 lab, 0 other)

#### **POLS 1304 - Introduction to American Politics**

Meets MN Transfer Goals 5 and 9 - History/Social, Behavioral Sciences and Ethical/Civic Responsibility. Introduction to American Politics is an introductory course on political ideologies, (democracy, capitalism, etc.), political institutions, (federal, state, and local governmental systems), and processes, (how a bill becomes a law, etc.). Team learning, community involvement and off-campus activities such as city council meetings are used as teaching tools.

Student Learning Outcomes:

- \* Understand the major political institutions in the United States, the state and locally
  - \* Understand how the political system works and more importantly, what part they can play in the system
  - \* Understand how the scientific method applies to political behavior, with the limitations and potential it has to help understand politics
  - \* Apply critical thinking skills to the political process and to political behavior
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **POLS 1320 - Public Issues**

Meets MN Transfer Goals 5 and 9 - History and the Social and Behavioral Sciences and Ethical and Civic Responsibility. This course examines issues of domestic public policy such as poverty, social services, the environment, criminal justice enforcement, economic problems, social inequality, and civil liberties. There will also be consideration of foreign policy issues such as national security, military interventions abroad, nuclear weapons, international economic competition, and human rights.

Student Learning Outcomes:

- \* Acquire basic knowledge and understanding of several important social problems and public policies
- \* Gain additional knowledge about current affairs, political controversies, and international relations
- \* Acquire additional knowledge of the U.S. government and the Constitution
- \* Develop greater curiosity about the problems and event of the modern world
- \* Develop enhanced college-level skills in analysis, writing, research and oral presentations

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **PRSG 2401 - Medical Surgical Nursing I**

This course will cover conditions and diagnostics related to body systems, medical terminology, pathophysiology, signs and symptoms, medical/surgical treatment and nursing interventions of acute and chronic disorders. The course includes components of disease prevention and health promotion for diverse

populations and emphasis on the effects of aging. Care based on evidence based practice and established institutional and safety guidelines will be introduced throughout the content.

Student Learning Outcomes:

- \* Summarize patterns of health promotion and disease prevention for acute and chronic conditions incorporating transcultural approaches to health.
- \* Relate science and evidenced based practice to safe patient care.
- \* Identify nursing interventions based on professional knowledge and scope of practice to minimize risk of harm and enhance the likelihood of desired health outcomes.
- \* Summarize individual patient responses to health and illness emphasizing humility, trust, empathy, and support.
- \* Determine the definition, diagnostics, pathophysiology/etiology, signs and symptoms, medical/surgical treatments, and nursing interventions of acute and chronic disorders.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **PRSG 2402 - Medical Surgical Nursing II**

This course is a continuation of content from Medical Surgical Nursing I and integrates the nursing concepts introduced in other program courses. This course will cover conditions and diagnostics related to body systems, medical terminology, pathophysiology, signs and symptoms, medical/surgical treatment and nursing interventions of acute and chronic disorders. The course includes components of disease prevention and health promotion for diverse populations and emphasis on the effects of aging. Prioritization of care based on evidence based practice and established institutional safety guidelines will be covered throughout the content.

Student Learning Outcomes:

- \* Differentiate patterns of health promotion and disease prevention for acute and chronic conditions incorporating transcultural approaches to health
- \* Incorporate science and evidenced based practice to safe patient care
- \* Prioritize nursing interventions based on professional knowledge and scope of practice to minimize risk of harm and enhance the likelihood of desired health outcomes
- \* Interpret individual patient responses to health and illness emphasizing humility, trust, empathy, and support
- \* Determine the definition, diagnostics, pathophysiology/etiology, signs and symptoms, medical/surgical treatments, and nursing interventions of more complex acute and chronic disorders.

Prerequisite(s): PRSG2409, PRSG2419, PRSG2401, PRSG2439, PRSG2429

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **PRSG 2409 - Basic Nursing Concepts**

In this course, the student will acquire the theory base essential to building a foundation for the practice of nursing which encompasses safe, quality nursing care. This course utilizes the nursing process as the stepping stone to assist the student to begin to recognize principles of alterations in health. This course will also introduce ethical and legal principles and expected personal and professional behaviors that are needed to provide safe holistic care.

Student Learning Outcomes:

- \* Recognize basic concepts and principles of nursing practice in the health care environment.
- \* Relate knowledge and science to nursing practice.
- \* Discuss personal and professional standards and behaviors of nursing practice.
- \* Develop therapeutic relationship skills for nursing practice.
- \* Describe the impact of team functioning on safe quality care.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **PRSG 2411 - Bridging to Nursing Practice**

In this course the student will synthesize and integrate prior learning from practical nursing theory and lab classes. The student will focus on topics and skills that relate to the graduate nurse role. The student will acquire needed knowledge in ethical, legal, state licensure, and nursing practice standards while exploring the transitional process from student to entry-level practical nurse.

Student Learning Outcomes:

- \* Examine how change, technology, legislation, economics, and regulation affect nursing practice.
- \* Evaluate legal and ethical behaviors on regulatory and professional standards.
- \* Compare leadership and management within the scope of the practical nurse.

- \* Analyze factors, including evidenced based practice, that contribute to patient safety and methods of improving safety in health care environments.
  - \* Determine sources of conflict and when to report conflict to a supervisor.
  - \* Demonstrate commitment to service by completing a service learning project.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### PRSG 2419 - Nursing Skills

This course allows the practical nursing student to develop essential technical and communication skills that are necessary to provide safe, quality nursing care. While using a holistic approach, students will build the necessary skills that are based upon focused nursing assessment data and nursing judgment to provide care to patients with alterations in health. Students will build these skills through demonstration, implementation and evaluation in a simulated health care setting. Students will adhere to the personal and professional standards of nursing practice.

Student Learning Outcomes:

- \* Demonstrate basic concepts and principles of nursing practice.
- \* Modify nursing action based on judgment, knowledge, and science in nursing practice.
- \* Display personal and professional standards of nursing practice.
- \* Practice safe and quality patient care.
- \* Demonstrate therapeutic interactions in nursing practice.
- \* Employ effective teamwork by respecting others contributions when providing safe and quality care.

(3 C: 1 lect/pres, 2 lab, 0 other)

#### PRSG 2429 - Essentials of Clinical Pharmacology

In this course students will acquire introductory pharmacology information that includes referencing and resources for safe medication administration in nursing. This course covers classifications, dosing, expected action, routes, side effects, drug interactions, and nursing implications for current and newly developed medications. This course will also explore new technologies applicable to pharmacology. Content also includes how individual values and beliefs impact health.

Student Learning Outcomes:

- \* Identify medications and their effects on each body system.
- \* Review current technologies and guidelines that promote safe medication administration.
- \* Summarize nursing responsibilities before, during, and after a medication is administered.
- \* Analyze how individuals' values and beliefs impact health.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### PRSG 2439 - Clinical Application I

In this course the student will implement the nursing process and nursing skills in a variety of healthcare settings. Students will also deliver care while developing prioritization and critical thinking skills. Delivery of care will focus on the nursing process, theory, and professional standards. Students will be guided in performing nursing functions and in the implementation of empathetic nursing care of the whole person.

Student Learning Outcomes:

- \* Demonstrate the roles and professional responsibilities including legal and ethical behaviors of the practical nurse.
- \* Identify differences in health care beliefs and values in diverse populations.
- \* Summarize the need to be cost effective while delivering patient care.
- \* Demonstrate the ability to utilize evidence based practice, nursing process, decision making, and critical thinking skills.
- \* Demonstrate caring, compassion, empathy, trust, support, and show respect, dignity, and humility for all individuals while delivering nursing care.
- \* Demonstrate therapeutic and effective communication with clients and members of the multidisciplinary team to enhance quality and safety of client care.
- \* Recognize the importance of self- reflection, life-long learning, and how these impact safe nursing care.
- \* Participate as a positive member in a multidisciplinary health care team.

(3 C: 0 lect/pres, 3 lab, 0 other)

#### PRSG 2440 - Clinical Application II

This course is a progressive course as it builds on Clinical Application I. In this course students will be expected to deliver care while utilizing prioritization and critical thinking skills. The expectation is that the student will have a more

thorough understanding of the nursing process, theory and professional standards. Students will be expected to perform independent nursing functions and be able to implement empathetic nursing care of the whole person. The students will have opportunities to implement the nursing process and nursing skills in higher acuity health care settings.

Student Learning Outcomes:

- \* Compare the differences in health care beliefs and values while applying legal and ethical behavior with diverse populations.
- \* Demonstrate health promotion and disease prevention strategies.
- \* Prioritize care while being cost effective.
- \* Interpret client data using evidence based practice, nursing process, decision making, and critical thinking skills.
- \* Demonstrate regulatory and professional standards with awareness of personal beliefs, values, and biases to support compassionate care.
- \* Demonstrate therapeutic and effective communication with clients and members of the multidisciplinary team to enhance quality and safety of client care.
- \* Utilize effective interventions and technologies to promote personal and client safety.
- \* Demonstrate empathetic, compassionate, non-judgmental nursing care which upholds the value of the whole person.
- \* Illustrate self-reflection and how it affects the delivery of nursing care.
- \* Participates as a positive member in a multidisciplinary health care team.

Prerequisite(s): PRSG2401, PRSG2439, PRSG2409, PRSG2419, PRSG2429  
(5 C: 0 lect/pres, 5 lab, 0 other)

#### PRSG 2450 - Maternal Child Nursing

This course covers nursing concepts for the obstetric and pediatric patients. This course provides an opportunity to explore the physiological and psychological responses to illness while considering diversity. Nursing care concepts and the application of the nursing process are considered with the focus on health promotion and disease prevention.

Student Learning Outcomes:

- \* Apply health promotion and disease prevention principles.
- \* Integrate evidence based practice to provide safe patient-centered care.
- \* Describe the definition, diagnostics, pathophysiology/etiology, signs and symptoms, medical/surgical treatments, and nursing interventions for obstetric and pediatric conditions.
- \* Prioritize nursing interventions based on professional knowledge and scope of practice to minimize risk of harm and enhance the likelihood of desired health outcomes.
- \* Evaluate how diversity impacts wellness and health care practices.

Prerequisite(s): PRSG2409, PRSG2419, PRSG2401, PRSG2439, PRSG2429  
(3 C: 3 lect/pres, 0 lab, 0 other)

#### PRSG 2460 - Mental Health Nursing

In this course the student will have the opportunity to develop their understanding of human behavior, mental health disorders, psychiatric medications and therapeutic communication skills. The student will also examine nursing interventions, the cognitive affect, and behavioral functioning of clients within a legal and ethical framework.

Student Learning Outcomes:

- \* Investigate the role of therapeutic communication and defense mechanisms in the nursing care of the client with mental health disorders.
- \* Describe HIPAA and its role in mental health care delivery.
- \* Apply the concepts of personality development and developmental tasks related to mental health nursing.
- \* Identify classifications, uses, actions, side effects, nursing considerations and interventions for selected psychiatric medications.
- \* Differentiate physical and behavioral symptoms, treatment modalities and nursing care of mental health disorders.
- \* Apply the concepts of crisis to mental health nursing and the nurse's role in crisis situations.
- \* Examine the characteristics and treatment of substance abuse.

(2 C: 2 lect/pres, 0 lab, 0 other)

#### PSYC 1300 - Introduction to Psychology

The course meets MN Transfer Curriculum Goal Area 5. This course offers an engaging introduction to the scientific study of human behavior: from the history of the field and its major advances to the latest research on topics such as person-



ality, mental health, memory, sexuality, and creativity. Throughout the semester, students will actively explore a wide variety of psychological topics, spanning from the biological bases of behavior to the social influences each of us encounter daily. Students will gain knowledge of how psychologists formulate research questions, gather data, and interpret findings. Where once questions about the human mind were mysteries, psychology has not started to unravel relevant and applicable answers.

Student Learning Outcomes:

- \* Explain the scientific method, data collection, and analysis used in psychological research.
  - \* Apply psychological theories, processes, and concepts to human behavior.
  - \* Explain strategies for self-discovery and insight.
  - \* Compare and contrast normal and abnormal behaviors.
  - \* Analyze cultural and historical perspectives in the science and practice of psychology.
  - \* Demonstrate critical thinking skills applied to psychological phenomena.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 1304 - Lifespan Developmental Psychology

Meets MN Transfer Curriculum Goal Area 5. Lifespan Psychology is both intriguing and personally relevant because each of us is constantly developing. The course examines the biological, cognitive, and socio-emotional development of humans in diverse contexts across the human lifespan. This course explores scientific discoveries and theories through the use of key psychological concepts and terminology. Throughout this exploration there is a focus on the integration of personal experience and connection to related current public policy and diversity issues.

Student Learning Outcomes:

- \* Compare and contrast the main theories and issues of human lifespan development: learning, cognitive, contextual, and sociobiological.
  - \* Identify biological, neurological, cognitive, cultural, and socio-emotional processes associated with developmental periods.
  - \* Analyze how biological, neurological, cognitive, cultural and socio-emotional processes interact with each other in a developmental context.
  - \* Identify the scientific method and research methodology used by developmental psychologists.
  - \* Evaluate the quality of developmental psychology information from multiple sources.
  - \* Describe the developmental challenges and psychopathologies that may occur throughout the lifespan.
  - \* Illustrate how developmental psychological principles apply to daily life.
  - \* Analyze ethical perspectives related to legal, social, and scientific issues in human development.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 1310 - Psychology of Women and Gender

Meets MN Transfer Curriculum Goal Areas 5 and 7. Psychology of Women and Gender will critically explore the psychology of women and gender in a sociocultural, historical, global and biological context. This class includes topics that relate uniquely to women, as well as differences and similarities between genders. It will take an intersectional approach to many facets of women's lives. Classes will include lectures, small and large group discussion, media examples and projects.

Student Learning Outcomes:

- \* Compare and contrast feminist and traditional theories and research.
  - \* Critically examine biases relevant to the psychological factors shaping the lives of women.
  - \* Identify the psychological effects of power in relationships.
  - \* Analyze the beliefs and theories regarding women's sexuality and the impact of those beliefs on peoples' lives.
  - \* Analyze implications of gender roles and gender stereotypes in a personal and cultural context.
  - \* Identify the role of gender throughout the lifespan.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 1320 - Psychology of Trauma

Meets MN Transfer Curriculum Goal Area 5 - History/Social, Behavioral Sciences. This course provides an overview of the psychology of trauma. Topics include a review of acute stress and trauma, a historical perspective, and the impact on individuals, families, and communities. The course also includes education on related psychological disorders and treatment, current trends and research, as well as what communities are doing for prevention. This course is of particular interest for people who are pursuing a field where they'll be working with traumatized individuals or who want to understand more about the topic.

Student Learning Outcomes:

- \* Demonstrate an understanding about research and the scientific methods used in the study of psychology.
  - \* Evaluate current research in the field of acute stress and trauma.
  - \* Describe cultural and historical perspectives regarding traumatic events and individual, family, and community responses to trauma.
  - \* Explain the historical and cultural changes to trauma treatment.
  - \* Describe current psychological disorders and critique treatment perspectives related to trauma.
  - \* Analyze the different theoretical approaches in psychology used to understand trauma, and the effects traumatic events have on people.
  - \* Evaluate society's response to trauma and traumatic events.
  - \* Discuss and develop solutions for community awareness and prevention strategies.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 1350 - Positive Psychology - Building Human Strengths

Meets MN Goal Area 5 - History and the Social and Behavioral Sciences. Positive Psychology uses the scientific method to measure, understand and build the characteristics and virtues that foster a satisfying and meaningful life. The course will include numerous self-assessment exercises to bring awareness and to develop the characteristics such as love, empathy, self-control, wisdom, commitment, happiness, self-respect, hope and friendship. Students will examine research and theory from behavioral, cognitive, developmental, personality and social psychology as well as human physiology and neuroscience. The course will include stress management.

Student Learning Outcomes:

- \* Demonstrate an understanding about how research is conducted and the goals of researchers in the field of positive psychology and how it differs from other fields of study in psychology
  - \* Describe and critically analyze scientific evidence regarding what creates well being
  - \* Evaluate and integrate personal strengths and weaknesses through scientific research based assessments
  - \* Identify unhealthy triggers to stress such as alcohol, tobacco, and drugs and critically analyze research and theory on the causes, effects and healthy solutions
  - \* Identify safe and healthy sexual relations
  - \* Apply the Positive Psychology scientific theories of mind-body approaches to their own health
  - \* Analyze alternative theories and treatments such as physical exercise for anxiety, stress, and depression
  - \* Compare and contrast cultural values regarding human strengths
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 2310 - Abnormal Psychology

Meets MN Transfer Goal Area 5 - History/Social, Behavioral Sciences. This course explores the nature and causes of abnormal behavior and the terminology used in describing and discussing abnormal behavior. The focus will be on terminology, classification, etiology, assessment, and treatment of the major disorders and they will be explored from several different theoretical and treatment perspectives. Students will examine current trends and research in the fields of mental health and psychopathology with the goal of greater awareness and knowledge in hopes that we can reduce the suffering and stigma associated with mental disorders.

Student Learning Outcomes:

- \* Evaluate major historical and contemporary theoretical and treatment perspec-

tives associated with the field of abnormal psychology.

- \* Identify principal research methods and types of questions that emerge in the science of abnormal psychology.
  - \* Distinguish between normal and abnormal behavior.
  - \* Identify the characteristics, strengths and limitations of the current diagnostic system (e.g. Diagnostic Statistical Manual).
  - \* Describe the epidemiology, etiology, assessment, symptoms, and scientifically validated treatments of specific psychological disorders.
  - \* Describe how diversity in age, race, culture, gender and class is related to understanding psychological processes.
  - \* Explain how psychologists use their understanding of the American Psychological Association (APA) Ethics Code and legal system to guide decisions in clinical and legal situations.
  - \* Apply psychological constructs to understand and improve intrapersonal, interpersonal and intercultural dysfunction (e.g. case studies).
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 2320 - Social Psychology

Meets MN Transfer Curriculum Goal Area 5 - History/Social, Behavioral Sciences. Social psychology is the scientific study of the way people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by the others around them. This course is an introduction to the research methods, empirical findings and the perspectives of social psychology. The course covers topics such as: Social Attribution and Social Cognition, The Social Self, Social Influence, Group Processes, Interpersonal Attraction and Relationships, Altruism, Aggression, Stereotyping, Prejudice and Discrimination. Student Learning Outcomes:

- \* Identify the major concepts and theoretical approaches in psychological social psychology such as self-perception theory, attribution theories, and cognitive dissonance.
  - \* Demonstrate knowledge of research methods and ethical responsibilities in social psychological research, and in psychology.
  - \* Critically evaluate research in psychological social psychology.
  - \* Apply social psychological theories or concepts to "real world" and/or personal examples.
  - \* Analyze oneself and others as social beings subject to situational influences.
  - \* Relate social behavior to cultural context.
  - \* Relate social behavior to biological and evolutionary factors.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### PSYC 2330 - Statistics for Psychology/Behavioral Sciences

Meets MN Transfer Curriculum Goal Area 5 - History/Social, Behavioral Sciences. Students use basic mathematical and computerized procedures to analyze data in the behavioral sciences. Students use statistical software (e.g., "SPSS", "R", "PSPP", "JASP") to conduct descriptive and inferential data analyses. Students choose and apply statistical procedures to help to answer psychological and behavioral scientific research questions. Students build upon knowledge gained in Statistics to read, interpret, and write APA-style results sections for behavioral science research.

This course is required for the Psychology (Minnesota State Transfer Pathway) [AA-P] program.

Student Learning Outcomes:

- \* Demonstrate an understanding of the mathematics and logic behind selecting and applying statistical procedures appropriate for a given hypothesis, scale of measurement, and experimental design.
- \* Recognize the complex impact sociocultural diversity and individual differences have on psychological and behavioral science research.
- \* Perform and describe the statistical procedures commonly used by social scientists including their respective advantages and disadvantages.
- \* Read, interpret, and summarize basic statistical conclusions from psychological and behavioral science research accurately.
- \* Interpret statistical findings and graphs in the context of their level of statistical significance, confidence intervals, effect sizes, and underlying assumptions.
- \* Explain statistical findings using common language and conventions of the American Psychological Association.

