

Stone Child College

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2016 - 2018

CATALOG

MAKING OUR DREAMS HAPPEN WITH ACADEMIC EXCELLENCE, CULTURE AND COMMITMENT



SCC

Academic Calendar

SUMMER 2016

ACCUPLACER Testing...Ongoing
Pre-Registration...May 2-6, 2016
Registration...May 16-20, 2016
First Block Session...May 31-June 9, 2016
Second Block Session...June 14-23, 2016
Independence Day** Observed
Third Block Session...June 28-July 7, 2016
Fall 2016 Pre-Registration...July 25-29, 2016

FALL 2016

ACCUPLACER Testing...Ongoing
Pre-Registration...July 25-29, 2016
Orientation...August 24, 2016
Registration...August 22-26, 2016
Classes Begin...August 29, 2016
Labor Day**...September 5, 2016
Last Day to Add a Class...September 9, 2016
Native American Day** Observed
Mid-terms...October 17-20, 2016
Veteran's Day** Observed
Thanksgiving Break**...November 24-27, 2016
Last Day to Withdraw...November 10, 2016
Spring 2017 Pre-Registration...December 12-16, 2016
Finals Week...December 12-15, 2016
Grades Due in Registrar's Office...December 16, 2016
Christmas Break** Observed

SPRING 2017

ACCUPLACER Testing...Ongoing
Pre-Registration...December 12-16, 2016
Orientation...January 10, 2017
Registration...January 9-13, 2017
Classes Begin...January 17, 2017
Martin Luther King, Jr. Day...January 16, 2017
Last Day to Add a Class...February 3, 2017
Mid-terms...March 6-10, 2017
Spring Break...March 13-17, 2017
Easter Break** Observed
Chief Rocky Boy's Birthday** Observed
Last Day to Withdraw...March 31, 2017
Summer 2017 Pre-Registration...May 8-12, 2017
Finals Week...May 8-12, 2017
Graduation...May 12, 2017
Grades Due in Registrar's Office...May 15, 2017

SUMMER 2017

ACCUPLACER Testing... Ongoing
Pre-Registration...May 8-12, 2017
Registration...May 29-June 2, 2017
Frist Block Session...June 5-15, 2017
Second Block Session...June 19-29, 2017
Independence Day** Observed
Third Block Session...July 10-20, 2017
Fall 2017 Pre-Registration...July 24-28, 2017

FALL 2017

ACCUPLACER Testing...Ongoing
Pre-Registration... July 24-28, 2017
Orientation...August 22, 2017
Registration... August 21-25, 2017
Classes Begin...August 28, 2017
Labor Day**...September 4, 2017
Last Day to Add a Class...September 5, 2017
Native American Day** Observed
Mid-terms...October 16-20, 2017
Veteran's Day** Observed
Thanksgiving Break**...November 23-24, 2017
Last Day to Withdraw...November 3, 2017
Spring 2018 Pre-Registration...December 11-15, 2017
Finals Week...December 11-14, 2017
Grades Due in Registrar's Office...December 18, 2017
Christmas Break** Observed

SPRING 2018

ACCUPLACER Testing...Ongoing
Pre-Registration...December 11-15, 2017
Orientation...January 9, 2018
Registration...January 8-12, 2018
Classes Begin...January 16, 2018
Martin Luther King, Jr. Day...January 15, 2018
Last Day to Add a Class...February 2, 2018
Mid-terms...March 5-9, 2018
Spring Break.....March 12-16, 2018
Easter Break** Observed
Chief Rocky Boy's Birthday** Observed
Last Day to Withdraw...March 30, 2018
Summer 2018 Pre-Registration...May 7-11, 2018
Finals Week...May 7-10, 2018
Graduation...May 11, 2018
Grades Due in Registrar's Office...May 14, 2018

* = SCC Open/No Classes

** = SCC Closed/No Classes

General Information

Each student is responsible for knowing the information appearing in this catalog. Failure to read the regulations will not be considered an excuse for noncompliance. Students should consult the Student Handbook for additional information. Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, academic calendar and other regulations affecting the student body set forth in this catalog are in accordance with information available at the time of publication. Stone Child College reserves the right to change these conditions when necessary. Therefore, this document should not be considered a contract between the student and the institution.

Hours of Operation:

Class: Mon-Thur 9:00a-6:50p
Staff: Mon-Fri 8:00a-4:30p

Campus Mailing Address:

8294 Upper Box Elder Rd
Box Elder, Montana 59521

Website:

www.stonechild.edu

Campus Telephone Numbers:

406-395-4313

406-395-4875

Fax: 406-395-4836

Academics:

406-395-4875 ext.246/263

Admissions/Registrar:

406-395-4875 ext.264

Fax: 406-395-5017

Bookstore:

406-395-4875 ext.236/209

Business Office:

406-395-4875

ext.228/230/231

Fax: 406-395-5205

Financial Aid:

406-395-4875 ext.267

Library:

406-395-4875 ext.213/214

Personnel:

406-395-4875 ext.241

Fax: 406-395-5827

Student Services:

406-395-4875 ext.262

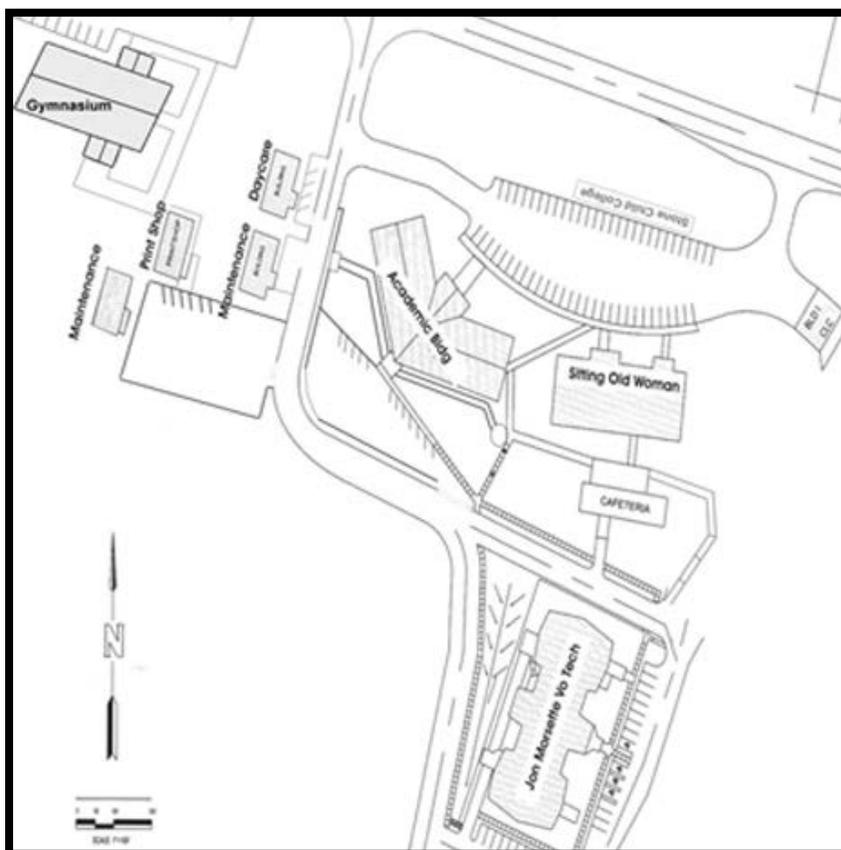
Fax: 406-395-5017

Accreditation and Affiliations

Stone Child College is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue, N.E., Suite 100, Redmond, WA 98052-3981, 425-558-4224, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education (June 2012).

Stone Child College is a full voting member of the American Indian Higher Education Consortium (AIHEC).

Campus Map



The Chippewa Cree Tribe

Rocky Boy's Indian Reservation differs in several respects from the other Indian reservations in Montana. It is the smallest reservation and the home of the smallest group of Indians. Unlike the other reservations, Rocky Boy was not established by treaty, but by an Act of Congress in 1916. It was also the last Indian reservation to be established in Montana.