- \* Use SPSS or another statistical package to build data sets, run univariate analyses, and interpret and display results.
  - \* Evaluate existing psychological and behavioral science research, including critically thinking about limitations, confounds, and suggestions for future research.
- Prerequisite(s): PSYC1300, and MATH1351 or MATH1300  
(4 C: 3 lect/pres, 1 lab, 0 other)

### PSYC 2350 - Topics in Human Sexuality

The course meets MN Transfer Curriculum Goal Area 5. Sex is one of the most basic human drives. In this course, students will examine factors relating to the broad range of human sexuality, the development of sexual behavior, sexual functioning, and gender and related issues. It will take a multidisciplinary approach to understand the diverse foundations of human sexuality, including ways in which biology, psychology, history, personal experiences, society, values, attitudes, and culture all influence our sexuality. The course will examine anatomical, physiological, and emotional aspects, love and attraction, sexual dysfunction and treatment, Sexually Transmitted Infections, sex and aging, legal aspects of sexual behavior, sexual exploitation, and eroticism in American Culture.

Student Learning Outcomes:

- \* Identify trends and changes in the past and present that influenced sexual attitudes and values.
  - \* Identify various parts and function of sexual anatomy, as well as recognize the research processes involved.
  - \* Recognize sexual health and the various sexual diseases and dysfunctions.
  - \* Examine sexual orientation, gender development, and gender identity.
  - \* Describe methods of birth control and contraception.
  - \* Describe the various types of unconventional sexual behavior.
  - \* Describe the reasons for, and effects of, commercial sex and sexual images portrayed in society.
  - \* Recognize the circumstances, causes, and effects of sexual assault.
  - \* Describe the changes that occur in a woman during pregnancy and birth.
  - \* Discuss love and intimacy, as well as communication about sex in relationships.
- Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### READ 0900 - Reading Fundamentals

This course emphasizes critical reading strategies and develops college level vocabulary. It presents college reading as an active process and focuses on strategies for improving that process to succeed in college level courses. Materials represent a variety of academic disciplines and occupational areas. This is a college readiness course and does not fulfill college level course requirements.

Student Learning Outcomes:

- \* Identify patterns of organization in expository text.
  - \* Identify topic, stated and implied main idea, and major and minor supporting details.
  - \* Use vocabulary building and decoding strategies.
  - \* Demonstrate digital literacy appropriate for college course.
  - \* Summarize academic and professional reading material.
  - \* Apply various note-taking strategies.
  - \* Interpret purpose and tone in narrative and expository texts using inferencing techniques.
  - \* Distinguish between factual and opinion statements.
  - \* Analyze author and reader points of view.
- (3 C: 3 lect/pres, 0 lab, 0 other)

### READ 1112 - Critical Reading

Critical Reading is an introductory college course designed for students who score 62 (Next Gen 237) and above on the Accuplacer, or for students who want to improve their critical reading. Students taking this course will improve their ability to apply critical reading skills for college endeavors such as notetaking methods and test taking strategies. Students will examine memory techniques, practice active listening, and evaluate textbooks and websites. Students will also summarize and interpret scholarly journals and graphic materials. The skills acquired in this course will ensure students' success for the rigors of college reading and beyond.

Student Learning Outcomes:

- \* Analyze factual and opinion statements to determine point of view in academic texts.
- \* Apply inferencing techniques to analyze expository texts.

- \* Select from a variety of note taking methods to maximize comprehension of college reading material.
  - \* Develop techniques to enhance memory for test taking.
  - \* Illustrate effective reading techniques to promote overall comprehension of college level expository texts.
  - \* Practice active listening and notetaking skills during academic lecture and discussion.
  - \* Demonstrate the reading process by skimming, building schemata, making predictions, integrating knowledge, relating information and reviewing.
  - \* Apply critical reading and thinking techniques to evaluate academic source materials.
  - \* Develop thinking strategies to reduce personal bias to aid with comprehension.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **RNEW 1300 - Introduction to Traditional and Renewable Energy**

Introduction to Traditional and Renewable Energy introduces students to various forms of energy stemming from both renewable and non-renewable sources. Students will study many sources of energy including solar thermal power, solar photovoltaics, bioenergy, hydroelectricity, tidal power, wind energy, wave energy, geothermal energy and fossil fuels. The First Law of Thermodynamics is studied along with conversion and efficiency of various forms of energy. The economics, potential and environmental impact will be covered for each topic.

Student Learning Outcomes:

- \* Explain the fundamentals and basic principles of operating and maintaining wind, solar, and fossil fuel power generation and distribution facilities.
  - \* Demonstrate the principles of operating and maintaining biofuel plants.
  - \* Demonstrate basic principles of operating and maintaining natural gas pipelines.
  - \* Identify career opportunities as they relate to the various energy industries.
  - \* Identify the sources used to provide energy in today's society.
  - \* Identify the major components of various energy systems and the technologies associated with them.
  - \* Describe the economic, potential impact and environmental impact of various energy systems.
  - \* Describe the issues relating to energy integration.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1200 - Principles of Marketing**

Marketing plays an important role in today's successful businesses. This course will provide an overview of the marketing processes and activities which are imperative for students entering the business arena. This course will focus on marketing as it relates to retailing, advertising, public relations, sales promotions, and sales management in a variety of mediums. Students will be exposed to topics such as strategic marketing, ethical and social responsibilities, selection of target markets, consumer behavior, and international marketing. Students will also study the concepts of product and brand development, pricing decisions, marketing channels, and supply-chain management. Involvement in this course will provide a strong foundation and appreciation for the important role marketing plays in business, society, and everyday life.

- Student Learning Outcomes:
- \* Describe the elements of the market mix: Product, Price, Place (Distribution), Promotion and apply to marketing strategies.
  - \* Demonstrate how products and services impact customer value perception.
  - \* Identify how customers determine value by comparing their benefits to their costs.
  - \* Decide how place (distribution) can create a competitive advantage for a company.
  - \* Analyze how promotions impact marketing communications with the customer.
  - \* Evaluate market segments, target market selection, and market position.
  - \* List and examine the benefits of each components of a marketing plan.
  - \* Identify and analyze the environmental forces affecting international

- marketing efforts.
- \* Differentiate between corporate ethics and corporate social responsibility.
- \* Differentiate between the steps of the consumer buying decision process and the business buying decision process.
- \* Explain product differentiation as it relates to demand, costs, and profits.
- \* Identify the importance of Integrated Marketing Communications (IMC).  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1206 - Strategic Customer Service**

To remain competitive business to business organizations are recognizing the demand for delivering superior customer service in a variety of methods. This course covers the fundamentals of customer service as it applies to sales, management, marketing, and entrepreneurial professions. Students will become familiar with customer service as part of their career progression and apply strategies for providing quality customer service. Students will study customer service skills, utilize tools, and practice communication techniques necessary for developing positive business to business, retail to consumer, and service industry business relationships.

Student Learning Outcomes:

- \* Define customer service and internal customer support systems as it relates to the wholesale distribution process.
- \* Understand and define differences between service, wholesale and retail customer service environments and cultures.
- \* Recognize and examine consumer-focused behavior and training requirements for serving a diverse customer base.
- \* Differentiate between internal and external customers in wholesale business environments.
- \* Practice customer service verbal, non-verbal, and listening skills related to their service responsibility.
- \* Define and calculate the importance of customer loyalty, relationship development, retention, and loss.
- \* Define and practice attitude, ethics and developing trust as a customer service provider and specialist.
- \* Compare and contrast various customer relationship management systems, technologies, and their utilization as support tools.
- \* Examine customer service breakdowns, service recovery, and retention methods.
- \* Critique and research both in-bound and out-bound customer call center delivery systems.
- \* Demonstrate customer service phone and electronic communications as part of the sales, management and marketing processes.
- \* Demonstrate customer service presentations in both one-to-one and group situations for both business to business and retail to consumer environments.  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1211 - Professional Sales Fundamentals**

In today's highly competitive market an effective sales approach is important in every industry. In this course students will design a business-to-business sales presentation by defining customers needs, explaining the value customers receive from the organization, and practicing approaches to reach a joint purchasing agreement with clients. This course will focus on the theory and practice of personal selling used by organizations to build long term business relationships.

Student Learning Outcomes:

- \* Define personal selling characteristics and practice personal selling style.
- \* Distinguish between traditional and trust-based relationship selling and apply the steps of the selling process.
- \* Explain the importance of sales ethics and practice scenarios.
- \* Define types of buyers and apply style flexing while role playing.
- \* Explain buying teams and member roles as it applies to an organizations sales team.
- \* Utilize various sales tools and their applications in the selling process.
- \* Practice active and effective listening.
- \* Interpret the different forms of verbal and nonverbal communication used in the sales process.
- \* Research the importance of networking.
- \* Define your customers business.
- \* Understand customer complaints and resolution methods and apply to the business setting.
- \* Develop and present the business-to-business (B2B) sales presentations

through research, building rapport, determining needs, demonstrating, trial closing, clarifying questions and objections, professional closing techniques, follow-up and use of relationship selling techniques.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1215 - Principles of Management**

This course introduces the basic principles of the management process, including the functional, scientific, and behavioral systems approaches. The course explores management functions of planning, organizing, leading, and controlling through the use of current literature, concepts, theories, models, applications, and case studies. The course also focuses on contemporary trends in quality improvement, team building, motivation, and leadership skills. Applications of these functions and trends are examined from both a local and global perspective.

Student Learning Outcomes:

- \* Recall the historical and philosophical origins of management
  - \* Describe essential management functions, skills and roles
  - \* Describe organization-staffing models
  - \* Identify and understand the concepts of strategic, tactical, and operational planning and it's direct relationship to organizational goals
  - \* Identify personal traits and skills of effective leaders
  - \* Recognize the importance and sources for developing an organizational vision and mission
  - \* Identify ethical perspectives and practice outlining processes for making ethical decisions
  - \* Practice the understanding of the advancing phases of moral development as it applies to ethical decision making in a business context
  - \* Explore effective use of leadership styles
  - \* Demonstrate the understanding of situational leadership theories and models
  - \* Develop an appreciation for corporate social responsibility within small and mid-size organizations
  - \* Understand the importance of a team environment and its contribution to the success of organizational goals
  - \* Understand and identify procedures for implementing effective control systems
  - \* Understand motivation in the workplace and apply motivation concepts to suggest improvements in the workplace
  - \* Understand and analyze the nature and role of organizational culture within an organization.
  - \* Apply both local and global perspectives to all models, theories, and concepts
- (3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1221 - Branding and Promotion**

Promotion of products and services for businesses in today's competitive market is undergoing tremendous change. Students entering the workforce will need to have an understanding of promotion to help their companies determine the best means of communicating brand information to consumers. This course covers how the promotion industry works, and what messaging strategies, media options, and promotion measurements support decision making. To apply the theory and concepts of the course students will design a promotion campaign using appropriate media and messages for a target audience.

Student Learning Outcomes:

- \* Identify and apply integrated marketing communication (IMC) strategies in branding creation.
- \* Describe and categorize the various methods of audience classification for promotion and IMC.
- \* Examine trends transforming the promotion industry and its economic and social impact.
- \* Explain and describe the process of segmenting, targeting, and positioning (STP) marketing in promotion plan.
- \* Discuss how brand communication influences consumer behavior.
- \* Evaluate ethical considerations as they relate to brand campaigns.
- \* Learn the laws and regulations as they apply to a promotion plan.
- \* Describe challenges and opportunities that affect integrated marketing communication in global markets.
- \* Evaluate communication methods and strategies for effective promotion.
- \* Analyze traditional media and social media options for use in brand campaigns.
- \* Examine the importance and growth of sales promotion in the consumer, trade, and business markets.
- \* Evaluate the use of direct marketing, event sponsorship, product placement, public relations, and brand entertainment as a means of promotion.

\* Explain the importance of personal selling for optimal representation of a brand.

\* Create, analyze, present, and evaluate an effective brand campaign.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 1236 - Professional Development**

In today's highly competitive industries finding a place in a chosen field is a process that takes into account personal interests, education, goals, and abilities. Students will facilitate their transition into the work place and support themselves in defining their professional role in sales, marketing, management, or entrepreneurial careers. This course will also emphasize corporate and civic responsibility and the participation in professional networking activities and organizations. In this course students will develop a professional portfolio which includes setting goals, managing their time and resources, and practicing self-responsibility. Upon completion students will be prepared to market themselves for opportunities in the fields of sales, marketing, or management.

Student Learning Outcomes:

- \* Research sales, marketing, and management careers and industries.
- \* Assess and incorporate personal strengths and skills in development of portfolio.
- \* Practice networking and self-promotion at professional organizational events to develop center of influence contacts.
- \* Build a resume and cover letter that will promote interview success.
- \* Research and practice professional dressing for success in the fields of sales, management, and marketing.
- \* Practice successful interviewing for sales, marketing, and management careers.
- \* Differentiate negotiations of sales, marketing, and management job offers.
- \* Practice various techniques of professional job search etiquette.
- \* Evaluate the process of job offers and rejections.
- \* Research and participate in corporate and civic responsibility activities applicable to career choice.

(2 C: 2 lect/pres, 0 lab, 0 other)

### **SAMG 1241 - Internship I**

In today's competitive environment employers anticipate employees will have skills to contribute to the successful growth of the business. This course emphasizes the application of classroom skills and concepts to the work place in the areas of customer service, sales, marketing, promotion, or management. The purpose of this course is to provide the student with a relevant work experience. The students will set goals, determine their strengths, and apply them to their internship position. This is course should be completed during the student's first year.

Student Learning Outcomes:

- \* Perform duties in the areas of customer service, sales, marketing, promotion, and/or management.
- \* Complete personal strengths assessment and report to internship advisor.
- \* Apply personal strengths to the workplace environment.
- \* Coordinate personal and professional goals with internship supervisor.
- \* Follow policies and procedures of the internship site.
- \* Practice professional business behavior while in the workplace.
- \* Demonstrate time management skills.
- \* Communicate with internship supervisor and advisor regularly to update progress.
- \* Complete and submit required internship packet to internship advisor.
- \* Prepare self-evaluation at mid-term and end of semester for submission to internship advisor.

Prerequisite(s): SAMG1240, SAMG1236

(2 C: 0 lect/pres, 0 lab, 2 other)

### **SAMG 1251 - Financial Strategy Fundamentals**

Financial Strategy Fundamentals is an introductory course in financial statement strategies for business. The purpose of the course is to understand sufficient amount of accounting knowledge and skills to evaluate an enterprises' financial position and its operating, investing and financing activities. The course is designed to meet the needs of those students who are preparing for sales, management, and marketing orientated careers. It is also applicable for students from other academic disciplines who recognize that the ability to use and interpret financial information is essential to today's business world.

Students will study the nature of assets, liabilities and owner's equity while learning to use reported financial information for purposes of making financial

decisions about a company. Students will examine the procedures and systems to accumulate, analyze, measure and record financial transactions; use that information to prepare financial statements; and then communicate a business entity's results of operations and financial position to users of financial information.

Student Learning Outcomes:

- \* Differentiate the principal activities of business firms and how they relate to the principal financial statements.
- \* Prepare financial statements in an appropriate format, including the income statement, balance sheet, statement of cash flows, and statement of shareholder's equity.
- \* Identify the types of information provided by the principal financial statements and how firms might use this information in managing and evaluating a business.
- \* Analyze and interpret financial statements using financial analysis techniques, including horizontal, vertical and ratio analysis.
- \* Define and identify financial accounting terminology.
- \* Describe the differences between cash basis and accrual basis of income revenue recognition.
- \* Calculate and interpret financial ratios in order to compare a firm to its competitors and to evaluate changes in ratios over time.
- \* Identify and analyze a firm's overall profitability using ROI, profit margin, and asset turnover ratios.
- \* Analyze and calculate financial leverage on a firm's investment return.
- \* Identify and analyze a firm's short-term liquidity risk and long-term solvency risk.

Prerequisite(s): BUSM1260

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **SAMG 2245 - Marketing Strategies**

Today strategic marketing managers must address multiple challenges as they try to deliver something of value to their customers. Students in this course will study marketing from the marketing managers perspective. Marketing managers are involved in the design and selection of products, establishing competitive pricing, while distributing products through appropriate channels. This course provides the student practical application of marketing concepts while managing the company's marketing resources. The objective for sales, marketing, and management professionals is to understand their businesses and the markets in which they operate. Students will create of a Marketing Plan using strategic planning methods as a capstone project of this course.

Student Learning Outcomes:

- \* Examine marketing management as it relates to the operation of an organization and the development of its marketing strategy.
- \* Identify and analyze optimal, serviceable market segmentation schemes used by businesses when developing its marketing plan.
- \* Evaluate target markets for profitability and service by the marketers firm.
- \* Communicate succinctly the parameters of that position to a number of different audiences.
- \* Distinguish and assess the qualities of goods and services as they relate to brands and new products.
- \* Predict and illustrate how demand and elasticity enter pricing decisions made by marketers.
- \* Analyze and compare distribution channels of goods and services for efficiency and profitability.
- \* Develop and evaluate marketing goals for an advertising campaign of a company's products, brands, and position in the marketplace.
- \* Evaluate and select media options for an effective integrated marketing communications strategy.
- \* Categorize and compare social media variations as they relate to effective pre and post-purchase information and promotion.
- \* Analyze and interpret customer evaluation process as it translates to customer relationship management (CRM) and customer lifetime value (CLV).
- \* Compare and evaluate market research tools used to gather data used for making marketing decisions.
- \* Develop, present, and evaluate a strategic marketing plan using professional presentation format.

Prerequisite(s): SAMG1200

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **SAMG 2255 - Professional Sales Strategies**

Today's sales professional is involved in building long-term relationships with customers. Students in this course will develop skills which will help them define

their customers businesses, learn how to communicate with a variety of peoples styles, and know the sales process from rapport building through follow-up. Upon successful completion of this course students will have mastered the areas of networking, prospecting, time management, self-leadership, sales territory management, and setting sales goals. Students will build upon the skills they developed in Professional Sales Fundamentals.

Student Learning Outcomes:

- \* Plan and practice the sales process from prospecting through follow-up.
- \* Demonstrate prospecting methods, lead generation, and cold calling techniques and apply to the sales process.
- \* Develop network through center of influence contact lists, person-to-person contacts, professional organizations, and print and web resources.
- \* Practice appointment closing call strategies.
- \* Research the use of various sales support technologies.
- \* Utilize value propositions and value statements.
- \* Write sales proposals utilizing pricing strategies and their appropriate use.
- \* Explore sales aids as applied to customer engagement.
- \* Define types of buyers resistance and practice methods to overcome.
- \* Practice and evaluate sales conversations and flexing techniques for various communication styles.
- \* Map sales territory and routes utilizing time management.
- \* Practice self-leadership skills.
- \* Calculate sales goals, budgets, and practice account management techniques.
- \* Study and compare compensation packages.
- \* Study and interpret sales representative contract laws.

Prerequisite(s): SAMG1211

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **SAMG 2266 - Internship II**

Employers today are demanding technically skilled employees in the areas of customer service, sales, marketing, promotion, and management. To remain competitive in these areas students will complete a work-related experience in a relevant position. This course emphasizes interaction between the student and supervisor with emphasis on the progression to an advanced role in the organization. The students will set advanced goals and complete a learning project for their internship position. This course should be completed during the student's final year.

Student Learning Outcomes:

- \* Demonstrate work-related competency of advanced marketing, management, customer service, or sales skills in the workplace.
- \* Research and complete an applied internship project, in cooperation with internship employer and advisor, while meeting deadlines.
- \* Consistently apply internship site policies and procedures to daily tasks.
- \* Coordinate personal and professional goals with internship supervisor.
- \* Practice professional business behavior according to internship site standards.
- \* Demonstrate personal accountability and time management skills.
- \* Communicate with internship supervisor and advisor regularly to update progress.
- \* Complete and submit required internship packet and learning project to internship advisor.
- \* Prepare self-evaluation at mid-term and end of semester for submission to internship advisor.