Rocky Boy's Indian Reservation was named after Chief Rocky Boy, its original Chippewa leader. Stone Child, considered a better translation by some, is a derivative of that name. Chief Little Bear, whom was our Cree leader, was another chief of the tribe. He was the son of Big Bear who, at one time, led one of the largest bands of Cree's in Canada.

The history of the settling of the Rocky Boy's Indian Reservation was in its infancy long after the other Indian reservations in Montana were established. Rocky Boy's people were among a number of Chippewa Indians who originated in the Great Lakes region. Little Bear's people were from one of the Cree bands who originated in Canada.

For many years, the small bands of Chippewa and Cree Indians moved between Montana cities such as Butte, Helena, Great Falls, Havre, Anaconda and Browning, and often into and out of Canada. Montanans tended to regard them as Canadian Indians, and in 1896 Congress appropriated \$5,000 to finance the deportation of these so-called Canadian Indians from Montana back into Canada. Some of the Indians were deported, but they quickly returned.

Chief Little Bear was considered a Canadian Cree; thus, Congress would not set aside a reservation for his tribe in the United States. Since Little Bear was unsuccessful in his attempts to obtain reservation lands for his followers, he joined Rocky Boy's band. In 1904 a bill was introduced into Congress to provide a home for the Indians on the Flathead Reservation and did not pass. In 1909 the Rocky Boy band was located near Helena and a bill was introduced to set aside land for them in northeastern Montana. They never occupied this land and in 1910, the 1,400,000 acres in Valley County were opened for homesteading.

Chief Rocky Boy and Chief Little Bear were weary of the hand-to-mouth existence for their people. The Rocky Boy's Indian Reservation was then created with the help of some prominent white men of the time, including William Bole, editor of the Great Falls Tribune, Charlie Russell, American West artist, Theo Gibson and Frank B. Linderman, published author. On September 7, 1916, the 64th Congress designated a tract of land once part of the abandoned Fort Assiniboine Military Reserve as a home for the Chippewa and Cree Indians. This refuge consisted of approximately 55,000 acres and was only about 450 of the Indians, perhaps half of those eligible, chose to settle on the reservation. In later years, more land was added to the original acreage until the reservation reached its present size of 121,646 acres as of January, 2010.

The Rocky Boy's Indian Reservation lies in the shadows and scenic area of the Bears Paw Mountains of north-central Montana and includes country of rolling foothills and prairie land. The Rocky Boy's Indian Reservation is located 30 miles south of the city of Havre, which is a farming and railroad community of approximately 12,000 people. The principal use of lands within the reservation is grazing and dry land farming. There are no light industries or businesses located on the reservation except for small family-owned enterprises. Even though the reservation is isolated from larger metropolitan areas, community residents are avid participants in church, cultural activities, school-related activities, stick games and attending basketball games. This extreme isolation however, also accounts for the rich cultural heritage continuing on the Rocky Boy's Indian Reservation. As of April 15, 2010 there are 6,245 Chippewa Cree tribal members with 3,342 living on the Rocky Boy's Indian Reservation.



History of Stone Child College

Stone Child College (SCC) is a tribally-controlled community college of the Chippewa Cree Tribe, offering programs of study that can lead to degrees and certificates.

SCC is accredited by the Northwest Commission on Colleges and Universities and is listed in the Accredited Institutions of Higher Education (AIHEC) published by the American Council on Education for the Council on Post-Secondary Accreditation.

SCC was chartered by the Chippewa Cree Business Committee on May 17, 1984. It was the feeling of tribal leaders that the establishment of a college was necessary for the preservation and maintenance of the Chippewa Cree culture, and for the educational training of its tribal membership. Post-secondary educational programs designed to meet the specific needs of the Chippewa Cree tribe is a great necessity. SCC is committed to meeting the needs of the community, tribal members, tribal programs, and is dedicated to helping promote pride in each tribal member's Chippewa Cree heritage.



The new SCC campus is located seven miles east of Box Elder, Montana. Kennewash Hall was completed in 2003 and named in honor of Chief Kennewash, an original tribal member and early supporter of education who helped build the first school in Rocky Boy. Kennewash Hall houses eleven classrooms, ten faculty offices, and the Dean of Academics, Student Services Department and IT Department. All classrooms are equipped with computers that are networked together and have internet access.



Sitting Old Woman Center houses the Library, Business Office, Extension Office, NACTEP and Bookstore. Sitting Old Woman Center is located to the east of the main building and was completed in 2002. An addition to this building was completed in 2014, expanding the library and adding administrative offices to the upper level, including the President's Office. This building was named in honor of SCC's late President, Margaret "Peggy" Nagel, who journeyed to the spirit world in December of 1994. Her given Indian name was Sitting Old Woman. The name was given to her by Joe Roan of Hobbema, Canada, and is considered a name of great honor because the wisdom of the elders could be seen in her eyes, even though she was only a young girl.



SCC opened its Jon "Cubby" Morsette Vocational Center in Fall of 2006. This building was named after the late Jon Morsette. His construction company built the buildings on the new campus. Jon passed away on February 29, 2006 during construction of this building. The Jon Morsette Vocational Center houses the Fine Arts, Pre-Engineering Assistant and Construction Technology programs. This building has state-of-the-art engineering and construction technology equipment. The Fine Arts program captures traditional art forms and enhances them with technology.



The SCC Wellness Center was completed in April of 2010. This facility holds the Little Bear Gymnasium, men's and women's locker rooms, two large classrooms and a kitchen. Health & Fitness, Physical Education and CNA courses are currently held in the gymnasium.

Vision, Mission, Core Values and Guiding Principles

Mission

Stone Child College (SCC), a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates and continuing education. SCC stresses the importance of preserving the Chippewa Cree language, culture and history. SCC will promote transfer students, professionally prepared and career-ready individuals.

Vision

"Making our dreams happen with academic excellence, culture and commitment."

Core Values

Preserving the Past, Educating the Present, Planning for the Future

Guiding Principles

To provide further specificity to the Mission Statement, the SCC Board of Regents has committed the college to the following principles:

1. SCC will provide Chippewa Cree language, culture, and history preservation and promotion to the students and community.
2. SCC will provide tribal organizations with training in staff development, planning, research and other needed services.
3. SCC will provide opportunities for collaborating with other institutions and agencies in furthering the interests of the college and community.
4. SCC will contribute to increased efficiency of programs and student achievement through continual assessment.
5. SCC will provide students with a life-long learning oriented environment focused on students, leadership and community service.

Admissions

Stone Child College (SCC) maintains open enrollment. Anyone who possesses a diploma from an accredited high school or who possesses or is seeking a General Educational Development certificate (GED) will be admitted for registration at SCC. All American Indian students who are enrolled members of a federally recognized tribe within the United States must provide a Certificate of Degree of Indian or Alaska Native Blood (CDIB) for documentation.

ABILITY TO BENEFIT

Ability to Benefit applies to students who are admitted to a post-secondary institution but who do not have a high school diploma or GED. New students admitted after July 1, 2012 on the Ability to Benefit are no longer eligible to receive Title IV Funding regardless of scores received on the ACCUPLACER test. However, students who have attended prior to July 1, 2012 are still eligible to receive Title IV Funding, if they have passed the standardized ACCUPLACER test. A student admitted on the basis of Ability to Benefit must complete the following conditions:

- Step 1: Pass an ACCUPLACER test that measures the student's aptitude to successfully complete the course of study. If the student does not meet the cut scores of Sentence Skills: 60, Reading Comprehension: 55 and Arithmetic: 34, then the student is not eligible for Title IV funding. These scores are established by the Department of Education
- Step 2: If the student fails the ACCUPLACER test mentioned in Step 1, they will be required to enroll in college introductory coursework.
- Step 3: Students currently enrolled in high school can only enroll as a part-time student. High school students are not eligible for Title IV funding. **(The compulsory age in the State of Montana is 16 years old or completion of the 8th grade.)**