Prerequisite(s): SAMG1236, SAMG1241

(2 C: 0 lect/pres, 0 lab, 2 other)

#### **SAMG 2270 - Managing Human Resources**

Organizations combine financial, physical, and material resources to provide goods and services to consumers, but there is no resource more vital to an organization's success than its human resources. Managing human resources is a comprehensive set of managerial activities and tasks concerned with developing and maintaining a qualified workforce that contributes to organizational effectiveness. This course covers the policies and procedures relating to acquiring, training, appraising, rewarding, and providing a safe, ethical, and fair environment for employees. The student will gain an understanding of the legal considerations and government regulations that impact employment relationships.

Student Learning Outcomes:

- \* Explain Human Resource Management as it relates to the management process, and its importance to all managers within an organization.
- \* Demonstrate knowledge of the legal, regulatory and ethical environment including equal employment laws and policies.

- \* Critique the role of human resources in developing and maintaining a diverse workforce.
- \* Understand and apply the policies and practices of the primary areas of managing human resources including staffing, training, and compensation.
- \* Analyze job analysis methods as they apply to the selection process to include job descriptions, job specifications and job postings.
- \* Evaluate effective screening tools and apply to the employee selection process.
- \* Learn and apply the steps of the interview process to the employee selection process.
- \* Research and calculate fundamentals of strategic pay plans.
- \* Analyze the decisions an employer faces regarding performance management and employee development.
- \* Evaluate the main employee benefits inside of the compensation package.
- \* Demonstrate effective training methods and procedures as they relate to the talent management process.

Prerequisite(s): SAMG1215  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 2280 - Sales Force Management**

The sales force management environment of today is critical to the success and growth of a business. This course presents comprehensive and rigorous coverage of contemporary sales management concepts. Topics are covered from the perspective of a sales manager decision maker. This decision-making perspective is accomplished through discussion of the stages of the sales management process, identifying critical decision areas, and presenting analytical approaches for improved sales force management. Upon completion of this course students will have an understanding of the importance of managing and participating on a sales team.

Student Learning Outcomes:

- \* Study and differentiate the relationship between the sales force and the sales manager.
- \* Examine and determine organizational strategy levels for an effective sales process.
- \* Evaluate and analyze internal sales organization structures.
- \* Determine sales force size, territory design, and the allocation of selling effort to maximize company profitability.
- \* Identify and analyze recruitment options as it relates to sales force optimization.
- \* Examine legal and ethical considerations of sales force selection.
- \* Identify and model the steps of the sales training process.
- \* Differentiate between styles of sales force leaders and sales force managers.
- \* Describe and analyze salary, commission and combination pay plans.
- \* Examine and evaluate sales and force reward systems beyond the basic compensation plans.
- \* Identify sales force performance issues and compare sales force evaluation tools.

Prerequisite(s): SAMG1215, SAMG1211  
(3 C: 3 lect/pres, 0 lab, 0 other)

### **SAMG 2285 - Entrepreneurship**

Students in this course will generate and evaluate small business opportunities. They will then research and create a business plan taking it from conception through development. Students will utilize technology and key industry factors to determine business venture viability. Managerial concepts are applied in this course as it relates to owning or operating a small business. Students will research an industry and a target market, plan promotions, determine operations, and calculate financial statements to produce a complete business plan.

Student Learning Outcomes:

- \* Generate and evaluate ideas for small business opportunities.
- \* Research and complete feasibility analysis for business plan application.
- \* Identify and apply research methods to a business plan.
- \* Research and conduct target market analysis.
- \* Examine and calculate investment required for business start-up.
- \* Create, interpret and analyze an income statement, balance sheet, and cash flow statement for inclusion in the business plan.
- \* Identify and evaluate financing options for business start up or expansion.
- \* Learn, analyze, and select appropriate business legal structures for business plan development.
- \* Determine managerial operations of a business for inclusion in business plan.
- \* Develop, present, and evaluate a business plan.

Prerequisite(s): SAMG1200, SAMG1251

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SOCI 1310 - Introduction to Sociology**

Meets MN Transfer Curriculum Goal Area 5 - History/Social, Behavioral Sciences. This course introduces students to the scientific study of human interaction at the micro and macro levels. Students will analyze social structure, social relationships, social organization, and stratification to deepen their understanding of how individuals function within larger social contexts. Students will apply sociological data, concepts, and theories to think critically about social institutions.

Student Learning Outcomes:

- \* Recognize sociological perspectives.
- \* Apply basic sociological concepts to the study of social interactions.
- \* Examine social structure, organization, and institutions.
- \* Apply sociological research data to analyze social phenomena.
- \* Analyze concepts of difference, deviance, and culture.
- \* Examine how social interaction influences an individual's development.
- \* Use sociological concepts and theories to analyze social institutions.
- \* Develop a sociological imagination.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SOCI 1320 - Social Problems**

Meets MN Transfer Goal Area 5 - History and the Social and Behavioral Sciences. This course introduces students to a sociological analysis of social problems. A variety of social issues are analyzed, including race, poverty, population, and inequality. Causes and consequences of social problems are explored to deepen an understanding of the impact of social problems on quality of life. Expect an emphasis on critical thinking as potential solutions are developed through the analysis of data and the application of sociological processes.

Student Learning Outcomes:

- \* Identify what constitutes a social problem
- \* Examine social issues using sociological processes, approaches and concepts
- \* Identify personal values that influence sociological perspectives
- \* Demonstrate an appreciation of diverse perspectives on social issues
- \* Identify the social interactions involved in social problems
- \* Analyze social problems for causative and influencing factors
- \* Analyze the impact of social problems on individuals and society
- \* Apply sociological data to the understanding of social issues
- \* Use critical thinking processes to develop potential solutions for social problems
- \* Display the intellectual standards of accuracy, precision, clarity, fairness, completeness and depth

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SOCI 1350 - Sociology of Marriage and Family**

Meets MN Transfer Curriculum Goal Areas 5 and 7 - History/Social, Behavioral Sciences, Human Diversity. This course analyzes Marriage and Family from a sociological perspective. The course examines how historical changes, social contexts, economics, gender roles, and social policies affect how we form and maintain families. Marriage and family are looked at from both theoretical and practical perspectives. Throughout the course, students will look carefully at variations in family structures and experiences across race, class, gender, age, and sexuality.

Student Learning Outcomes:

- \* Analyze an understanding of a variety of sociological theories of marriage and family and their application to current trends and events.
- \* Identify research methods used by sociologists to study marriage and family.
- \* Examine historical changes in the institutions of marriage and family.
- \* Analyze the role of love and intimate relationships in society.
- \* Analyze the impact of gender, race, ethnicity, class, and sexual orientation on family dynamics.
- \* Examine child-rearing practices and parenting trends.
- \* Examine the dynamics of power, violence, and abuse within intimate and family relationships.
- \* Analyze the effect of social policies on marriage and family.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SOCI 1360 - The Politics of Food**

Meets MN Transfer Goals 5 and 9 - History/Social, Behavioral Sciences and Ethical and Civic Responsibility. Students will examine the various sociological and political dimensions of food. Food will serve as the lens through which students examine larger structural issues in society as they examine how these processes relate to structures of power and inequality. This course explores the social world(s) we live in by analyzing what we eat, where it comes from, who produces it, who prepares it, and how.

Student Learning Outcomes:

- \* Examine and evaluate the connections between food, culture, and society
- \* Explore the structural relations of power regarding the production, distribution, preparation and consumption of food
- \* Apply sociological concepts, theories, methods and findings to the study of food
- \* Examine the impacts of corporate dominance on the global food supply
- \* Analyze the structure of globalized, industrialized agriculture and food systems
- \* Analyze the impact of corporate food structures on farmers and communities
- \* Examine how food issues reflect larger social forces
- \* Analyze and evaluate current responses to social problems surrounding food and agriculture

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SOCI 2305 - Environmental Sociology**

Meets MN Transfer Goals 5 and 10 - History/Social, Behavioral Sciences and People and the Environment. Students will examine environmental issues from a sociological perspective. The focus will be on social, political, and economic factors which encourage or discourage protection of the natural life support systems of earth. What steps are going to be required to restore our damaged resources and create a sustainable society for future generations? Considering the implications of what we have studied, students will be encouraged to develop a personal philosophy.

Student Learning Outcomes:

- \* Analyze the connections between bio-physical and socio-cultural systems
- \* Explain research methods social and natural scientists use to investigate the relationship between bio-physical and socio-cultural systems
- \* Describe basic social, political, and economic institutional arrangements that are associated with environmental issues
- \* Place environmental issues within a social, cultural, and historical context
- \* Understand the social and cultural causes of environmental problems
- \* Evaluate current challenges and alternative solutions to environmental problems
- \* Integrate what they have studied into their own personal philosophy

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### **SPAN 1310 - Beginning Spanish I**

Meets MN Transfer Curriculum Goal Area 8 - Global Perspective. This is the first course in a two-semester sequence in Beginning Spanish. Beginning level vocabulary (colors, school, house, family, time, basic descriptions, dates) is introduced and then is incorporated into elementary conversations and writing assignments. The course covers essential grammar, oral and listening practices, composition, reading, as well as projects during which students start to explore the cultures, the people and the history of Spanish-speaking countries. Grammar presented in the first semester includes adjectives, sentence structure, present tense of regular and irregular verbs, progressive structure, and the difference between ser and estar. Emphasis is given to the differences among Spanish-speaking cultures. Linguistic varieties as well as idiomatic differences among Spanish-speaking countries are also introduced.

Student Learning Outcomes:

- \* Transfer grammar rules to the conjugation of verbs, word endings and syntax.
- \* Adopt pronunciation rules when speaking Spanish.
- \* Carry on a short conversation about personal interests including what they are doing and are going to do.
- \* Ask and answer simple questions using practiced patterns.
- \* State personal preferences and feelings.
- \* Express agreement and disagreement using memorized expressions.
- \* Read and respond to level-appropriate written materials on familiar topics.

\* Identify the main idea of selected authentic materials.

\* Demonstrate understanding of written and spoken language that has strong visual support.

\* Write short guided compositions on familiar topics in the present time frame.

\* Identify similarities and differences between the target cultures and the student's own culture.

\* Identify and describe contributions from the target cultures such as artwork, architecture, music, dance and literature.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(4 C: 4 lect/pres, 0 lab, 0 other)

### **SPAN 1320 - Beginning Spanish II**

Meets MN Transfer Curriculum Goal Area 8 - Global Perspective. This is the second course in a four-semester sequence that, upon completion of the sequence, meets the general Spanish requirements for the Spanish (Minnesota State Transfer Pathway) AA degree. The vocabulary established in Beginning Spanish I is augmented to include vocabulary related to food, clothing, the human body and its diseases, traveling, and the environment. The increased vocabulary furthers the students' verbal and writing skills, as well as their comprehension of more complicated reading and listening assignments. Grammar studied in this semester includes the past tenses (preterit and imperfect), an introduction to the subjunctive and the command forms, the difference between por and para, direct, indirect and reflexive pronouns, and the comparative. Students continue to study the differences among Spanish-speaking countries, focusing on specific aspects (e.g. art, architecture, food gender roles, education system, and politics). Linguistic varieties as well as idiomatic differences among Spanish-speaking countries continue to be discussed.

Student Learning Outcomes:

- \* Carry on a short conversation about personal interests including things they did, are doing and plan to do.
- \* Ask and answer a variety of questions giving reasons for the answers.
- \* Exchange personal preferences and feelings.
- \* Express agreement and disagreement.
- \* Read and respond to level-appropriate written materials on a broader range of familiar topics.
- \* Identify the main idea and demonstrate understanding of key words and phrases from selected authentic materials.
- \* Demonstrate understanding of spoken and written language that incorporates familiar vocabulary and structures.
- \* Write guided compositions on familiar topics in present and past time frames.
- \* Examine the similarities and differences between the target cultures and the student's own culture with topics such as holidays, food, travel and shopping.
- \* Identify and describe contributions from the target cultures such as artwork, architecture, music, dance and literature.

Prerequisite(s): SPAN1310

(4 C: 4 lect/pres, 0 lab, 0 other)

### **SPAN 2310 - Intermediate Spanish I**

Meets MN Transfer Goal Area 8 - Global Perspectives. This is the third course in a four-semester sequence that, upon completion of the sequence, meets the general Spanish requirements for the Spanish (Minnesota State Transfer Pathway) AA degree. The third semester in the study of the Spanish language further develops grammar, conversation, reading, composition, and listening skills. The students listening skills will be refined in the third semester by listening to songs, watching movies, and having conversations. Students will learn to listen for general information and for details. They will also develop the ability to listen for specific information. This course will stress the correct application of grammar through reading, speaking and writing. The writing skills of students in the third semester will expand from being able to write a paragraph with supporting details to being able to write essays with a sequential order. Original literary works will be read by students in order to develop more advanced vocabulary. These literary pieces will also be analyzed by students in a written and oral format. The people, culture, history, politics, and arts of the different Spanish-speaking countries will be covered extensively through upper level readings, videos, and research projects

Student Learning Outcomes:

- \* Sustain a conversation about themselves on selected topics of interest
- \* Ask and respond to open-ended questions.
- \* Exchange feelings and ideas of self and others with some explanation.

- \* Express agreement and disagreement with some explanation.
  - \* Read and respond to selected materials on a variety of topics.
  - \* Identify the main idea and demonstrate understanding of some supporting details in authentic materials.
  - \* Demonstrate understanding of written and spoken Spanish on a variety of topics.
  - \* Write compositions with some guidance on a wider variety of topics in any time frame.
  - \* Briefly narrate an event in the past.
  - \* Analyze similarities and differences between the target cultures and the student's own culture with topics such as celebrations, health, technology, and homes.
  - \* Describe and discuss contributions of other cultures such as artwork, architecture, music, dance and literature.
  - \* Comprehend and interpret the ramifications of the Spanish Colonization in Latin American
  - \* Compile historical reasons for the differences between the Spanish-speaking countries
- Prerequisite(s): SPAN1320  
(4 C: 4 lect/pres, 0 lab, 0 other)

### SPAN 2315 - Literature from our Latinx Communities

Meets MN Transfer Curriculum Goal Areas 6 and 7 -Humanities and Human Diversity. This survey course features literature of authors from a variety of Latinx communities in Minnesota and the United States. Students will explore how the written works reflect issues of language, national origin, immigration, skin color, gender, and sexuality. Students will be exposed to the diversity of the authors' experiences in the U.S. through a variety of genres and cultural expressions, such as poetry, fiction, non-fiction, and memoirs. Students will read, discuss, and analyze Latinx literature by authors living in the U.S. to develop a lens for understanding the diverse Latinx cultures in Minnesota and the United States.

This course is cross-listed as ENGL 2315. Students taking SPAN 2315 will read the texts in the original Spanish and submit their assignments in Spanish. Those taking ENGL 2315 will read English translations of the text and submit their assignments in English.

Student Learning Outcomes:

- \* Differentiate terms and concepts such as Latino/a, Latinx, Latinidad, Hispanic, and Chicano.
- \* Examine cultural differences and similarities among the literary production of different groups of Latinx in MN and the U.S.
- \* Recognize how the migration experience, national origin, skin color, gender, or sexuality shape the intersectional experiences and tensions of Latinx in the U.S.
- \* Explain how the bilingual and bicultural experience of Latinx informs their discourses.
- \* Examine themes and issues rooted in social structures and values from a literary perspective.\*. Uncover traditions and values of various Latinx cultures necessary for living and working effectively in a diverse population.
- \* Analyze cultural and social issues in literature as expressions of the Latinx experience within historical periods.
- \* Examine the contributions of major authors in the Latinx tradition.

Prerequisite(s): SPAN2310

(3 C: 3 lect/pres, 0 lab, 0 other)

### SPAN 2320 - Intermediate Spanish II

Meets MN Transfer Curriculum Goal Areas 6 and 8 - Humanities and Global Perspective. This is the last course in a four-semester sequence that, upon completion of the sequence, meets the general Spanish requirements for the Spanish (Minnesota State Transfer Pathway) AA degree. During the fourth semester in the study of the Spanish language, students will continue to hone their grammar, reading and composition skills, while focusing on oral communication. The spoken word, as well as the listening skills will be given priority in the last semester of the sequence. Students will orally summarize and paraphrase readings and screenings. They will engage in knowledgeable discussions about the cultural and historical information presented in the original work studied in class. The correct application of advanced grammar will still be emphasized through reading, speaking and writing. Students will write essays as well as short stories in this course. Original literary works will be read and analyzed by students in a written and oral format. The people, politics, society, culture, history and arts of the different Spanish-speaking countries will be covered extensively through

original readings and videos.

Student Learning Outcomes:

- \* Discuss a wide variety of topics.
- \* Ask and answer a variety of questions that require elaboration and substantiation of opinions.
- \* Discuss feelings and ideas about self and others.
- \* Compare, contrast, express and support opinions and make suggestions and recommendations.
- \* Analyze selected reading materials.
- \* Identify the main idea and demonstrate understanding of significant details of authentic materials.
- \* Demonstrate understanding of written and spoken Spanish on a wide variety of topics in any time frame.
- \* Write formal compositions for a variety of purposes.
- \* Compare the target culture and the student's own culture on topics such as the environment and other contemporary issues in society.
- \* Discuss and analyze contributions of cultures such as selections from various literary genres and fine arts.
- \* Expand the use of Spanish beyond the school setting for life-long learning and participating in a global community.
- \* Infer and explain social, cultural and political issues reflected in literary works from Spanish-speaking countries
- \* Examine historical figures from the Spanish-speaking world within their social and historical background
- \* Create artistic works that express and reflect issues in the Spanish-speaking world

Prerequisite(s): SPAN2310

(4 C: 4 lect/pres, 0 lab, 0 other)

### SPEC 2850 - Special Topics

This course is designed by the student and instructor to meet specialized needs for the individuals program requirements. This course will be used by students needed to demonstrate achievement of specific knowledge for use in completion of program graduation requirements.

(Variable C: 0 lect/pres, 0 lab, 0 other)

### SPED 1205 - Introduction to Special Education

This course provides an overview of the historical and philosophical foundations of special education and provides the foundation to support education for individuals with disabilities. The student will learn the importance of inclusion and the impact it has on individuals with disabilities by examining legal and social environments of education. The student will also learn how to adapt learning materials for a variety of learning environments. Student observation techniques and developing personal philosophy of special education will be studied as well. Students will complete fifteen hours of field-based experience in a special education classroom setting under the supervision of a licensed special education teacher.

Student Learning Outcomes:

- \* Define the role of special education based on an individualized planning and programming process.
- \* Examine the process of free appropriate public education to students in special education through a continuum of services.
- \* Define historical, philosophical, contemporary issues and legal basis pertaining to the education of individuals with disabilities.
- \* Identify definitions, characteristics, and educational implications for students with disabilities eligible for special education services.
- \* Describe how disabilities can impact the student's ability to learn, interact socially, and contribute to the community throughout the life span.
- \* Describe a student's strengths as a basis for growth, and a student's errors as opportunities for learning.
- \* Examine areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.
- \* Analyze strategies to support student learning at the highest possible levels.
- \* Utilize information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences.
- \* Examine student rights and teacher responsibilities to provide equal and appropriate education for students with disabilities.
- \* Students will observe and document student behaviors and teacher adaptations in a special education classroom setting.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.



(3 C: 3 lect/pres, 0 lab, 0 other)

### SSCI 1300 - Introduction to the Social Sciences

Meets MN Transfer Goal Area 5 - History, Social and Behavioral Sciences. This course provides students an overview of the core concepts and methods of the social sciences. Students examine their world and current national and international issues from the perspectives of anthropology, sociology, political science, history, psychology and economics.