ADMISSIONS PROCEDURES

Admission is not complete until all of the following are submitted to the College Admissions/Registrar's office:

- Application for Admission form
- Drug & Alcohol Compliance Policy form
- Declaration of Major form
- Release of Information form
- A copy of the student's Certificate of Degree of Indian or Alaska Native Blood (CDIB), if student is enrolled in a federally recognized tribe
- ACCUPLACER testing. Allow 1 to 2 hours to complete this test.
- Proof of immunization against measles, mumps and rubella (2 doses)
- Proof of TB skin test results
- Official high school transcripts or GED test results
- Transfer students must submit an official copy of their transcripts from previously-attended colleges

******High School graduates, transfer students and GED students are not eligible for Federal Student Aid until a copy of the high school transcripts, college transcripts or GED test results have been received.******

IMMUNIZATION REQUIREMENTS

All applicants born after January 1, 1957 are required to submit proof of two doses against measles, mumps and rubella. Exemptions to this requirement are available only to persons who have had a physician-diagnosed case of the disease(s) or a medical or religious exemption. Medical or Religious Exemption forms are available at the Admissions/Registrar's office.

All applicants are required to submit the results of the PPD (tuberculosis) test. The test must be within the last 5 years. Positive PPD testers will be required to receive an x-ray to eliminate contagious factors. A student with contagious airborne (active TB) communicable disease will not be admitted for attendance. Exemptions to this requirement are available only to persons who have had a physician-diagnosed case of disease(s) or a medical or religious exemption.

Student Billing

A full listing of current tuition, fees, and other college-related expenses is available at either the Admissions/Registrar's Office or Business Office, and will be posted. The fees listed in this catalog are current at the time of printing. All fees are approved by the Board of Regents of Stone Child College (SCC) and are subject to change any time without notice.

TUITION AND FEES SCHEDULE

Status	Credits	Tuition Cost	Registration Fee	Building Fee	Computer Fee	Activity Fee	Other Fees	PL95-471 Enrolled Total Cost	Non-Enrolled Fee	Non-Enrolled Total Cost
	1	\$65.00	\$55.00	\$50.00	\$60.00	\$15.00	\$25.00	\$270.00	\$20.00	\$290.00
	2	130.00	55.00	60.00	60.00	17.50	30.00	352.50	35.00	387.50
¼	3	195.00	55.00	70.00	60.00	20.00	35.00	435.00	50.00	485.00
	4	260.00	55.00	80.00	60.00	22.50	40.00	517.50	65.00	582.50
	5	325.00	55.00	90.00	60.00	25.00	45.00	600.00	80.00	680.00
½	6	390.00	55.00	100.00	60.00	27.50	50.00	682.50	95.00	777.50
	7	455.00	55.00	110.00	60.00	30.00	55.00	765.00	110.00	875.00
	8	520.00	55.00	120.00	60.00	32.50	60.00	847.50	125.00	972.50
¾	9	585.00	55.00	130.00	80.00	35.00	65.00	950.00	140.00	1090.00
	10	650.00	55.00	140.00	80.00	37.50	70.00	1032.50	155.00	1187.50
	11	715.00	55.00	150.00	80.00	37.50	75.00	1112.50	170.00	1282.50
Full	12	780.00	55.00	160.00	80.00	37.50	80.00	1192.50	185.00	1377.50
	13	845.00	55.00	160.00	80.00	37.50	80.00	1257.50	200.00	1457.50
	14-20	910.00	55.00	160.00	80.00	37.50	80.00	1322.50	215.00	1537.50
	21	975.00	55.00	160.00	80.00	37.50	80.00	1387.50	230.00	1617.50

FEE DEFINITIONS

ADMISSION FEE

A non-refundable admission fee of \$10 will be assessed for those students entering SCC for the first time.

BUILDING FEE

A building fee (depending on number of credits) is collected for the purpose of facility rental, expansion, improvement and maintenance.

COMPUTER FEE

Though students may not be registered for computer courses, it is expected that the student body will use the computers for processing of class projects throughout the academic semester. A computer fee (depending on number of credits) is collected for equipment purchases, upgrades, repair, maintenance and purchase of consumable computer supplies.

LAB FEE

Lab fees are charged for certain courses to defray the cost of consumable supplies such as paper, ink cartridges, art supplies or other required materials. The amount will be announced in the semester schedule of classes.

OTHER FEES

A fee classified as other will be charged to offset transportation costs provided to students and Internet access fees. Our costs for these services are continually rising and a fee has been designated to offset the cost.

NON-ENROLLED FEE

Students who are not enrolled members of a federally-recognized tribe, in accordance with the provisions of P.L.95-471, or who have not been a continuous resident of the Rocky Boy's Indian Reservation for one year, are subject to a non-enrolled fee of \$15 per credit hour.

REGISTRATION FEE

A non-refundable registration fee is collected from each student each semester to help defray the cost of recording information on the student's official records at SCC.

STUDENT ACTIVITY FEE

A student activity fee is collected for Student Government activities and SCC development.

TUITION COST

A fee charged per credit for instructional and general operating expenses. Refunds for tuition are based on number of weeks enrolled.

CONTINUING EDUCATION UNIT (CEU)

Continuing Education Units will cost each student \$45 per unit. CEUs will not be counted towards financial aid and do not apply toward degree programs.

DEFERMENT

Payments must be made even if the student withdraws from school. Any refund due to the student because of withdrawal, either voluntary or involuntary, will be applied toward the satisfaction of the deferred fee obligation. If the refund is larger than the amount outstanding, the excess of refund due over balance outstanding will be returned to the student. Any unpaid balance of the deferred obligation must be paid before the student may re-enroll, graduate or transfer to another college.

PAYMENT OF CHARGES

Tuition and fees must be paid or written arrangements for payment must be made at the time of registration. Students may not register for a subsequent term unless all charges for the preceding term have been paid or satisfactory arrangements for payment have been approved by the Business Office. Transcripts, grade reports or diplomas cannot be released until all charges have been fully paid.

All financial aid received on behalf of the student will be applied towards their educational related expenses first, before any refunds are processed. Refunds to students will be processed in accordance with the Business Office schedule.

Students are encouraged to contact the Business Office in regard to their financial obligations and status.

REFUNDS OF FEES

Refunds of tuition will be made according to the following schedule:

- Friday of the first week of classes...100% refund
- Friday of the second week...50% refund
- Friday of the third week...25% refund
- After the third Friday...0% refund

Financial Aid

The Financial Aid Office is dedicated to supporting the goals and purposes of the College. These goals are:

- to assist with tribal development,
- to assist with Chippewa Cree cultural development,
- to develop students academically,
- to promote Indian resident self-development.

Financial aid comes from the Federal Government, which is the largest provider of aid, as well as state governments, the schools themselves, and a large variety of other public and private sources. While the primary purpose of financial aid is to make post-secondary education financially possible, another purpose is to equalize the cost of attending different institutions. Tuition, book costs and fees must be paid at the time of registration, unless special arrangements are made with the Business Office prior to registration (refer to Student Billing). The following is a source of information concerning Federal financial aid for which you may be eligible. Please refer to the booklets and brochures published by the U.S. Department of Education. They are available on-line at <http://studentaid.ed.gov/PORTALSWebApp/students/english/publications.jsp>.

The College maintains a program of financial assistance for students whose family resources are not sufficient to meet costs of securing a college education. The Financial Aid department will assist the student in applying for financial aid, if necessary.

FEDERAL PELL GRANTS

The Federal Pell Grant Program is a federally-funded student financial aid program designed to assist students in the continuation of their education and training. The purpose of the Federal Pell Grant Program is to provide eligible students with a base of financial aid to help defray the costs of post-secondary education.