Student Learning Outcomes:

- \* Understand and be able to explain the basic concepts and methods of the social sciences
- \* Identify and describe unique contributions made by each of the social sciences
- \* Apply social science concepts and methods to better understand current national and international issues
- \* Understand and be able to give examples of the interconnectedness of the social sciences
- \* Use social science concepts to identify and describe the role power plays in issues such as poverty, homelessness, crime, racism

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

### SURG 1400 - Medical Microbiology

This course will enable students to recognize how to prevent the spread of disease and promote wound healing. Students will study the structure and function of microorganisms, the various diseases caused by pathogenic microorganisms, and the methods of transmission of disease. Students will classify wound types and study the wound healing process in conjunction with the body's defenses against disease. Students will also learn to protect themselves by studying the concept of standard precautions. Students will describe the various methods of sterilization and disinfection.

Student Learning Outcomes:

- \* Correlate the impact of microbiology in relationship to the practice of sterile technique and infection control in the operative setting.
- \* Compare and contrast the structure and characteristics of different microorganisms.
- \* Analyze the various immune responses that occur in the body as defenses against invasion by pathogens
- \* Describe the wound healing process and the factors affecting this process.
- \* Relate the infectious process to surgical practice.
- \* Identify the name and function of various parts of the compound microscope.

(2 C: 2 lect/pres, 0 lab, 0 other)

### SURG 1404 - Surgical Pharmacology

This course will enable students to assist in the preparation of drugs used in the operating room. Students will distinguish the various uses, routes of administration, equipment needed and possible side effects of these drugs. Emphasis will be placed on the legal and safety aspects of drug administration. The metric and apothecary systems of measure will be studied. Students will convert standard time to military time, do temperature conversions, and learn how to prepare a solution.

Student Learning Outcomes:

- \* Analyze the principles of anesthesia administration as well as be able to explain the necessity of each component of anesthesia preparation of the surgical patient.
- \* Compare and contrast methods, agents, and techniques of anesthesia administration and preparation.
- \* Correlate anesthesia monitoring devices with patient homeostasis.
- \* Explain anesthesia complications and interventions.
- \* Calculate medication conversions and dosages.
- \* Apply general terminology to medication use.
- \* Prepare and manage medications and solutions.
- \* Use medications in the care of the surgical patient.
- \* Describe the legal and safety principles of drug/anesthesia administration in the operating room.

(2 C: 2 lect/pres, 0 lab, 0 other)

### SURG 1420 - Operating Room Techniques

This course will enable students to recognize the surgical technologist as an essential part of the medical team providing surgical care to patients in an operating

room setting. Students will study the total operating room environment, which includes preoperative, intraoperative and postoperative care. Emphasis will be placed on safety and the principles of aseptic technique.

Student Learning Outcomes:

- \* Describe the operating room team and environment.
- \* Discuss theory relating to preoperative, intraoperative, and postoperative patient care.
- \* Identify general equipment and supplies related to surgical procedures.
- \* Identify professional standards and behavior of surgical technologist.
- \* Discuss operating room policies and procedures, preference cards and documentation.
- \* Discuss aseptic technique and safety for the student and patient.
- \* Discuss attitudes toward death and dying and the grief process.
- \* Comprehend all hazard preparedness.

(3 C: 3 lect/pres, 0 lab, 0 other)

### SURG 1424 - Operating Room Techniques Lab

This course will enable students to perform fundamental operating room skills, to identify instruments and to prepare equipment and supplies necessary for surgical case management. Included will be a basic knowledge of Information Technology, Electricity and Robotics. Students will accomplish this by having the opportunity to observe, practice and demonstrate these skills in a mock operating room lab setting. Emphasis will be placed on demonstrating the principles of aseptic technique as they apply to skills inherent in the scrub role of the surgical technologist and assistant circulator.

Student Learning Outcomes:

- \* Classify, identify and pass instruments in specific sets.
- \* Demonstrate surgical attire and principles of aseptic technique displaying professional behavior.
- \* Demonstrate safe patient care practice preoperatively, intraoperatively and postoperatively for surgical procedure.
- \* Demonstrate operating room preparation preoperatively, intraoperatively and postoperatively for surgical procedure.
- \* Prepare surgical supplies, equipment and instruments necessary for a surgical procedure.
- \* Identify and demonstrate the perioperative duties of the assistant circulator.
- \* Identify and demonstrate the perioperative duties of the surgical technologist.
- \* Demonstrate basic knowledge pertaining to information technology, electricity and robotics.

(4 C: 0 lect/pres, 4 lab, 0 other)

### SURG 1442 - Surgical Procedures I

This course will enable students to understand various types of surgical procedures. Students will accomplish this by studying surgical anatomy, physiology, pathophysiology and the preoperative, intraoperative and postoperative processes as they relate to each type of surgery. Students will relate the knowledge learned in previous theory courses to specific surgical procedures. The types of surgeries to be studied will include General, Obstetrics and Gynecological, Genitourinary, Otorhinolaryngologic Orthopedic, Ophthalmic, Neurosurgery, Cardiothoracic and Peripheral Vascular. This course will also enable students to seek employment.

Students will write a letter of application and a resume and follow-up letter.

Students will practice for an interview.

Student Learning Outcomes:

- \* Correlate the relevant surgical anatomy, physiology and pathophysiology to the surgical procedure.
- \* Explain diagnostic interventions that are utilized for obtaining a diagnosis.
- \* Discuss specific factors including tissue replacement materials that are unique to the surgical procedure.
- \* List the supplies, equipment and instrumentation needed for the procedure.
- \* Explain the correct order of steps taken during the surgical procedure.
- \* Discuss the postoperative care of the patient according to the procedure.
- \* List the wound classification and correlate to wound management.
- \* Identify surgical procedures according to specialties including General, Obstetrics and Gynecological, Genitourinary, Otorhinolaryngologic Orthopedic, Ophthalmic, Neurosurgery, Cardiothoracic and Peripheral Vascular. See addendum for content of each specialty.
- \* Demonstrate interview techniques and prepare personal resume, cover letter and follow-up letter.

Prerequisite(s): SURG1400, SURG1404, SURG1420, SURG1424

(6 C: 6 lect/pres, 0 lab, 0 other)

**SURG 1443 - Surgical Procedures II**

This course will enable students to understand various types of surgical procedures. Students will accomplish this by studying surgical anatomy, physiology, pathophysiology and the preoperative, intraoperative and postoperative processes as they relate to each type of surgery. Students will relate the knowledge learned in previous theory courses to specific surgical procedures. The types of cases to be studied will include surgeries performed in Oral/Maxillofacial and Plastic/Reconstructive specialties.

Student Learning Outcomes:

- \* Correlate the relevant surgical anatomy, physiology and pathophysiology to the surgical procedure.
- \* Explain diagnostic interventions that are utilized for obtaining a diagnosis.
- \* Discuss specific factors including tissue replacement materials that are unique to the surgical procedure.
- \* List the supplies, equipment and instrumentation needed for the procedure.
- \* Explain the correct order of steps taken during the surgical procedure.
- \* Discuss the postoperative care of the patient according to the procedure.
- \* List the wound classification and correlate to wound management.
- \* Identify surgical procedures according to specialties including Oral/Maxillofacial and Plastic/Reconstructive surgery. See addendum for content of each specialty.

Prerequisite(s): SURG1442

(1 C: 1 lect/pres, 0 lab, 0 other)

**SURG 1462 - Operating Room Clinical Lab I**

This course will start you on the road to becoming a functional member of the surgical team in the capacity of a surgical technologist. The student will implement skills learned in prior surgical technology theory and lab courses. The student will be scrubbing for a variety of surgical procedures and assisting the circulating nurse. The student will also be working with central processing, unit support, and instrument room personnel. The complexity of duties will increase as the semester progresses. During this semester, the student will have two rotations at area health care institutions. The student must pass the 1st rotation in order to continue on to the 2nd rotation.

Student Learning Outcomes:

- \* Perform pre-operative skills specific to surgical technologist
- \* Perform intra-operative skills specific to surgical technologist
- \* Perform post-operative skills specific to surgical technologist
- \* Evaluate your performance
- \* Work towards independence
- \* Assist with support personnel duties
- \* Assist circulating nurse with perioperative duties including documentation
- \* Evaluate patient follow through from admissions, to surgery, to PACU and to discharge
- \* Exhibit professionalism
- \* Display dependability
- \* Demonstrate the practices of Aseptic Technique

Meet the clinical case requirements set forth by the AST; Core Curriculum for Surgical Technology Sixth Edition. Refer to official course syllabus and outline, clinical folder and/or Surgical Technology O.R. Clinical Student Handbook for detailed description of Surgical Rotation Case Requirements.

Prerequisite(s): EMSC1480, SURG1424 must be taken in the semester immediately preceding SURG 1462

(14 C: 0 lect/pres, 14 lab, 0 other)

**SURG 1463 - O.R. Clinical Lab II**

This course will enable the student to be a functional member of the surgical team in the capacity of a surgical technologist. During this 3-week rotation, the student will become an independent practitioner by performing all of the duties of a surgical technologist in the cases the student is assigned to scrub. The student will sharpen the skills learned in prior surgical technology theory and lab courses. The student will complete any experience with the central processing, unit support, and instrument room personnel that was not available to the student in SURG 1462.

Student Learning Outcomes:

- \* Perform pre-operative skills specific to a surgical technologist
- \* Perform intra-operative skills specific to a surgical technologist
- \* Perform post-operative skills specific to a surgical technologist

- \* Plan procedural activities from start to finish
- \* Integrate procedural activities from start to finish
- \* Evaluate your performance
- \* Work independently with minimal assistance
- \* Assist with support personnel duties
- \* Assist circulating nurse with perioperative duties including documentation
- \* Evaluate patient follow through from admissions, to surgery, to PACU and to discharge
- \* Exhibit professionalism
- \* Display dependability

Complete the clinical case requirements set forth by the AST; Core Curriculum for Surgical Technology Sixth Edition. Refer to official course syllabus and outline, clinical folder and/or Surgical Technology O.R. Clinical Student Handbook for detailed description of Surgical Rotation Case Requirements.

Prerequisite(s): SURG1462, SURG1442

(3 C: 0 lect/pres, 3 lab, 0 other)

**TECH 1530 - Computer Applications**

This is an introductory course in computer applications. This course is designed for students who have no previous computer experience or for those who need a review of basic computer applications. The primary goals of this course are to help individuals acquire a hands-on working knowledge of current personal computer applications including, word-processing, spreadsheet, database, presentation, and internet browser software.

Student Learning Outcomes:

- \* Use word-processing software to create, save, print, edit, and format documents
- \* Organize and manage documents
- \* Use spreadsheet software to create, save, print, and edit documents and graphs
- \* Create, save, print, edit, format and enhance graphical presentations
- \* Add visual enhancements to documents and integrate information from multiple applications into one document
- \* Explore the Internet using browser software
- \* Model professional and responsible behavior by being on time, participating in class discussions and completing assignments on time

(2 C: 0 lect/pres, 2 lab, 0 other)

**TECH 1545 - Technical Computations**

This course will focus on how to use basic algebraic procedures to transpose formulas/equations and how it applies to specific geometric and trigonometric formulas. Students will acquire data and use it to determine needed information as it relates to their industry. Students will be involved in problem solving as it relates to trade and industrial applications in a lab setting.

Student Learning Outcomes:

- \* Transpose formulas to solve for unknown value.
- \* Acquire lab measurements for application to geometric formulas.
- \* Convert units of measurement for specific needs.
- \* Acquire lab measurements for application to right triangle trigonometry.
- \* Acquire lab measurements for application to oblique triangle trigonometry formulas.
- \* Apply critical thinking skills when solving industry related problems.
- \* Utilize a systematic approach to problem solving.

Prerequisite(s): MATH0410 or Appropriate Placement Score.

(3 C: 1 lect/pres, 2 lab, 0 other)

**TECH 1550 - Basic CADD**

Students will develop a basic knowledge of interactive graphics software manipulation and hardware operations. Students will input drafting commands to develop two dimensional geometry, store and transfer data and output drawings to the plotter for hard copy.

Student Learning Outcomes:

- \* Demonstrate start up and shut down procedures for computer software
- \* Manipulate the drawing software
- \* Set up drawing layout and create basic 2 dimensional drawings
- \* Generate completed drawing in hard copy form
- \* Store, transfer and retrieve data
- \* Treat classmates with respect
- \* Demonstrate timeliness in meeting deadlines

(2 C: 1 lect/pres, 1 lab, 0 other)

**TECH 1552 - Basic Metal Joining and Fabrication**

This course covers basic welding procedures using arc welding and oxy-fuel equipment. One of the major topics of discussion will be safe use of this equipment. Time will be spent in the lab completing welds in various positions with different processes and electrodes. The processes to be covered in this class will be stick welding (SMAW), wire feed (GMAW), Tig (GTAW) Oxy-Acetylene welding, cutting and brazing along with an introduction to other equipment used in welding shops. Students in this course will be non-welding majors where welding may be a useful tool. Course instruction will stress the many situations where it is advisable to have a skilled welder engaged. Knowing your limitations is of the utmost importance.

Student Learning Outcomes:

- \* Apply shop safety practice and proper use of shop equipment
- \* Calculate proper voltage, feed speeds, and amperages based on machine operation, conditions, materials, and equipment
- \* Identify preferred welding process to be utilized to complete assigned tasks
- \* Select appropriate electrodes for specified applications
- \* Complete welding projects assigned by the instructor in various positions using various welding processes

(2 C: 1 lect/pres, 1 lab, 0 other)

**TECH 1556 - Basic Manual - Automated Machining**

This course is intended to give the student an introduction into the machining-metalworking world. The student's time will be spent in the lab developing skills in manual machining techniques, using various metals and materials, inspection and measurement of machined features as well as an overview of Computer Numerical Control (CNC) machining and programming. An important part of this class will be the safety concerns of each of the areas being taught. The content of the course will vary somewhat for welding, CADD and electronic students. The electronics students will be given a higher level of automated machining experiences than the welding and CADD students.

Student Learning Outcomes:

- \* Demonstrate safety habits consistent with industry standards and college policy
- \* Demonstrate the ability to select proper equipment, set up and operate proficiently
- \* Complete inspection and measurement process as assigned
- \* Demonstrate the ability to work with others
- \* Demonstrate the ability to determine if machined parts meet blueprint requirements
- \* Explain the code necessary for CNC programs
- \* Decipher material types and their characteristics

(2 C: 1 lect/pres, 1 lab, 0 other)

**THTR 1315 - Acting for Everyone**

Meets MN Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. In this course, students will explore the art and craft of acting, to heighten the student's self-awareness and to improve presentational skills, both individually and in collaboration. Through a series of exploratory exercises, written assignments, and performed presentations, students will engage with and create texts, sharpening analytical skills, and improving understanding of both self and humanity. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

- \* Analyze scripts and characters in scripts.
- \* Apply acting theory and techniques to characters.
- \* Evaluate performances in class and out of class.
- \* Perform for class in scenes, improvisations, monologues, etc.
- \* Evaluate acting seen in class and assigned to attend.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**THTR 1320 - Analysis of Dramatic Literature**

In this course, students will learn to analyze plays and appreciate how dramatic theory acts within plot structures, styles, genres, characters, and themes. Students will analyze dramatic works through both practical and critical perspectives. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

- \* Analyze a dramatic text from a variety of practical and critical perspectives.
- \* Seek and apply appropriate research to better understand a dramatic text and its cultural/historic circumstances.
- \* Identify practical and/or intellectual challenges posed by a dramatic text and devise creative solutions.
- \* Demonstrate in writing a clear understanding of a dramatic text in terms of style, form, and genre.
- \* Apply principles of small group communication to create a shared understanding of and creative approach to a dramatic text.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**THTR 1325 - Theatre Practicum I**

This course explores the practical application of theatre skills in stage management or technical crews in the areas of costume, scenic, lighting, properties, sound, and stagehands. Students must complete 50 hours of crew work. This course may be repeated. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

- \* Practice safety techniques in operating machinery.
- \* Build or complete theatre projects creatively and in a timely manner.
- \* Collaborate effectively with design teams and other technicians.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(1 C: 0 lect/pres, 1 lab, 0 other)

**THTR 1330 - Introduction to Theatre**

Meets Minnesota Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. In this course, students will explore the history and art form of theatre. Students will research how theatrical form and vision between diverse periods and cultures communicates and reflects the culture and context from which it was created.

Students will participate in a broad range of experiences including performance and crew work. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

- \* Describe the differences in theatrical form and vision between diverse periods and cultures.
- \* Analyze the means whereby various conceptual/style approaches and/or use of dance and music are used as a communicative and interpretive tool.
- \* Devise the means through which an historic or contemporary dramatic text reflects or critiques the culture and context from which it emerged.
- \* Demonstrate and devise the means through which theatrical performance may directly engage relevant social or intellectual issues.

\* Actively participate in the creation of a publicly-presented theatrical event.

\* Devise and present an original group-based performance scenario.

\* Describe how elements of directing, performance, and design contribute to an effective or ineffective personal experience.

\* Describe and demonstrate the various communication tools used by scenic, costume, lighting, and sound designers.

\* Analyze the means whereby various conceptual/style approaches and/or use of dance and music are used as a communicative and interpretive tool.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

**THTR 1335 - Stagecraft**

This course is a study and application of technical theatre procedures, introducing the elements of theatrical design and its implementation for stage productions. Students will experience scenic construction methods emphasizing safety standards as well as developing competencies utilizing power and hand tools. Students will develop a working knowledge of equipment and use of theatre rigging, lighting, audio, F/X, properties, and painting techniques. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

\* Analyze, identify and evaluate the elements of theatrical design requirements as they apply to the concepts and meaning of a script.

\* Identify each member's role and communicate effectively within a collaborative

theatrical production.

\* Implement common theatrical production techniques, including set and property construction, lighting hang and focus, scenic rigging painting techniques and audio production.

\* Analyze construction plans for material acquisition and cost estimation.

\* Develop a working knowledge of backstage and scenic studio, safety and etiquette.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 0 lect/pres, 1.5 lab, 1.5 other)

#### THTR 1340 - Costume Construction

This course explores the theory and application of theatrical costume construction. Students will learn techniques and procedures to properly use equipment, analyze how to use patterns, and evaluate various stitching techniques in garment creation. Students will prepare a resume and collect artifacts for a final portfolio. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

\* Apply basic sewing techniques by hand and by machine.

\* Apply research skills to flat patterns.

\* Use appropriate cutting and sewing techniques with flat patterns.

\* Employ appropriate safety techniques in operating studio equipment.

\* Preserve project samples for a portfolio and resume.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 0 lect/pres, 3 lab, 0 other)

#### THTR 1345 - Active Collaboration

Meets Minnesota Transfer Curriculum Goal Area 6 - Humanities and Fine Arts. The arts express statements about the society and culture in which they were conceived and received. This course explores the history, methods and practice of collaborative and interdisciplinary works in the arts. Students will explore aesthetics and connections in the areas of visual art, music, theatre, film, and dance. Students will observe and create collaborative art projects.

Student Learning Outcomes:

\* Analyze the individual aesthetics of and collaborative connections between visual art, music, theatre, film, and dance.

\* Describe how integrated arts movements have historically expressed collective statements regarding society and culture.

\* Translate and demonstrate historic practices with a relevancy toward contemporary issues and concerns.

\* Apply semiotic and phenomenological methodologies to analyze and evaluate works of art.

\* Utilize effective collaboration skills to create projects and performances which apply the principles of diverse artistic mediums.

\* Translate and demonstrate historic practices with a relevancy toward contemporary issues and concerns.

\* Employ a range of collaborative communication models from fully democratic to leader-based.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### THTR 1350 - Acting Foundations

This course will explore how to perform and how to evaluate performances. This course will help students develop basic acting skills and discover inner resources through classroom exercises, improvisations, and performances of scenes from plays. This course satisfies the Minnesota State Transfer Pathways for an Associate of Fine Arts (AFA) in Theatre.

Student Learning Outcomes:

\* Improve improvisation skills.

\* Employ physical movement techniques in acting.

\* Use personal emotional and sense memory as techniques in acting.

\* Apply new skills to the process of embodying a character.

\* Apply acting theory to analysis of a dramatic text.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### THTR 1355 - Practical Creativity

Meets Minnesota Transfer Goal Area 6 - Humanities and Fine Arts. This course will explore several current theories and practices surrounding the idea of creativity. Students will understand and engage in creative processes and make aesthetic judgments on artistic works. The course will foster self-discovery and experiential learning through research, creation of projects, and critical evaluation.