A Federal Pell Grant does not have to be repaid. Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum Federal Pell Grant for the 2016-2017 award year is scheduled to be \$5,815, which would be \$2,908 for Fall semester and \$2,907 for Spring semester. A student can receive two full Federal Pell Grants in an award year. How much you receive will depend on your cost of attendance, whether you are a full-time or part-time student, and whether you attend school for a full academic year or less. You may not receive Federal Pell Grant funds from more than one school at a time. Federal Pell Grant funds will be credited to your student account in the registration process in the Business Office.

A student can apply online at www.fasfa.ed.gov. Student eligibility is based primarily on financial need which is determined by a formula applied consistently to all applicants. It is to be used solely for educational purposes, which include tuition, fees, room and board, books, supplies and miscellaneous expenses.

FSEOG AND FEDERAL WORK STUDY

Federal Work Study (FWS) and Federal Supplemental Education Opportunity Grant (FSEOG) eligibility criteria are as follows:

- Student must be eligible for the Federal Pell Grant.
- Estimated Family Contribution (EFC) is calculated, and students with the lowest EFC are given top priority.
- The student's unmet need is calculated, and students with the highest unmet need are given top priority.

Federal Work Study employment is available on or off campus for a limited number of students. Students who are selected will be allowed to work a maximum of 20 hours per week. Students receiving financial assistance from other non-Title IV programs are not eligible for Work Study, unless student has remaining need. Students on Federal Work Study must make

Satisfactory Academic Progress for the semester in which they are participating in Federal Work Study. Students interested in Federal Work Study should contact the Financial Aid Office.

DISBURSEMENT OF FUNDS

Provided you meet all qualifications to receive financial aid funds, any scholarship or grant awarded to you will be automatically credited to your expenses (tuition, fees and books) and any other charges assessed by the institution. If financial aid credited to your expenses exceeds allowable charges due for the term, a check will be prepared for the difference, and the student will receive the check no later than 14 days after the credit balance was created. NOTE: If for any reason you register for classes late or enroll for insufficient credits, your aid will be delayed and possibly adjusted.

Other aid, such as BIA grants and some scholarships arrive in the form of checks. These funds will be made available after processing is completed in the Financial Aid Office and will be distributed by the Business Office. If you have specific questions regarding charges, distribution of checks or release processes, please contact the Business Office.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Academic Competitiveness Grants, National SMART Grants, TEACH Grants and Federal Supplemental Educational Opportunity Grants (FSEOGs).

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, if you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a Post-Withdrawal disbursement. Your school may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition, fees and books. The school needs your permission to use the Post-Withdrawal disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you have not attended at least one class in each of your registered classes, the school is required to return the aid.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any program funds that the school was required to return. If you don't know the refund policy of your school, ask your school for a copy of that policy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available at www.studentaid.ed.gov.

LENGTH OF AID ELIGIBILITY

The amount of Federal Pell Grant funds you may receive over your lifetime is limited by a new federal law to be the equivalent of six years of Federal Pell Grant funding. Since the maximum amount of Federal Pell Grant funding you can receive each year is equal to 100%, the six-year equivalent is 600%.

Scheduled award: The maximum amount of Federal Pell Grant funding you can receive is calculated for an award year. An award year is a period from July 1 of one calendar year to June 30 of the next calendar year.

Your scheduled award:

- is partially determined by using your Expected Family Contribution (EFC) that is calculated from the information you (and your family) provided when you filed your *Free Application for Federal Student Aid* (FAFSA);
- is the maximum amount you would be able to receive for the award year if you were enrolled full-time for the full school year; and
- represents 100% of your Federal Pell Grant eligibility for that award year.

Percent used: To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the U.S. Department of Education (ED) compares the actual amount you received for the award year with your scheduled award amount for that award year. Of course, if you receive the full amount of your scheduled award, you will have used 100%. It's possible that you might not receive your entire scheduled award for an award year. There are a number of reasons for this, the most common of which are that you are not enrolled for the full year or that you are not enrolled full-time, or both.