Student Learning Outcomes:

\* Demonstrate awareness of the scope and variety of works in the arts and humanities.

\* Describe and appreciate works in the arts and humanities as expressions of individual and collective values within an intellectual, cultural, historical and social context.

\* Explore intellectually the ideas expressed in works in the arts and humanities.

\* Engage in creative processes or interpretive performance.

\* Articulate an informed personal response to works in the arts and humanities.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### THTR 1370 - Introduction to Technical Theatre

MN Transfer Curriculum Goal 6. In this course, beginning and experienced students will explore the art and function of technical theatre in a professional environment. With a focus on understanding the different roles in technical theatre including scenic, costumes, properties, lighting, sound, and stage management students will be introduced to the artistry and function of each technical theatre area. Through exploring the historical background of technical theatre practices, students will engage both design and implementation components, developing an understanding and appreciation for how the technical aspects of theatre create meaning and communicate story. Included is an overview of safety specific to each theatrical discipline as well as an understanding of the components of technical theatre in a variety of performance spaces.

Utilizing a variety of in-class instructional strategies as well as experiential learning in partnership with GREAT Theatre, students will be introduced to the technical theatre in a professional environment. This course is a required component of the Technical Theatre Practicum AA degree in partnership with GREAT Theatre and is also open to any student interested.

Student Learning Outcomes:

\* Apply creative thinking and problem-solving skills as they relate to technical theatre practices and artistry.

\* Interpret the organizational structure and roles and relationships of professional technical theatre staff.

\* Build relationships to effectively contribute to the overall outcomes of theatrical production.

\* Analyze different types of theatrical performance spaces (proscenium, black box, outdoor).

\* Analyze theatrical paperwork (i.e. costume renderings, lighting magic sheets, scenic elevations, sound plots) standards, and terminology utilized to effectively communicate in technical theatre.

\* Explain the process of creating a theatrical production as it develops from page to stage.

\* Describe how script interpretation and analysis inform the elements of theatrical design.

\* Interpret historical and contemporary texts from a technical design perspective.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### THTR 1371 - Technical Theatre Practicum I

Technical Theatre Practicum I provides students the opportunity to see the inner workings of a production from the backstage perspective. Through a hands-on experience with GREAT Theatre, students will gain insight into the technical aspects of theatre by working alongside lighting, scenic, sound, properties, costume, and stage management professionals during tech week of a GREAT production (the final two weeks of rehearsal leading to opening night of a production). This course provides an artistic and practical foundation for the Technical Theatre Practicum AA degree as students are introduced to the responsibilities and processes of preparing for a live theatrical production by working on an actual production crew. In this course students will spend 100 hours under the

guidance of GREAT Theatre professionals.

Student Learning Outcomes:

- \* Apply theatre safety skills and procedures.
  - \* Identify key collaborators and their roles in theatre production.
  - \* Demonstrate effective communication and collaboration as it relates to specific backstage production roles.
  - \* Explore the tech week production processes for theatre.
- (2 C: 0 lect/pres, 0 lab, 2 other)

### THTR 1372 - Technical Theatre Practicum 2

Technical Theatre Practicum 2 introduces students to six areas of technical theatre: scenic, costumes, properties, lights, sound, and stage management. Throughout the practicum experience with GREAT Theatre, students will rotate through each area, gaining insight, hands-on skills, and real work experience in each of the six disciplines. Under the guidance of theatre professionals, students will gain an overview of and practice in the six different shops/skill focuses learning the basics of construction and implementation as it relates to each specific area. In this course students will spend 150 hours (3 credits) under the guidance of GREAT Theatre professionals.

This practicum is a required component of the Technical Theatre Practicum AA degree and builds on knowledge, skills, and experience gained in Technical Theatre Practicum 1.

Student Learning Outcomes:

- \* Utilize terminology, vocabulary, and communication tools used in technical theatre areas.
- \* Exhibit safety procedures specific to each technical discipline.
- \* Utilize technical theatre equipment and tools in each technical discipline.
- \* Analyze the roles and responsibilities of six different technical theatre professions.
- \* Explain the paperwork and build/development processes in each technical discipline.

Prerequisite(s): THTR1371

(3 C: 0 lect/pres, 0 lab, 3 other)

### THTR 1373 - Technical Theatre Practicum 3

In Technical Theatre Practicum 3 students will begin to specialize in self-selected areas of technical theatre, focusing in on 2-3 areas from the six options (scenic, costumes, properties, lights, sound, stage management). Through hands-on experiences with GREAT Theatre, students will engage their selected areas of focus under the supervision of theatre professionals, working in respective shops and experiencing show conditions by working on realized productions. In this course students will spend 150 hours (3 credits) under the guidance of GREAT Theatre professionals.

This practicum is a required component of the Technical Theatre Practicum AA degree and builds on knowledge, skills, and experience gained in Technical Theatre Practicums 1 and 2.

Student Learning Outcomes:

- \* Demonstrate organizational, time management and communication skills.
- \* Examine the art of collaboration with artistic and production teams.
- \* Utilize terminology, vocabulary, and communication tools in specific technical theatre areas of focus.
- \* Interpret technical drawings and paperwork specific to technical theatre areas of focus.
- \* Exhibit proficiency with theatrical tools and materials specific to disciplinary areas in accordance with industry safety guidelines.
- \* Explain the importance of archiving theatrical work in a professional portfolio format.

Prerequisite(s): THTR1372

(3 C: 0 lect/pres, 0 lab, 3 other)

### THTR 1374 - Technical Theatre Practicum 4

Technical Theatre Practicum 4 allows students the opportunity to specialize in a self-selected area of technical theatre (set, costumes, properties, lights, sound, stage management) by working with GREAT Theatre. Students will gain real world experience under the supervision of a professional theatre artist in their selected area of emphasis, gaining hands-on experience both in the shop and backstage during production. Working closely with the production design team, students will engage their discipline area in the process from page to stage. Dur-

ing this semester, students will develop a professional portfolio to demonstrate their theatrical skills and experience. In this course students will spend 200 hours (4 credits) under the guidance of GREAT Theatre professionals.

This practicum is a required component of the Technical Theatre Practicum AA degree and builds on knowledge, skills, and experience gained in Technical Theatre Practicums 1, 2, and 3.

Student Learning Outcomes:

- \* Exhibit organizational, time management, and communication skills as well as professional practices and standards associated with a specific technical theatre role.
- \* Utilize collaboration techniques with artistic and production teams.
- \* Demonstrate mastery of shop safety, construction/implementation methods, tool use and maintenance for specific technical theatre discipline.
- \* Construct technical drawings and paperwork for communication specific to technical theatre areas of focus.
- \* Implement paperwork, standards, and terminology related to one specific area of technical theatre.
- \* Implement specific designs for technical theatre discipline.
- \* Demonstrate the importance of archiving technical theatre work.
- \* Create a professional portfolio.

Prerequisite(s): THTR1373

(4 C: 0 lect/pres, 0 lab, 4 other)

### TRAN 1503 - General Service

This course is an introduction to the automotive industry. Materials covered will include an overview of the entire vehicle layout, components, correct procedures, intervals for servicing, and maintaining multiple types of vehicles. Students will have a strong emphasis on shop safety, vehicle lifting, hoisting, along with the use of electronic service information, technical service bulletins, and repair orders. Students while disassembling and reassembling vehicle components will also be introduced to shop tools, equipment, how to use them correctly and safely. Students will examine many scientific principles and materials that apply to the transportation industry.

Student Learning Outcomes:

- \* Apply soft skills and shop safety procedures while working in the lab.
- \* Identify service intervals and perform vehicle safety inspections.
- \* Demonstrate oil/filter service, maintenance, and light repairs.
- \* Comprehend waste handling procedures and comply with Environmental Protection Agency (EPA) and Minnesota Pollution Control Agency (MPCA) regulations.
- \* Perform cooling system test, maintenance and light repairs to vehicles.
- \* Analyze electronic service information, technical service bulletins, and repair orders.
- \* Examine the function and operation of entire vehicle's main components and systems.
- \* Demonstrate safe and proper use of basic hand tools and shop equipment.
- \* Identify the different types of fasteners and hardware used in the transportation industry.
- \* Disassemble and reassemble vehicle components using correct tools and procedures.
- \* Demonstrate how to use measuring devices such as, micrometers, veneer calipers, and dial indicators.
- \* Demonstrated serpentine belt and tensioner inspection and replacement.

Corequisite(s): AUTO1510

(Variable C: 1 lect/pres, 2 lab, -3 other)

### TRAN 1504 - Electricity and Electronic Principles

This is an introductory course to electricity and electronic principles. The student will acquire a basic understanding of voltage, current, and resistance, and how they function and operate in an electrical circuit. The student will study the sources of electricity including chemical reactions, light, heat, and magnetism. Students will learn about solid state devices such as resistors, diodes, and transistors. Lab work will give the students hands-on experience building electrical circuits, and measuring voltage, current, and resistance using digital multi-meters and oscilloscopes.

Student Learning Outcomes:

- \* Examine both conventional and electron theory.
- \* Identify how voltage, current and resistance is used in an electrical circuit.
- \* Develop safe working practices around electricity.

- \* Examine how electricity and electrical components are used in vehicle electrical systems.
  - \* Develop basic diagnostic electrical trouble shooting skills.
  - \* Understand and use different functions of automotive electrical testing equipment.
  - \* Identify sources of electricity, and explain the origin, e.g. chemical reaction, light, heat, or magnetism.
- (3 C: 1 lect/pres, 2 lab, 0 other)

#### TRAN 1517 - Scan Tool Data Acquisition

On today's complex cars and light trucks, computers affect every aspect of our vehicles. In this course, students will have the opportunity to acquire and store data from various automotive computer systems using factory and aftermarket scan tools. Students will also have the opportunity to learn how to decode and interpret VIN, vehicle I.D. along with different emissions and information labels, also gathering and interpreting the valuable vehicle and computer information that will assist them in performing service work in accordance with the manufacturer procedures.

Student Learning Outcomes:

- \* Interpret VIN and vehicle I.D. labels and information.
  - \* Begin to identify typical automotive computer operation on late model vehicles.
  - \* Perform a computerized scan analysis.
  - \* Perform bi-directional control of different vehicle functions: (honk the horn, roll the window up and down)
  - \* Be aware of safe and ethical practices as it relates to engine computer service procedures.
  - \* Begin to develop job entry level skills when performing basic engine, body, and chassis monitoring with various scan tools.
  - \* Exhibit professionalism in the transportation industry.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### TRAN 1518 - Transportation Hazardous Materials

Students enrolled in this class will learn how to identify and to handle hazardous materials found in the transportation industry. Students will access and utilize safety and environmental information. Students will be able to recognize their professional obligation to explore, develop, and implement pollution preventive and safe maintenance practices.

Student Learning Outcomes:

- \* Identify shop safety hazards.
  - \* Determine the effects of hazardous materials and hazardous waste on workers and the environment.
  - \* Determine methods to reduce or eliminate waste from entering environmental ecosystems.
  - \* Develop methods to enlighten customers of their environmental responsibilities.
  - \* Identify Environmental Protection Agency and Minnesota Pollution Control Agency data sources.
- (1 C: 1 lect/pres, 0 lab, 0 other)

#### TRAN 1520 - Workplace Perceptions and Expectations

This course introduces students to the different types of certifications and technician levels needed for advancement in the transportation industry. Students will receive instruction in job exploration, job application forms, resume writing and interview skills. Student will understand the importance of soft skills such as communication, work performance, and workplace ethics.

Student Learning Outcomes:

- \* Communicate professionally with coworkers, employers, and customers.
  - \* Generate written materials used to aid in securing a job, e.g. employment applications, resumes, etc.
  - \* Demonstrate interview skills.
  - \* Analyze various benefit and payment methods offered to employees.
  - \* Know the kinds of costs associated with operating an automotive business.
  - \* Compare and contrast the impact on both businesses and employees between union and non-union labor practices in the workplace.
  - \* Identify types of industry certifications, levels of certification and growth opportunities in the transportation field.
  - \* Discuss industry associations, national conferences, and training opportunities for transportation technicians.
  - \* Develop professional ethical practices and responsibilities.
- (2 C: 2 lect/pres, 0 lab, 0 other)

#### WELD 1502 - Welding for Work and Leisure

This course covers basic welding procedures using arc welding and oxy-fuel equipment. One of the major topics of discussion will be safe use of this equipment. Time will be spent in the lab completing welds in various positions with different processes and electrodes. The processes to be covered in this class will be stick welding (SMAW), wire feed (GMAW), Oxy-Acetylene welding, cutting and brazing along with an introduction to other equipment used in welding shops. Students in this course will be non-welding majors where welding may be a useful tool. Course instruction will stress the many situations where it is advisable to have a skilled welder engaged. Knowing your limitations is of the utmost importance.

Student Learning Outcomes:

- \* Apply shop safety practice and proper use of shop equipment.
  - \* Calculate proper voltage, feed speeds, and amperages based on machine operation, conditions, materials, and equipment.
  - \* Identify preferred welding process to be utilized to complete assigned tasks.
  - \* Select appropriate electrodes for specified applications.
  - \* Complete welding projects assigned by the instructor in various positions using various welding processes.
- (2 C: 1 lect/pres, 1 lab, 0 other)

#### WELD 1505 - Arc Welding Processes I

Students will study the uses of these process in industry, fundamentals of the process, and safety concerns connected with the Shielded Metal Arc Welding (SMAW), along with an introduction into Gas Metal Arc Welding (GMAW), the types of power sources used with these two processes, and other related safety working conditions in the welding field. Time will be spent in the lab developing skills using the SMAW and GMAW processes. Welds will be made in the flat, horizontal, vertical and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Demonstrates proper use and inspection of personal protection equipment (PPE).
  - \* Demonstrates proper safe operation practices in the work area.
  - \* Demonstrates proper use and inspection of ventilation equipment.
  - \* Demonstrates proper Hot Zone operation.
  - \* Demonstrates proper work actions for working in confined spaces.
  - \* Demonstrates proper use of precautionary labeling and MSDS information.
  - \* Performs safety inspections of SMAW, GMAW equipment and accessories.
  - \* Makes minor external repairs to SMAW, GMAW equipment and accessories.
  - \* Operates and set up for SMAW, GMAW operations on carbon steel.
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(Variable C: 1 lect/pres, 4 lab, 0 other)

#### WELD 1515 - Thermal Welding and Cutting Process

This course covers the use of oxy-fuel cutting equipment (OFC) when, welding, cutting, brazing, and the use of the Plasma Arc Cutting (PAC) hand held along with CNC operations and Air Carbon Arc Cutting (CAC-A) processes. A very important part of this course will be discussing safety as related to the thermal welding and cutting equipment. Time will be spent in the lab developing skills using the thermal welding and cutting processes. Welds will be made in the flat, horizontal, vertical and overhead positions. Cuts will be made in the flat and horizontal positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Demonstrate proper use and inspection of personal protection equipment (PPE).
- \* Demonstrate proper safe operation practices in the work area.
- \* Perform safety inspections of manual OFC, PAC, CAC-A equipment and accessories.
- \* Make minor external repairs to manual OFC, PAC, CAC-A equipment and accessories.
- \* Operate and sets up for manual, mechanized, and CNC OFC/PAC operations on carbon steel, austenitic stainless steel, and aluminum.
- \* Operate and set up for manual CAC-A scarfing and gouging operations on carbon steel.
- \* Demonstrate proper inspection and operation of equipment used for each welding and thermal cutting process.

Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(Variable C: 1 lect/pres, 2 lab, 0 other)

### WELD 1520 - Metallurgy and Safety in Fabrication

This course covers the study of metals and how to safely join them in the fabrication of weldments to Generally Industries OSHA 10 requirements. Physical and mechanical properties of alloyed materials as they apply to welding, cutting, forming, shaping and heat treating will be covered. The students will do a capstone/developmental research project of manufacturing processes of products being built in manufacturing. There will also be a wide variety of equipment used during this course and several projects will be fabricated. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum, OSHA and related code books.

Student Learning Outcomes:

- \* Demonstrate proper use and inspection of personal protection equipment (PPE).
  - \* Demonstrate proper safe operation practices in the work area.
  - \* Will complete a General Industry OSHA 10 safety.
  - \* Develop an understanding of the terminology used in the study of metals.
  - \* Describe the types of tests that are performed on metals to determine their range of usefulness.
  - \* Determine the difference between ferrous and nonferrous metals and how the applications will vary.
  - \* Fabricate various projects using prints and basic hand tools.
  - \* Research manufacturing fabricated products and their material make up's (Capstone/Development Project).
- Prerequisite(s): ENGL0900 and READ0900 or all three of these ESOL0910, ESOL0920, ESOL0930 or Appropriate Placement Score.  
(3 C: 2 lect/pres, 1 lab, 0 other)

### WELD 1529 - Print Reading and Math Applications

The Welding profession requires a good working knowledge of print and math concepts using whole numbers, fractions, decimals and the metric system in conjunction with prints. To accurately layout and fabricate parts the welder will need basic knowledge of print lines, dimensions, notes, and welding symbols. In many instances the welder will be required to calculate the weight and cost of material to fabricate a tank then calculate the capacity, which may be needed in cubic feet, gallons or liters. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Interpret basic elements of a drawing or sketch.
- \* Interpret welding symbol information.
- \* Prepare an applicable bill of materials.
- \* Perform conversions of standard inch and metric measurements.
- \* Solve the common welding/fabrication workplace problems involving perimeter, area, surface area and volume.

Prerequisite(s): MATH0420 or Appropriate Placement Score.  
(Variable C: 2 lect/pres, 0 lab, 0 other)

### WELD 1533 - Fabrication Print Reading

This course is a continuation and reinforcement of the fundamental component of welding prints together that make up structures in industry. The student will break down welding prints to develop the skill needed to fabricate individual component parts that will makeup welded structures. There will be discussions on the different welding prints and symbols in the various organizations in the welding field and how the Welding Procedure Specification (WPS) and non-destructive examination symbols correlate with the prints for welding. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Interprets welding symbol information.
- \* Prepares an applicable bill of materials.
- \* Performs conversions of standard inch and metric measurements.
- \* Develop an understanding of the components of a Welding Procedure Specification (WPS).
- \* Interpret non-destructive examination symbols.

Prerequisite(s): WELD1529  
(1 C: 1 lect/pres, 0 lab, 0 other)

### WELD 1540 - Arc Welding Processes II

Students will study the fundamentals and the safety concerns of the two wire feeding processes; Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW). Within this study the students will cover five major groups: Power Sources, Shielding Gases, Methods of Transfer, Electrodes, and Limitations. Time will be spent in the lab developing skills using the GMAW, FCAW processes. Welds will be made in the flat, horizontal, vertical and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Demonstrate proper use and inspection of personal protection equipment (PPE).
- \* Demonstrate proper safe operation practices in the work area.
- \* Perform safety inspections of GMAW, FCAW equipment and accessories.
- \* Make minor external repairs to GMAW, FCAW equipment and accessories
- \* Operate and sets up for FCAW operations on carbon steel.
- \* Operate and sets up for GMAW operations on carbon steel, stainless steel, and aluminum.

Prerequisite(s): WELD1505  
(6 C: 1 lect/pres, 5 lab, 0 other)

### WELD 1545 - Gas Tungsten Arc Welding

Students will study the fundamentals and safety concerns connected with the Gas Tungsten Arc Welding (GTAW) equipment. Within this study the students will cover five major groups: Power Sources, Shielding Gases, Current Selection, Torch Types, and Limitations. Time will be spent in the lab developing skills using the GTAW process for carbon steel, austenitic stainless steel, and aluminum. Welds will be made in the flat, horizontal, vertical and overhead positions. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Demonstrate proper use and inspection of personal protection equipment (PPE).
- \* Demonstrate proper safe operation practices in the work area.
- \* Perform safety inspections of GTAW equipment and accessories.
- \* Make minor external repairs to GTAW equipment and accessories.
- \* Operate and sets up for GTAW operations on carbon steel, austenitic stainless steel, and aluminum.

Prerequisite(s): WELD1505  
(4 C: 1 lect/pres, 3 lab, 0 other)

### WELD 1558 - Robotics, Inspection, and Testing

Students will study the fundamentals of welding inspection processes and different types of testing that are conducted both destructively and non-destructively to ensure the soundness of the weldments. The students will also gain an understanding of the importance of researching companies to better prepare them in the resume development process, and interview with confidence. The students will program an industrial robotic welder for a variety of welding applications by applying safe operation, positional teaching, program logic and sequence, and input/output command structure to achieve optimum quality and cycle time. Written and Fundamental tests will be done in accordance with the American Welding Society (AWS) SENSE curriculum and code books.

Student Learning Outcomes:

- \* Demonstrate proper use and inspection of personal protection equipment (PPE).
- \* Demonstrate proper safe operation practices in the work area.
- \* Develop an understanding of the fundamental operations of a robotic welder.
- \* Examine cut surfaces and edges of prepared base metal parts.
- \* Examine tacks, root passes, intermediate layers, and completed welds.
- \* Understand the importance of cover letters and resumes.
- \* Research employable companies to better prepare for interviewing.

Prerequisite(s): WELD1520  
(3 C: 2 lect/pres, 1 lab, 0 other)

### WETT 1502 - Basic Laboratory Skills

Students will learn basic testing skills, weighing and sampling techniques. Course also includes: laboratory safety, the identification, care, and use of laboratory supplies and equipment.

Student Learning Outcomes:

- \* Understand the importance and purpose of laboratory testing, and lab safety.
- \* Conduct basic water and wastewater analysis using standard testing procedures and interpretation of the results.
- \* Identify laboratory equipment, its care and use.

(1 C: 0 lect/pres, 1 lab, 0 other)

### WETT 1506 - Introduction to Water/Wastewater Technology

Students will gain an understanding and develop skills, knowledge, and attitude necessary to be successful in the water and wastewater treatment program. Student will study water and wastewater terminology, identify operator duties, identify different treatment processes, identify sources of water and define water characteristics. Students will learn the impacts people have, due to group and individual behaviors, on water resources and the treatment processes designed to limit those effects. This course will distinctly define the differences between water and wastewater treatment facilities.

Student Learning Outcomes:

- \* Identify, and describe treatment facilities and processes utilized in water and wastewater treatment, including collection and distribution systems.
- \* Differentiate between ground water and surface water sources.
- \* Differentiate between physical, chemical, biological and radiological characteristics of water and wastewater.
- \* Develop base knowledge regarding regulatory requirements for water and wastewater treatment.
- \* List and describe duties and responsibilities of water and wastewater treatment plant professionals.
- \* Define cultural differences relating to availability of potable water supplies.

(3 C: 3 lect/pres, 0 lab, 0 other)

### WETT 1510 - Water / Wastewater Treatment Calculations

Students will perform basic mathematical calculations directly related to the water and wastewater field. This course has a main focus on math theories, but also will include applied mathematical applications. Students must learn the theoretical math before applying the math concepts in practical applications in order to manipulate data and use that data for process control in water and wastewater treatment applications. Upon completion of this course, students will understand the importance of mathematical theories as stated in the course content and topics. The relevance of the math concepts will be applied and further understood in future courses taken in the Water Environment Technologies program. A wide variety of conversions are introduced to the students that specifically relate to the water and wastewater industry.

Student Learning Outcomes:

- \* Solve basic mathematical calculations utilized in the water and wastewater industry.
- \* Convert units to solve mathematical equations.

(2 C: 2 lect/pres, 0 lab, 0 other)

### WETT 1514 - Source Water Treatment and Development

Students will study the treatment and development of both ground and surface water sources. Areas studied will include: well construction and development, pump types and applications, ground and surface water protection, pretreatment of surface water, and water filtration.

Student Learning Outcomes:

- \* Identify the three basic types of centrifugal pumps, their applications, and methods of selection.
- \* Identify the three categories of positive displacement pumps, their applications, and methods of selection.
- \* Determine, by calculation, pumps sizing and pump selections.
- \* Understand the importance of meeting well construction codes and preventive maintenance procedures for a public water supply.
- \* Explain the process of designing a wellhead protection program.
- \* Describe the steps to be followed in conducting a sanitary survey of a water supply.
- \* Explain the importance of reservoir and watershed management.
- \* Understand the operation and maintenance processes related to gravity and pressure filtration systems.

(4 C: 2 lect/pres, 2 lab, 0 other)

### WETT 1518 - Water Plant Operation I

This course assists students to identify and gain knowledge and demonstrate the skills and tasks used in the treatment of raw water and the production of finished drinking water. The tasks and skills reflect tests and operations that are practices in water treatment plants and are based on biological and chemical concepts. The tests are in correlation with Public Health and Environmental Protection Agency

Standards.

Student Learning Outcomes:

- \* Understand water use, pricing, loss identification and reduction and conservation practices.
- \* Explain the purpose and describe the operation of the equipment involved in the aeration process.
- \* Describe the function and operation of the coagulation and flocculation process.
- \* Calculate chemical feed rates required to achieve proper floc formation.
- \* Calculate and explain the concepts of detention time, surface overflow rates, and weir overflow rates as they relate to sedimentation.
- \* Perform laboratory analysis and apply the results to operation of a water treatment plant in a safe manner.
- \* Demonstrate ability to work, problem solve, and communicate with diverse populations both verbally and in writing.

(3 C: 2 lect/pres, 1 lab, 0 other)

### WETT 1522 - Water Treatment Plant Operation II

Students in this course will continue to study the various techniques and methods required to provide a safe, sanitary drinking water supply for the public. The course will focus on water softening and stabilization techniques currently being applied by the water industry. The course also examines water fluoridation and adsorption treatment methods. Plant operation procedures and evaluation of treatment performance will be analyzed both mechanically and by generating and evaluating laboratory data to verify process control and regulatory compliance.

Student Learning Outcomes:

- \* Assess the chemistry of water softening and combine it with operational data.
- \* Perform pre and post analysis of a water sample and summarize the results.
- \* Determine chemical dosage required for removal of hardness, turbidity and color.
- \* Investigate the importance of providing a stable water supply from both a health and economic perspective.
- \* Judge the importance and application of Activated Carbon adsorption as a water treatment technique.
- \* Evaluate chemicals used to fluoridate a water supply.
- \* Utilize and compare calculated dosages and techniques used to feed and apply Fluoride.
- \* Demonstrate ability to work, solve problems, and communicate with others both verbally and in writing.

Prerequisite(s): WETT1518

(3 C: 2 lect/pres, 1 lab, 0 other)

### WETT 1526 - Water Distribution Systems

Students will be exposed to all operational design and maintenance characteristics of water distribution systems. This will include storage facilities, pump stations, distribution piping, valves, and fittings and associated hydraulics. The course will include a 40-hour internship at a water treatment facility.

Student Learning Outcomes:

- \* Knowledge of selection, application, and operation of various valves and fittings.
- \* Compare and contrast different types of pipe materials and their application.
- \* Operate and maintain fire hydrants following industry safety standards.
- \* Describe different types of storage tanks and the proper application of each type.
- \* Perform a direct tap and a tap using a saddle into a water main.
- \* Perform pipe flow capacity and head loss calculations on a distribution system.
- \* Describe the operation of residential water meters.
- \* Investigate cross-connections and explain the application of the different types of backflow preventers.
- \* Describe how water quality is impacted by the water distribution system.

Prerequisite(s): WETT1506, WETT1510, WETT1502

(3 C: 1 lect/pres, 2 lab, 0 other)

### WETT 1530 - Understanding OSHA Safety Regulations in the Water Industry

Students will study the intent of the OSHA regulations as they pertain to the safety of the individual in the water industry. Students will obtain an understanding of the development of OSHA. Students will also construct a facility safety and health manual based on the knowledge obtained in the classroom and information gathered through research and observation at a local utility

Student Learning Outcomes:



- \* Investigate the history of OSHA and the reasons for its development.
  - \* Judge the importance of management and employee involvement in a safety program.
  - \* Assess the primary hazards involved in the water industry.
  - \* Develop a job hazard analysis presentation.
  - \* Generate a safety presentation using the seven steps of presenting a safety program.
  - \* Construct and develop a utility safety manual.
- (3 C: 3 lect/pres, 0 lab, 0 other)

#### **WETT 1534 - Wastewater Treatment Plant Operations I**

This course will assist students in understanding lift stations, preliminary, primary and secondary operations and process control at a wastewater treatment facility. Students will understand the importance of various treatment process steps, the order of operation and the purpose of each. The handlings of solid wastes from a wastewater treatment facility are introduced in this course. The concept of rotating biological contactors and trickling filter operations and maintenance will be presented as the secondary processes. Process control of the various stages of treatment is a major focus of this course. Students will be presented with the opportunity to demonstrate control strategies, safety practices, ability to solve mechanical, flow and pollution problems. The lab component in this class will address specific analytical methods directly associated with the treatment processes involved.

Student Learning Outcomes:

- \* Identify, distinguish and differentiate between treatment processes and control techniques for lift stations, preliminary treatment, primary treatment and secondary treatment within a wastewater treatment facility.
  - \* Relate control parameters with lab analysis associated with individual treatment processes.
  - \* Identify potential hazards in a wastewater treatment facility and lab settings.
  - \* Demonstrate the knowledge and ability to identify and correct unsafe and/or harmful conditions.
  - \* Inspect and classify lift stations and describe their function in a wastewater collection system.
  - \* Compute mathematical functions relative to the operation of wastewater treatment processes.
  - \* Examine and assist with real-life treatment facility operations and problem solving.
  - \* Demonstrate ability to work with others, problem solve and communicate, orally and in writing.
  - \* Cooperate with other learners and instructional staff through group projects and in lab settings.
- Prerequisite(s): WETT1502, WETT1506, WETT1510  
(3 C: 2 lect/pres, 1 lab, 0 other)

#### **WETT 1538 - Wastewater Treatment Plant Operations II**

This course is a continuation of Wastewater Treatment Plant Operations I. Students will gain an understanding and develop skills, knowledge, ability and attitude necessary to be successful with controlling processes that occur in Activated Sludge, Stabilization Pond and Septic systems. The student will identify problems that occur in each of these processes and develop skills necessary to troubleshoot and solve the problems. Mathematical computations in conjunction with process control are a major objective in this course. The laboratory component presented in this course will require a synthesis of prior theory and practice. The use of microscopic evaluation to identify organisms in wastewater treatment processes is explored in this course. Septic system design and construction will be evaluated as content in this course.

Student Learning Outcomes:

- \* Assess treatment processes and control techniques for pond systems, septic systems and activated sludge systems.
- \* Select lab tests and relate control parameters to lab analysis results associated with individual treatment processes and the overall treatment facility in a safe and efficient manner.
- \* Interpret and explain the nitrogen cycle.
- \* Calculate flows, chemical dosages, detention times and other mathematical computations associated with operation and control of treatment facilities.
- \* Assess real-life treatment facility operations and problem solving strategies.
- \* Demonstrate ability to cooperate and work with others, troubleshoot systems, problem solve and communicate, orally and in writing.
- \* Identify and explain the significance of various aquatic organisms in the waste-

water secondary biological processes.

Prerequisite(s): WETT1534  
(4 C: 2 lect/pres, 2 lab, 0 other)

#### **WETT 1542 - Wastewater Laboratory Procedures**

Students will receive the opportunity to observe, perform and demonstrate their abilities with a wide variety of water and wastewater tests commonly performed at a water and/or wastewater treatment facility. Students will interact with other students while performing sampling, preservation and handling of samples as well as when running an analysis. Students will be working in a variety of groups and sharing ideas and skills necessary and expected throughout the industry in performing standardized tests. Students will be required to generate lab reports and complete standard regulatory forms with their data generated from their lab results.

Student Learning Outcomes:

- \* Select and perform lab procedures appropriate for wastewater treatment facility operation and control, while observing and practicing necessary safety practices in a lab setting.
- \* Improve skills and techniques associated with water and wastewater lab analysis (including quality control), develop procedural techniques and relate lab results to wastewater treatment facility operation and control.
- \* Generate, organize, manipulate, formulate, and complete lab spreadsheets, forms and reports required by employers and regulatory agencies.
- \* Calculate loading rates, percentages, and other mathematical computations related to the data developed from lab analysis in a safe and efficient manner.
- \* Determine and explain the use of lab ware, chemicals and electronic equipment used during lab analysis, in a safe and efficient manner.
- \* Develop and demonstrate the ability to interact, collaborate, listen, assist, communicate orally and in writing and share responsibilities with lab partners.

Prerequisite(s): WETT1502, WETT1506, WETT1510  
(3 C: 1 lect/pres, 2 lab, 0 other)

#### **WETT 1546 - Collection and Disinfection Systems Operation**

This course will prepare students for the operation and maintenance of wastewater collection systems and disinfection methods employed in water and wastewater treatment systems. The installation and maintenance of the equipment required by these systems will be explored. Disinfection by gas chlorination, as well as other chlorine methods of disinfection, will be the main focus of the disinfection methods discussed. Ultra Violet Light, Ozone, Heat, and other methods of disinfection will be addressed in this course as well. Calculations of chemical dosages and safety practices involved with handling chemicals will be included in this course. Lab analysis and interpretation of lab data will be demonstrated and practiced to ensure comprehension and understanding of these systems.

Student Learning Outcomes:

- \* Examine collection and disinfection systems.
- \* Select analytical methods used for disinfection of water and wastewater.
- \* Disassemble, inspect, reassemble, and explain the mechanical equipment and uses of the equipment in chlorine feed systems.
- \* Calculate flows, chemical dosages and feed-rates, percent solutions and other mathematical computations associated with chemical additions.
- \* Assess methods of lift-station and collection system operation and maintenance, and safety policies in accordance with industry standards.

Prerequisite(s): WETT1502, WETT1506, WETT1510  
(3 C: 2 lect/pres, 1 lab, 0 other)

#### **WETT 1550 - Strategic Planning for Success**

This course is designed to synthesis all courses in the Water Environment Technologies program. The process of synthesis will assist students in passing their state class D certification examination. Students will also complete the process of researching and applying for employment using a variety of methods learned, in the water and wastewater industry.

Student Learning Outcomes:

- \* Develop and produce a resume, cover letter and thank you letter.
- \* Assess and explore sources of employment, identify job opportunities and submit applications for employment.
- \* Accept interviews and judge self-assessments in relation to employment potential.
- \* Solve mathematical problems associated with the operation and control of water and wastewater treatment facilities.
- \* Criticize and assist with real-life treatment facility operations and problem

solving.

\* Compile data in preparation for sitting of state water and wastewater examinations.

\* Demonstrate ability to listen, organize, creatively think and develop, and communicate orally and in writing.

Prerequisite(s): WETT1554, WETT1514, WETT1522, WETT1526, WETT1538, WETT1542

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **WETT 1554 - Automated Control Systems**

Students will comprehend basic electrical concepts used to analyze electrical consumption and assist in environmental protection through consumption reduction. Students will also develop an understanding of the motors and control panels used in the operation of water and wastewater treatment processes. The operation of various types of instrumentation, monitoring equipment and other control devices will be understood and utilized by the students.

Student Learning Outcomes:

\* Clarify the fundamentals of AC and DC electricity.

\* Demonstrate ability to use multi-meters, check line voltage, amperage draws and resistance in an electrical system.

\* Demonstrate ability to operate various types of instrumentation used in treatment control processes to include remote sites, booster stations and reservoirs.

\* Troubleshoot and solve problems associated with electronic control devices.

\* Demonstrate ability to work, problem solve and communicate, orally and in writing.

\* Differentiate between single phase and 3 phase electrical systems

\* Operate various electrical control panels, monitoring equipment and chemical feed systems.

Prerequisite(s): WETT1502, WETT1506, WETT1510

(3 C: 1 lect/pres, 2 lab, 0 other)

#### **WETT 1558 - Understanding the EPA Part 503 Biosolids Rule**

This course is designed to assist students with the interpretation and understanding of the rules and regulations set forth by the federal and state agencies relating to biosolids. Students will study the comprehensive requirements for the management and disposal of biosolids generated during the process of treating municipal wastewater. This course will also help prepare students in obtaining a type IV biosolids operators license upon meeting the state and federal requirements for biosolids application. Use of the D2L online learning environment may be utilized in this class.

Student Learning Outcomes:

\* Identify and describe the main subparts of CFR part 503.

\* Examine the requirements for biosolids classification.

\* Recommend forms and reports required by regulatory agencies.

\* Calculate biosolids loading and application rates and other mathematical computations associated with operation and control of biosolids.

\* Classify and explain the importance of management practices and record keeping.

\* Argue and recommend potential violations and penalties.

\* Observe and/or assist with the application of biosolids to a land application site.

\* Identify and adhere to all safety practices associated with Biosolids operations.

(3 C: 3 lect/pres, 0 lab, 0 other)

#### **WMST 1300 - Introduction to Women's Studies**

Meets MN Transfer Curriculum Goal Areas 2 and 7 - Critical Thinking and Human Diversity. This course will investigate women's lives, their experiences, contributions, and culture, and the surrounding social structures and societal values, all from the perspective of women. This is an interdisciplinary course that is based on theoretical framework and approaches from a number of disciplines. We will be looking at the patriarchal system that produces and maintains unequal social relationships, and institutional exploitation, both political and economic. We will discover how both women and men can be a part of the process of solving gender inequality.

Student Learning Outcomes:

\* Examine ways women have contributed to society, both historically and in the present, and why women's contributions have been relatively unrecognized.

\* Define and examine the system of patriarchy in the United States, and how it affects each of us.

\* Examine the ways women have both survived oppression and successfully challenged oppression, and the effects of that on women themselves and on society.

\* Examine the destructive potential of the traditional images and stereotypes of our lives, and consider alternatives to these.

\* Discover how historically accepted theories and explanations are rife with prejudice and misunderstanding about women in particular, and humanity in general, and how they impact current beliefs about women.

\* Examine the gender issues deeply imbedded in the most familiar facets of life: family relationships, work, education, media, religion, and other popular culture.

\* Examine the ways sexism is promoted and maintained on the personal, institutional, and cultural level.

\* Examine the intersections of sexism and racism, ethnocentrism, heterosexism, classism and ageism.

\* Identify and analyze the major themes of gender roles, including the images of male and female ideals, roles, and expectations of gender as they have been expressed in aspects of our culture and institutions.

\* Examine the role that the cultural definition of masculinity plays in violence against women and maintaining unequal power structure.

\* Explain how both women and men can be a part of the process of solving gender inequality.

Prerequisite(s): ENGL1308 and one of the following: READ0900, READ1112 or ESOL0920, or Appropriate Placement Score.

(3 C: 3 lect/pres, 0 lab, 0 other)

---

# ADMINISTRATION, FACULTY, AND STAFF

---

- Aeshliman, Simone (saeshliman@sctcc.edu)..... (320) 308-5099  
 Math Instructor  
 AF, Northwest Technical Institute  
 BA, Hamline University  
 MS, St. Cloud State University
- Ahmad, Khaldoun (khaldoun.ahmad@sctcc.edu) ..... (320) 308-6491  
 Environmental Science Instructor  
 MS, University of Missouri-Kansas City  
 PHD, University of Missouri-Kansas City
- Allex, James (jallex@sctcc.edu)..... (320) 308-6528  
 Automotive Service Technician Instructor  
 Diploma, St. Cloud Technical & Community College  
 AAS, St. Cloud Technical & Community College
- Althaus, Malinde (linde.althaus@sctcc.edu) ..... (320) 308-0973  
 Psychology Instructor  
 MA, University Of Minnesota Twin Cities  
 EDD, Minnesota State University, Mankato
- Anderson, James (janderson@sctcc.edu)..... (320) 308-5013  
 Accounting Instructor  
 BS, St. Cloud State University  
 MSC, St. Cloud State University
- Anderson, Roseanne (randerson@sctcc.edu)..... (320) 308-0978  
 Administrative Assistant, Dean of Skilled Trades & Industry  
 Diploma, St. Cloud Technical & Community College
- Awuah, Emmanuel (emmanuel.awuah@sctcc.edu) ..... (320) 308-5030  
 Vice President of Academic Affairs  
 PHD, Michigan State University
- Backen, George (george.backen@sctcc.edu)..... (320) 308-5073  
 Philosophy Instructor  
 MA, Ohio University Main Campus  
 JD, Suny At Buffalo Law School  
 PHD, Suny At Buffalo
- Karen Backes (karen.backes@sctcc.edu).... (320) 308-5087  
 Director of Recruitment & Outreach
- Barker, Aaron (abarker@sctcc.edu)..... (320) 308-5353  
 Interim Dean of Trades & Industry  
 Energy/Mechatronics/Instrumentation Instructor  
 Diploma, Ridgewater College  
 AAS, Ridgewater College
- Bauer, Kristen (kbauer@sctcc.edu) ..... (320) 308-5740  
 PT Practical Nursing Instructor  
 BS, College Of Saint Benedict
- Baugh, Anita (abaugh@sctcc.edu)..... (320) 308-5936  
 Director, Financial Aid  
 BS, Indiana State University  
 MS, Southwest Minnesota State University
- Becker, Kimberly (kimberly.becker@sctcc.edu)..... (320) 308-5179  
 Associate's Degree Nursing Instructor  
 MA, Bethel University
- Benner, Anna (abenner@sctcc.edu)..... (320) 308-5410  
 Dental Hygiene Instructor  
 BS, Minnesota State University, Mankato  
 MS, University Of Minnesota
- Benson, Timothy (tbenson@sctcc.edu) ..... (320) 308-5072  
 English Instructor  
 BA, University Of Wisconsin-Superior  
 MA, Universidad de las Americas-Puebla  
 EDD, University Of St Thomas
- Blommer, Christine (cblommer@sctcc.edu)..... (320) 308-5479  
 Administrative Assistant, Vice President of Administration  
 AAS, St. Cloud Technical & Community College  
 AA, St. Cloud Technical & Community College
- Botzek, April (april.botzek@sctcc.edu)..... (320) 308-5572  
 Director of Business Services
- Brambrink, Jaclyn (jbrambrink@sctcc.edu)..... (320) 308-5418  
 Associate's Degree Nursing Instructor  
 AAS, St. Cloud Technical & Community College  
 BSN, Minnesota State University Moorhead  
 MS, Minnesota State University Moorhead
- Brandel Ryder, Paula (pbrandel@sctcc.edu) ..... (320) 308-5321  
 Art Instructor  
 BA, University of Minnesota  
 BFA, University of Minnesota  
 MA, University Of Iowa  
 MFA, University Of Iowa

Brannick, Kristi (kbrannick@sctcc.edu)  
Biology Instructor  
CERT, Anoka Technical College  
AA, Normandale Community College  
BS, St. Cloud State University  
MS, St. Cloud State University

Brewer, Carol (carol.brewer@sctcc.edu)..... (320) 308-6158  
Director of Safety and Security  
BS, Minnesota State University, Mankato  
MA, Minnesota State University, Mankato

Brix, Stephanie (sbrix@sctcc.edu)..... (320) 308-3709  
Account Clerk Senior

Brunn, Susan (sbrunn@sctcc.edu)..... (320) 308-6021  
Director of Advising & Career Services  
AAS, St. Cloud Technical & Community College  
BA, Concordia University, St Paul

Buchanan, Mark (mbuchanan@sctcc.edu) ..... (320) 308-6642  
Business Instructor  
AAS, Wisconsin Indianhead Technical College  
BS, University Of Wisconsin-Stout  
MS, Southwest Minnesota State University

Buerman, Nancy (nbuerman@sctcc.edu) ..... (320) 308-5919  
Administrative Assistant - Dental

Bunde, Melissa (melissa.bunde@sctcc.edu)..... (320) 308-5956  
Sociology Instructor  
BS, Minnesota State University, Mankato  
MS, Minnesota State University, Mankato

Burgess, Kami (kami.burgess@sctcc.edu)..... (320) 308-5563  
Dental Hygiene Instructor  
AAS, North Dakota State College Of Science  
AS, North Dakota State College Of Science  
BS, Charter Oak State College  
MS, Argosy University

Carkhuff, Lois (lcarkhuff@sctcc.edu)..... (320) 308-6598  
Associate Registrar for Transfer Services  
AAS, St. Cloud Technical & Community College

Carlson, Jason (jcarlson@sctcc.edu) ..... (320) 308-6031  
Biology Instructor  
AS, Vermilion Community College  
AA, Vermilion Community College  
BS, Bemidji State University  
AD, Bemidji State University  
MS, St. Cloud State University

Chamberlain, Christopher  
(christopher.chamberlain@sctcc.edu)..... (320) 308-5362  
Biology Instructor  
BA, Hamline University  
PHD, University Of Minnesota Twin Cities

Charlton, Resa (resa.charlton@sctcc.edu)  
College Lab Assistant - EMS/Paramedic  
AAS, St. Cloud Technical & Community College

Cimenski, Tanya (tanya.cimenski@sctcc.edu) ..... (320) 308-5993  
Recruiting and Training Specialist  
BA, St. Cloud State University  
MS, Capella University

Clark, Sean (sclark@sctcc.edu) ..... (320) 308-5012  
Civil/Highway Technician Instructor  
BS, University Of Minnesota  
MS, University Of Minnesota  
Certificate, College Of Saint Scholastica

Classen, Sharon (sclassen@sctcc.edu)..... (320) 308-5028  
Customer Service Specialist Int-Bookstore

Clement, Njeri (njeri.clement@sctcc.edu)..... (320) 308-5121  
Director of Cultural Fluency, Equity, and Inclusion  
BA, St. Cloud State University  
MS, St. Cloud State University  
MPNA, Metropolitan State University

Cook, Avery (avery.cook@sctcc.edu)..... (320) 308-5064  
Accessibility Coordinator

Corrieri, Nadia (nadia.corrieri@sctcc.edu) .....(320) 308-5485  
Administrative Assistant for Health Sciences

Crue, Kelly (kcrue@sctcc.edu)..... (320) 308-5336  
Speech Communication Instructor  
MA, The University Of Montana-Missoula  
EDD, St. Cloud State University

Cruz, Denise (denise.cruz@sctcc.edu) ..... (320) 308-1594  
Navigator  
BA, Michigan State University

Cuppy, David (david.cuppy@sctcc.edu)  
Paramedicine Instructor  
AAS, Minnesota State Community & Technical College  
AAS, Bismarck State College

Davis, Shanda (shanda.davis@sctcc.edu)..... (320) 308-5538  
Dean of Business, Information Technology, and Online Learning  
BA, Jamestown College  
MBA, Moorhead State University  
PHD, North Dakota State University

DeCarlo, Donna (donna.decarlo-palm@sctcc.edu) ..... (320) 308-5994  
Administrative Assistant, Vice President of Academic Affairs  
BA, Luther College  
BS, St. Cloud State University

Desai, Apurva (apurva.desai@sctcc.edu) ..... (320) 308-5032  
Data Analyst  
MS, California State University-Fullerton

Dilly, Tracy (tdilly@sctcc.edu)..... (320) 308-5232  
Biology Instructor  
AAS St. Cloud Technical & Community College  
BA, Gustavus Adolphus College  
MA, Minnesota State University, Mankato  
DC, Northwestern Health Sciences University

Dingman, Rita (rdingman@sctcc.edu)..... (320) 308-5439  
PT Surgical Technology Instructor  
Diploma, St. Cloud Technical & Community College  
AAS, St. Cloud Technical & Community College  
BS, Bemidji State University  
MSED, Southwest Minnesota State University

Donabauer, Heather (heather.donabauer@sctcc.edu)  
CLA Surgical Technology  
Diploma, St. Cloud Technical & Community College

Dostal, Amy (amy.dostal@sctcc.edu)  
College Lab Assistant - Dental

Dusosky, Joseph (joseph.dusosky@sctcc.edu) ..... (320) 308-3382  
General Maintenance Worker

Dwyer, Paranant (Sand) (paranant.dwyer@sctcc.edu) .... (320) 308-5942  
Academic Advisor  
MS, St. Cloud State University

Edwards, Bretta (bedwards@sctcc.edu) ..... (320) 308-1595  
Registrar  
BS, St. Cloud State University  
MS, St. Cloud State University

Ehr, Diane (diane.ehr@sctcc.edu) ..... (320) 308-5059  
Mathematics Instructor  
BA, University of Northern Iowa  
MSM, Iowa State University

Engel, Susan (sengel@sctcc.edu) ..... (320) 308-5186  
English Instructor  
BA, St. Cloud State University  
MS, St. Cloud State University  
MA, St. Cloud State University

Erickson, Jennifer (jennifer.erickson@sctcc.edu)..... (320) 308-5940  
Director of Customized Training  
BA, Washington University – St. Louis  
MSLS, St. Catherine University

Evens, Jennifer (jevans@sctcc.edu)..... (320) 308-5537  
Biology Instructor  
AAS, St. Cloud Technical & Community College  
BA, St. Cloud State University  
MA, St. Cloud State University

Fesenmaier, Dean (dean.fesenmaier@sctcc.edu)..... (320) 308-5398  
Master Electrician

Fischer, Craig (craig.fischer@sctcc.edu) ..... (320) 308-5481  
Electrical Instructor  
Diploma, St. Cloud Technical & Community College

Fischer, Michelle (mfischer@sctcc.edu)..... (320) 308-6022  
Recruitment & Outreach Specialist/PSEO Specialist

Flick, Beth (beth.flick@sctcc.edu)..... (320) 308-5031  
PT Dental Assistant Instructor  
Diploma, St. Cloud Technical & Community College

Franklin, Jeanna (jeanna.franklin@sctcc.edu)..... (320) 308-5006  
Mental Health Professional  
BS, St. Cloud State University  
MS, St. Cloud State University

Frants, Don (don.frants@sctcc.edu) ..... (320) 308-3382  
General Maintenance Worker

Furman, Julie (julie.furman@sctcc.edu)  
Practical Nursing Instructor  
BSN, Minnesota State University, Mankato

Furr, Timothy (tim.furr@sctcc.edu)..... (320) 308-5177  
College Information Officer  
AA, Ridgewater College

Gapinski, Laura (lgapinski@sctcc.edu)..... (320) 308-5512  
Account Clerk Sr.  
AAS, Rasmussen College

Gately, Michael (mgately@sctcc.edu)..... (320) 308-5171  
Endpoint Administrator  
AAS, St. Cloud Technical & Community College

Gilmore, Steven (sgilmore@sctcc.edu) ..... (320) 308-5079  
Plumbing Instructor  
BS, St. Cloud State University

Gordon, Larry (lgordon@sctcc.edu)..... (320) 308-5737  
 CLA1-Medium/Heavy Truck  
 Diploma, St. Cloud Technical & Community College

Govani, Jayeshkumar (jgovani@sctcc.edu)..... (320) 308-5516  
 Physics Instructor  
 MA, Saurashtra University  
 PHD, The University Of Texas At El Paso

Green, Luke (lgreen@sctcc.edu) ..... (320) 308-5187  
 Speech Communications Instructor  
 BS, College Of Saint Scholastica  
 MA, University Of Wisconsin-Superior  
 EDD, Minnesota State University Mankato

Groinus, Lori (lori.groinus@sctcc.edu)  
 Surgical Technology Instructor  
 Diploma, St. Cloud Technical & Community College  
 BS, St. Cloud State University  
 MA, Saint Xavier University

Gucinski, Mark (mgucinski@sctcc.edu)..... (320) 308-5744  
 Biology Instructor  
 BS, St. Cloud State University  
 MS, St. Cloud State University

Gunderson, Jeffrey (jgunderson@sctcc.edu) ..... (320) 308-0971  
 Sonography Instructor  
 CEC, United Hospital Grand Forks  
 CEC, University of Iowa Hospitals & Clinics  
 BS, University of St. Francis  
 MS, St. Cloud State University

Halverson, Kelly (kelly.halverson@sctcc.edu)..... (320) 308-5903  
 Chemistry Instructor  
 BS, Northern State University  
 PHD, University Of Minnesota Twin Cities  
 MS, U S Army War College

Hansen, Thomas (thansen@sctcc.edu) ..... (320) 308-5901  
 Automotive Service Technician Instructor  
 Diploma, St. Cloud Technical & Community College  
 AAS, St. Cloud Technical & Community College  
 BS, Valley City State University

Haus, Charles (chaus@sctcc.edu)..... (320) 308-5111  
 Welding Instructor  
 Diploma, St. Cloud Technical & Community College  
 AA, St. Cloud Technical & Community College  
 BS, Bemidji State University  
 MSED, Southwest Minnesota State University

Haws, Ryan (ryan.haws@sctcc.edu)..... (320) 308-5361  
 Shipping & Receiving/Safety Clerk

Heim, Sue (sue.heim@sctcc.edu) ..... (320) 308-5091  
 Customer Service Specialist, Intermediate  
 BS, Bemidji State University

Henderson, Julie (jhenderson@sctcc.edu)..... (320) 308-6010  
 Cardiovascular Technology Instructor  
 AAS, Northland Community & Technical College  
 BS, University of North Dakota

Henkemeyer, Barbara (bhenkemeyer@sctcc.edu)..... (320) 308-5906  
 Dental Hygiene Instructor  
 AS, Minnesota State University, Mankato  
 BS, Minnesota State University, Mankato  
 MS, St. Cloud State University

Hickcox, Caitlin (caitlin.hickcox@sctcc.edu) ..... (320) 308-5949  
 ESOL Instructor  
 BA, Suny College At Fredonia  
 MA, St. Cloud State University

Hickman, Dwayne (dhickman@sctcc.edu)..... (320) 308-5549  
 Automotive Service Technician Instructor  
 Diploma, St. Cloud Technical & Community College

Hiemenz, Karen (khiemenz@sctcc.edu)..... (320) 308-5017  
 Administrative Assistant to the President  
 Diploma, St. Cloud Technical & Community College

Hiemstra, Logan (logan.hiemstra@sctcc.edu)..... (320) 308-5301  
 Training & Outreach Manager

Hiestand, Nathaniel (nhiestand@sctcc.edu) ..... (320) 308-5009  
 Director of Athletics  
 BA, Saint Johns University  
 MS, St. Cloud State University

Hinnenkamp, Ruth (rhinnenkamp@sctcc.edu)..... (320) 308-6470  
 Accounting Technician  
 AAS, St. Cloud Technical & Community College  
 BAS, Southwest Minnesota State University  
 AA, Anoka-Ramsey Community College

Hirdler, June (jhirdler@sctcc.edu)..... (320) 308-5011  
 Administrative Assistant

Hoepner, Matthew (mhoepner@sctcc.edu)..... (320) 308-5411  
 Medium/Heavy Truck Technician Instructor  
 AAS, Alexandria Technical and Community College  
 BS, St. Cloud State University

Hollermann, Deanne (deanne.hollermann@sctcc.edu).... (320) 308-5480  
 Human Resources Assistant  
 BA, Minnesota State University Moorhead

Homan, Linda (linda.homan@sctcc.edu)  
PT Nursing Assistant Instructor  
DIP, St. Cloud Technical & Community College  
AS, Ridgewater College  
BSN, University of Phoenix  
MSN, Walden University

Hoppe, Janice (janice.hoppe@sctcc.edu)  
College Lab Assistant 2 - CVT  
AAS, St. Cloud Technical & Community College

Howard, Michael (michael.howard@sctcc.edu)..... (320) 308-3382  
General Maintenance Worker

Hutchison, William (whutchison@sctcc.edu)..... (320) 308-5398  
Building Maintenance Supervisor  
Diploma, St. Cloud Technical & Community College  
Diploma, St. Cloud Technical & Community College

Illies, Diane (diane.illies@sctcc.edu) ..... (320) 308-6493  
Workday Transition Captain  
BSBA, University of North Dakota

Jacobson, Nathan (njacobson@sctcc.edu)..... (320) 308-6007  
Assessment Coordinator  
BS, St. Cloud State University

Jensen, Christ (cjensen@sctcc.edu) ..... (320) 308-5005  
Instructional Technology Specialist  
AAS, St. Cloud Technical & Community College

Jensen, Laurie (laurie.jensen@sctcc.edu)..... (320) 308-5156  
Dean of Health Sciences & Nursing  
AAS, Lac Courte Oreilles Ojibwa Community College  
BS, University of Wisconsin-Superior  
MBA, University of Minnesota Duluth  
PHD, Capella University

Jensen, Mary (mjensen@sctcc.edu)..... (320) 308-5565  
Administrative Assistant, Dean of Liberal Arts & Sciences  
Diploma, St. Cloud Technical & Community College

Jha, Sangeeta (sjha@sctcc.edu) ..... (320) 308-5996  
Sociology Instructor  
BA, Bhagalpur University - India  
MA, Bhagalpur University - India  
MA, Iowa State University  
PHD, Bhagalpur University - India

Jochum, Jilleen (jjochum@sctcc.edu) ..... (320) 308-6471  
Accounting Officer Intermediate  
BS, St. Cloud State University  
MBA, St. Cloud State University

Johnson, David (djohnson@sctcc.edu)..... (320) 308-5044  
Mechanical Design Instructor  
Diploma, Faribault Technical College

Johnson, Jed (jjohnson@sctcc.edu) ..... (320) 308-5975  
Architectural Construction Technology Instructor  
Diploma, St. Cloud Technical & Community College

Johnson, Michael (mjohanson@sctcc.edu) ..... (320) 308-3382  
General Maintenance Worker  
Diploma, St. Cloud Technical & Community College

Johnson, Michael (mdjohnson@sctcc.edu) ..... (320) 308-5989  
CLA1 - Educational Technology Assistant  
AA, St. Cloud Technical & Community College

Johnson, Sara (sara.johnson@sctcc.edu)  
Culinary Arts Lab Assistant

Johnson, Teri (tjohnson@sctcc.edu) ..... (320) 308-6456  
Math Center Coordinator

Jordahl, Susan (susan.jordahl@sctcc.edu)..... (320) 308-5908  
Director of K-12 Initiatives  
BS, Minnesota State University Moorhead

Kantor, Cindy (ckantor@sctcc.edu)..... (320) 308-6641  
Administrative Assistant, Dean of Business, IT & Online Learning  
AAS, St. Cloud Technical & Community College  
Certificate, St. Cloud Technical & Community College  
AA, St. Cloud State University

Kapitzke, Maria Victoria (vkapitzke@sctcc.edu)..... (320) 308-5215  
Spanish Instructor  
BA, Universidad de Sevilla  
MA, Universidad de Sevilla

Kapitzke, Robert (rkapitzke@sctcc.edu) ..... (320) 308-5195  
Philosophy Instructor  
BS, United States Air Force Academy  
MA, University Of Florida  
PHD, Indiana University-Bloomington

Keeley, Shaun (skeeley@sctcc.edu) ..... (320) 308-5922  
Director of Campus Life  
BS, St. Cloud State University

Kidder, Randall (rkidder@sctcc.edu) ..... (320) 308-6455  
Heating, Air Conditioning & Refrig. Instructor  
Diploma, Northwest Technical College-Moorhead

Kircher, Brian (bkircher@sctcc.edu) ..... (320) 308-0901  
Construction Electrician Instructor  
Diploma, St. Cloud Technical & Community College



Kirchoff, Jeffrey (jeffrey.kirchoff@sctcc.edu) ..... (320) 308-5377  
 Dean of Liberal Arts & Sciences  
 BA, St. Cloud State University  
 MA, St. Cloud State University  
 PHD, Bowling Green State University

Larison, Terri (tlarison@sctcc.edu)..... (320) 308-3700  
 Practical Nursing Instructor  
 AS, Ridgewater College  
 BS, Minnesota State University, Mankato  
 MS, Minnesota State University Moorhead

Kline, John (jkline@sctcc.edu)..... (320) 308-5482  
 Medium/Heavy Truck Technician Instructor  
 Diploma, St. Cloud Technical & Community College

Larson, Daniel (daniel.larson@sctcc.edu)..... (320) 308-5937  
 Interim Executive Director of SCTCC Foundation

Kloos, Lori (lkloos@sctcc.edu)..... (320) 308-5017  
 Interim President  
 BS, Minnesota State University Moorhead

Laudenbach, Chris (chris.laudenbach@sctcc.edu) ..... (320) 308-5667  
 Plant Maintenance Engineer

Knaack, Jennifer (jennifer.knaack@sctcc.edu)..... (320) 308-6639  
 Director of Nursing  
 MSN, Western Governors University

Leigh, Debra (debra.leigh@sctcc.edu) ..... (320) 308-5998  
 Vice President for Cultural Fluency, Equity & Inclusion  
 BA, University Of Missouri-Kansas City  
 MFA, University Of Illinois At Urbana

Knapek, Wendy (wknapek@sctcc.edu) ..... (320) 308-5478  
 Financial Aid Assistant

Lenzen, Mark (mlenzen@sctcc.edu) ..... (320) 308-3382  
 General Maintenance Worker  
 Diploma, St. Cloud Technical & Community College

Kocherer, Jim (jim.kocherer@sctcc.edu)  
 Farm Business Management Instructor  
 BAS, University of Minnesota  
 MED, St. Mary's University

Leverson, Katey (katey.leverson@sctcc.edu)..... (320) 308-5564  
 Psychology Instructor  
 BS, Minnesota State University, Mankato  
 MS, North Dakota State University

Korver, Tiffany (tkorver@sctcc.edu) ..... (320) 308-5080  
 ESOL Instructor  
 BA, University of Minnesota Twin Cities  
 MA, St. Cloud State University

Logeman, Connie (clogeman@sctcc.edu) ..... (320) 308-6644  
 Education Instructor  
 BA, Luther College  
 MS, St. Cloud State University

Kramer, Brad (bkramer@sctcc.edu) ..... (320) 308-5010  
 English Instructor  
 BA, St. Cloud State University  
 MFA, Minnesota State University Moorhead

Lopez, Juanita (juanita.lopez@sctcc.edu)..... (320) 308-5951  
 Reprographics Coordinator  
 BS, University of Minnesota Crookston

Kraus, Christopher (chris.kraus@sctcc.edu)..... (320) 308-3382  
 General Repair Worker  
 AAS, Central Lakes College

Lukasek, Victor (vlukasek@sctcc.edu)..... (320) 308-5436  
 Instructional Technology Specialist  
 BS, Winona State University

Kropp, Gregg (gregg.kropp@sctcc.edu)..... (320) 308-5952  
 Water Environment Technologies Instructor  
 BS, St. Cloud State University  
 AAS, St. Cloud Technical & Community College

Lundblad, Julie (jlundblad@sctcc.edu) ..... (320) 308-5076  
 English Instructor  
 BS, Bemidji State University  
 BA, Crown College  
 MA, Bemidji State University

Kvaal, Daniel (dkvaal@sctcc.edu)..... (320) 308-5061  
 Civil/Highway Technician Instructor  
 AA, North Dakota State College Of Science  
 BS, St. Cloud State University  
 MBA, St. Cloud State University

Lutgen, Kathleen (kathleen.lutgen@sctcc.edu)..... (320) 308-5028  
 Textbook Buyer

LaBuda, Brian (brian.labuda@sctcc.edu).....(320) 308-3382  
 General Repair Worker

Maas, Ryan (ryan.maas@sctcc.edu) ..... (320) 308-5743  
 Auto Body Collision & Repair Tech Instructor  
 AAS, Dakota County Technical College



Matson, Kari (kari.matson@sctcc.edu)..... ..(320) 308-3227  
Vice President of Human Resources  
BBA, University of Minnesota Duluth  
MS, St. Mary's University  
MA, St. Mary's University  
EDD, University of St. Thomas

Matthews, Kenneth (ken.matthews@sctcc.edu) ..... (320) 308-5382  
Vice President for Institutional Effectiveness

Mayer, Kateri (kmayer@sctcc.edu) ..... (320) 308-5943  
Dental Assisting Instructor  
Diploma, Central Lakes College  
BSED, Bemidji State University  
MS, Southwest Minnesota State University

McAllister, Eric (emcallister@sctcc.edu) ..... (320) 308-5931  
Welding Instructor  
Diploma, St. Cloud Technical & Community College  
AA, St. Cloud Technical & Community College  
BS, Bemidji State University

McBroom, Pam (pmcbroom@sctcc.edu)..... (320) 308-5230  
Reading Instructor  
BA, St. Cloud State University  
MA, St. Cloud State University

McNeil, Andrew (andrew.mcneil@sctcc.edu) ..... (320) 308-5365  
Recruitment & Outreach Specialist

Mergen, Robert (bmergen@sctcc.edu) ..... (320) 308-5902  
Construction Electrician Instructor  
BS, St. Cloud State University

Meyer, Susan (smeyer@sctcc.edu) ..... (320) 308-5973  
Account Clerk Senior, Purchasing

Miller, Lisa (lmiller@sctcc.edu) ..... (320) 308-6521  
Graduation Specialist  
Diploma, St. Cloud Technical & Community College  
AA, St. Cloud Technical & Community College

Missaghi, Soheyl (smisaghi@sctcc.edu)..... (320) 308-5409  
English Instructor  
BA, St. Cloud State University  
MA, St. Cloud State University

Moe, Lori (lori.moe@sctcc.edu)..... (320) 308-5359  
Administrative Assistant for Academic Advising & K-12 Initiatives

Mohamed, Ali (ali.mohamed@sctcc.edu)..... (320) 308-5014  
ESOL Advisor  
BS, St. Cloud State University  
MS, St. Cloud State University

Mohr, Lisa (lisa.mohr@sctcc.edu)..... (320) 308-5486  
Career Center Coordinator  
AA, Rochester Community and Technical College  
BA, University Of Minnesota Twin Cities  
MSED, University Of Wisconsin-La Crosse  
MS, Northern Kentucky University  
GC, Metropolitan State University

Molenaar, James (jmolenaar@sctcc.edu) ..... (320) 308-5033  
Farm Business Management Instructor  
AA, Ridgewater College  
BS, University of Minnesota  
MED, University of Minnesota

Moris, Mark (mark.moris@sctcc.edu) ..... (320) 308-3382  
General Maintenance Worker

Mosack, Katey (katey.mosack@sctcc.edu)  
PT Sonography Instructor  
AA, Anoka-Ramsey Community College  
AAS, Argosy University

Nacanabo-Cassalom, Tomy (tcassalom@sctcc.edu)..... (320) 308-5213  
Academic Advisor  
AA, St. Cloud Technical & Community College  
Certificate, St. Cloud Technical & Community College  
AS, St. Cloud Technical & Community College  
AS, St. Cloud Technical & Community College  
BS, Southwest Minnesota State University  
MBA, Southwest Minnesota State University

Naslund, Seth (seth.naslund@sctcc.edu)  
Writing Center Coordinator

Naumann, Danielle (dnaumann@sctcc.edu)..... (320) 308-5245  
College Lab Assistant - Natural Sciences

Netter, Jacqueline (jnetter@sctcc.edu) ..... (320) 308-5959  
Assistant Financial Aid Director  
BS, North Dakota State University

Neubauer, Carolyn (cneubauer@sctcc.edu)..... (320) 308-5935  
Associate Degree Nursing Instructor  
AS, North Hennepin Community College  
BES, St. Cloud State University  
BS, South Dakota State University  
MSN, South Dakota State University

Nichelson, Mark (mnichelson@sctcc.edu) ..... (320) 308-5916  
Heating, Air Conditioning & Refrig. Instructor  
AAS, University Of South Dakota  
BSE, Dakota State College

Nierengarten, Carrie (carrie.nierengarten@sctcc.edu) .... (320) 308-5028  
Account Clerk - Bookstore  
AAS, St. Cloud Technical & Community College  
BS, St. Cloud State University

Norgren, Elizabeth (elizabeth.norgren@sctcc.edu) ..... (320) 308-6087  
Library Technician

Nowak, Eugene (enowak@sctcc.edu) ..... (320) 308-3382  
General Maintenance Worker

Nusbaum, Steve (steve.nusbaum@sctcc.edu)..... (320) 308-0977  
TRIO Academic Advisor/Technology Coordinator  
BA, St. Cloud State University

O’Keefe, Thomas (tokeefe@sctcc.edu) ..... (320) 308-6154  
Economics Instructor  
BA, Saint John’s University  
MBA, University of St Thomas

Opatz-Osgood, Clare (copatzosgood@sctcc.edu) ..... (320) 308-5395  
Communication Studies Instructor  
BS, St. Cloud State University  
MA, Northern Illinois University

Paro, Catherine (catherine.paro@sctcc.edu)..... (320) 308-5096  
Student Support Manager  
BA, St. Olaf College  
MA, University of St. Thomas

Pearson, Leanne (lpearson@sctcc.edu) ..... (320) 308-5047  
College Lab Assistant 1 - Auto Body  
Diploma, St. Cloud Technical & Community College  
AS, St. Cloud Technical & Community College

Pederson, Dona (dona.pederson@sctcc.edu)..... (320) 308-5261  
Accounting Officer Intermediate  
BS, St. Cloud State University  
MBA, Hamline University

Pengeston, Harris (hpengeston@sctcc.edu)..... (320) 308-5366  
Help Desk Analyst - E-Learning  
Certificate, Penn Foster College  
AS, Penn Foster College  
BS, Excelsior College  
MBA, Metropolitan State University

Pfeffer, Robert (bpfeffer@sctcc.edu) ..... (320) 308-5342  
Web Application Developer  
Diploma, St. Cloud Technical & Community College  
BA, St. Cloud State University

Pflipsen, Andrew (andrew.pflipsen@sctcc.edu)..... (320) 308-5580  
Vice President of Student Affairs

Pichelmann, Matthew  
(matthew.pichelmann@sctcc.edu) ..... (320) 308-5406  
Academic Advisor  
AA, St. Cloud Technical & Community College  
BA, St. Cloud State University  
MS, St. Cloud State University

Plante, Kerby (kplante@sctcc.edu)..... (320) 308-5920  
Director of Student & Academic Support Services

Plumski, Judith (judith.plumski@sctcc.edu).....(320) 308-5145  
College Lab Assistant - Nursing  
Possail, Sarah (spossail@sctcc.edu) ..... (320) 308-5074  
Systems Analyst  
BA, Dordt College

Pomije, Brittany (brittany.pomije@sctcc.edu) .....(320) 308-5979  
Student Services Specialist

Preimesberger, Joseph (jpreimesberger@sctcc.edu)..... (320) 308-5589  
College Lab Assistant 1 - Fire/EMS

Ramanathan, Gajendranathan  
(gramanathan@sctcc.edu)..... (320) 308-6594  
Accounting & Computer Technology Instructor  
AB, University Of Toledo  
BBA, University Of Toledo  
MBA, University Of Toledo

Randall, Charlotte (crandall@sctcc.edu) ..... (320) 308-5385  
Dental Assistant Instructor  
AAS, St. Cloud Technical & Community College  
AAS, St. Cloud Technical & Community College  
BT, Minnesota State University , Mankato  
BS, South Dakota State University  
BS, Minnesota State University, Mankato  
MS, Southwest Minnesota State University

Rausch, Jason (jrausch@sctcc.edu) ..... (320) 308-5669  
Information Technology Specialist 4  
AAS, Alexandria Technical and Community College

Reese, Aguirre (aguirre.reese@sctcc.edu) ..... (320) 308-5252  
College Bookstore Supervisor  
AAS, St. Cloud State Technical & Community College  
BAS, Southwest Minnesota State University

Reich, Terry (treich@sctcc.edu) ..... (320) 308-3382  
Plant Maintenance Engineer

Reisinger, Jeremy (jreisinger@sctcc.edu)..... (320) 308-5934  
Chemistry Instructor  
BA, Hamline University  
MS, University Of Minnesota

Rhodes, Anne (arhodes@sctcc.edu)..... (320) 308-5046  
Interpreter  
AAS, Saint Paul College

Richardson, Kevin (krichardson@sctcc.edu)..... (320) 308-3382  
General Maintenance Worker

Roske, Alexander (aroske@sctcc.edu)..... (320) 308-5515  
Academic Technology Support Specialist  
AAS, St. Cloud Technical & Community College

Rothstein, Nicole (nicole.rothstein@sctcc.edu)..... (320) 308-3382  
General Maintenance Worker

Salner, Ryan (rsalner@sctcc.edu) ..... (320) 308-5029  
Computer Systems Networking Instructor  
AAS, St. Cloud Technical & Community College  
BS, University Of Wisconsin-Stout  
MS, St. Cloud State University

Savage, Lisa (lisa.savage@sctcc.edu)..... (320) 308-3382  
General Maintenance Worker  
AAS, Northland Community and Technical College

Schimek, Sandra (sschimek@sctcc.edu) ..... (320) 308-5081  
General Business, Finance & Economics Instructor  
BFA, University of Wisconsin, Milwaukee  
MBA, Marquette University  
MM, Yale University School of Music  
Graduate Certificate, Bemidji State University

Schmitz, Chad (chad.schmitz@sctcc.edu).....(320) 308-6011  
IT Support Services Supervisor  
BS, St. Cloud State University

Shahbaz, Muhammad (muhammad.shahbaz@sctcc.edu) (320) 308-5025  
Data Architect

Shand, Rebecca (rshand@sctcc.edu) ..... (320) 308-0970  
Business, Instructor  
BS, University of Minnesota  
MED, University of Minnesota  
MBA, St. Cloud State University

Shay, Timmy (tshay@sctcc.edu)..... (320) 308-5915  
Medium/Heavy Truck Technician Instructor  
Diploma, Alexandria Technical and Community College

Silman, Joseph (jsilman@sctcc.edu) ..... (320) 308-6595  
Computer Programming Instructor  
AS, City University  
BS, City University  
MS, University Of Wisconsin-Stout

Simonson, Julie (jsimonson@sctcc.edu) ..... (320) 308-5464  
Human Resources Specialist  
BS, St. Cloud State University

Smieja, Katie (ksmieja@sctcc.edu) ..... (320) 308-5134  
Mathematics Instructor  
AA, Minnesota State University, Mankato  
BS, Minnesota State University, Mankato  
MED, College Of Saint Scholastica  
MS, Bemidji State University

Smith, Allen (allen.smith@sctcc.edu)..... (320) 308-5088  
Machine Tool Technology Instructor  
Diploma, Wisconsin Indianhead Technical College  
BS, University Of Wisconsin-Stout

Smith, Lowell (lsmith@sctcc.edu)..... (320) 308-5405  
Paramedicine Instructor  
BS, Minot State University  
MAT, Bemidji State University

Sorenson, Christopher (csorenson@sctcc.edu)..... (320) 308-0059  
Biology Instructor  
BS, Logan College Of Chiropractic  
DC, Logan College Of Chiropractic  
MS, St. Cloud State University

Stacken, Kelsey (kelsey.stacken@sctcc.edu)..... (320) 308-5389  
Academic Advisor  
BS, Minnesota State University Moorhead  
MS, Minnesota State University Moorhead

Stang, Jayme (jstang@sctcc.edu)..... (320) 308-1541  
Enrollment Analyst  
BS, St. Cloud State University

Stanley, Jan (jstanley@sctcc.edu) ..... (320) 308-5035  
Anthropology Instructor  
BA, Mt Mary College  
MA, University of Minnesota

Stommes, Eric (eric.stommes@sctcc.edu)..... (320) 308-3382  
General Maintenance Worker

Straley, Dawn (dawn.straley@sctcc.edu) ..... (320) 308-5437  
Practical Nursing Instructor  
AS, North Hennepin Community College  
BSN, College of St. Scholastica  
MSN, Capella University

Stumpf, Michele (mstumpf@sctcc.edu) ..... (320) 308-2920  
Associate Degree Nursing Instructor  
Diploma, St. Cloud Technical & Community College  
AS, Anoka-Ramsey Community College  
MSN, Walden University

Theisen, Jason (jtheisen@sctcc.edu) ..... (320) 308-6012  
Director of Facilities

Thiesen, Kenneth (kthiesen@sctcc.edu)..... (320) 308-5925  
Farm Business Management Instructor  
BS, South Dakota State University  
MS, Southwest Minnesota State University

Thomas, James (jthomas@sctcc.edu) ..... (320) 308-5037  
Culinary Arts Instructor  
Certificate, St. Cloud Technical & Community College

Thompson, Aaron (aaron.thompson@sctcc.edu)  
Automotives Lab Assistant  
Diploma, St. Cloud Technical & Community College

Tillman, Edward (etillman@sctcc.edu) ..... (320) 308-5050  
Biology Instructor  
BA, University Of Northern Iowa  
MA, University Of Northern Iowa

Timp-Pilon, Michele (mtimppilon@sctcc.edu) ..... (320) 308-5210  
English Instructor  
BA, College Of Saint Benedict  
MA, St. Cloud State University

Tomlinson, Michael (michael.tomlinson@sctcc.edu)..... (320) 308-5428  
Science Lab Assistant

Trousil, Julie (jtrousil@sctcc.edu) ..... (320) 308-6618  
Registration Assistant  
AAS, St. Cloud Technical & Community College

Tuoy-Giel, Anne (anne.tuoy-giel@sctcc.edu) ..... (320) 308-2920  
Practical Nursing Instructor  
BSN, Grand Canyon University  
MPH, Des Moines University

Tuoy-Giel, William (william.tuoy-giel@sctcc.edu) ..... (320) 308-5070  
TRIO Director  
BA, Arizona State University-Main Campus  
MED, Northern Arizona University

Urban, Peter (peter.urban@sctcc.edu) ..... (320) 308-5995  
System Administrator

Volkmoth, Brian (bvolkmuth@sctcc.edu) ..... (320) 308-5670  
Computer Systems Networking Instructor  
AAS, St. Cloud Technical & Community College  
BAS, Metropolitan State University  
MS, St. Cloud State University

Wallace, Catherine (kwallace@sctcc.edu)..... (320) 308-5976  
Marketing, Comm, & Public Relations Specialist  
BA, College of St. Benedict  
MS, St. Cloud State University

Wallin, Nancy (nwallin@sctcc.edu) ..... (320) 308-5060  
English Instructor  
BA, St. Cloud State University  
MA, St. Cloud State University

Ward, Tina (tina.ward@sctcc.edu)..... (320) 308-5980  
Foundation Administrative Assistant

Wehlage, Kimberly (kimberly.wehlage@sctcc.edu)..... (320) 308-5090  
Administrative Assistant, Vice President of Student Affairs  
AAS, St. Cloud Technical & Community College

Welle, Abby (abby.welle@sctcc.edu)  
ESOL Coordinator

Welle, Ryan (ryan.welle@sctcc.edu) ..... (320) 308-5403  
Administrative Assistant for Health Sciences

Weseloh, Harold (hweseloh@sctcc.edu)..... (320) 308-5974  
English Instructor  
BA, St. Cloud State University  
MA, St. Cloud State University

Wilson, Lucy (lwilson@sctcc.edu) ..... (320) 308-5063  
Accounting Instructor  
MS, Clarkson University  
JD, St. John's University, School of Law

Wolbersen, Anthony (awolbersen@sctcc.edu) ..... (320) 308-6597  
Machine Tool Technology Instructor  
Diploma, Alexandria Technical and Community College  
BS, Minnesota State University Moorhead

Wolters, Kimberly (kwolters@sctcc.edu)..... (320) 308-5069  
Financial Aid Assistant  
AA, Anoka-Ramsey Community College

Wulfekuhle, Dean (dean.wulfekuhle@sctcc.edu)..... (320) 308-5757  
Accommodations Specialist  
AA, Minnesota State Community and Technical College  
BS, St. Cloud State University

Zormeier, Lynn (lzormeier@sctcc.edu) ..... (320) 308-5065  
Medical Record Technology Instructor  
AAS, St. Cloud Technical & Community College  
AAS, St. Cloud Technical & Community College  
AA, St. Cloud Technical & Community College  
BS, College of Saint Scholastica  
MS, Minnesota State University Mankato