If you did not receive the full amount of your scheduled award, we calculate the percentage of the scheduled award that you did receive. For example, if your scheduled award for an award year is \$5,000, but because you were enrolled for only one semester you received only \$2,500, you would have received 50% of the scheduled award for that award year, or if you received only \$3,750 for the award year because you were enrolled three-quarter-time and not full-time, you would have received 75% for that year.

Lifetime Eligibility Used (LEU): ED keeps track of your LEU by adding together the percentages of your Federal Pell Grant scheduled awards that you received for each award year. You can log on to the National Student Loan Data System website https://www.nslds.ed.gov/nslds/nslds_SA/ and use your Federal Student Aid PIN number to view your LEU. The LEU will be found on the Financial Aid Review page.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID RECIPIENTS

Federal regulations require colleges to establish "satisfactory progress" requirements for students receiving federal financial aid. Satisfactory Academic Progress (SAP) is defined as progression in a regulated manner toward fulfilling requirements for a college degree or certificate in a program of study. It is the student's responsibility to find out more about student rights and the responsibilities of the institution. This information can be obtained from the Financial Aid Officer.

Federal law requires that financial aid recipients are making satisfactory academic progress in a course of study which leads to a degree, certificate or transfer program. Stone Child College adheres to this policy and the following standards describe the minimum eligibility requirements (qualitative & quantitative) for federal financial aid.

1. A minimum cumulative grade point average of 2.0 must be maintained. A requirement for graduation at Stone Child College is that a student completes at least 64-68 credits with a cumulative grade point average of 2.0. All final Stone Child College grades in the students' program of study will be considered in computing GPA.
2. Students must have a cumulative completion rate of 67% for all attempted credits. This means that 67% is the minimum percentage of credit hours to be earned/completed each semester in order for the student to graduate within the maximum time frame.
3. If a student does not pass their course with a C average, they will be put on academic probation and if they don't passed 2 semesters in a row they are automatically put on suspension. The student must have a term GPA minimum of a 2.00 and pass 67% of their courses in order to get off Academic suspension.
4. SAP is measured at the end of every semester to determine credits attempted and earned.
5. Students can repeat courses up to three times and still receive financial aid for the courses. They are considered attempted credit hours.
6. The summer session is counted as normal semester in regards to SAP. If a student received a Federal Pell in the fall and spring semester, there not eligible to receive one in the summer.

Maximum Timeframe

The Department of Education mandates that a student complete their intended course of study within 150% maximum timeframe. The students who have exceeded the 150% maximum timeframe are no longer eligible to receive federal aid for all future enrollment periods. Students that enrolled in a semester where no federal aid was disbursed still counts towards the 150% maximum timeframe. Transfer students credits are counted towards the 150% maximum timeframe. Students who pursue multiple majors or minors and a second degree will not have additional financial aid eligibility beyond the Maximum Timeframe established in this policy.

Incomplete

Successful completion of classes means passing grades must be earned. Grades of F, W, I and N do not count towards successful completion. If a student receives an Incomplete (I) on their grade it is considered a F. The student has an opportunity to change the incomplete grade. It is the student's responsibility to request from the instructor a grade of "Incomplete." Students receiving an incomplete must complete the course requirements within the time specified by the instructor and Dean of Academics with a maximum two (2) academic terms following the issuance of incomplete.

Financial Aid Warning

Students will get a warning after the first Pell has been distributed, if fail to meet SAP requirements. Student will still be allowed to receive financial aid during a warning status. At the end of the financial aid warning semester, the students GPA will be reexamined. This will determine if student will be lifted from warning or put on probation.

Financial Aid Probation

Students receiving financial assistance must maintain a cumulative 2.0 GPA in order to continue receiving federal financial aid. A student whose GPA falls below the required minimum and/or student fails to complete 67% of their credit hours will be placed on financial aid probation. During the next semester of enrollment, the students GPA must be a minimum of 2.0 and the student must have successfully complete at least 67% of their total credits attempted in order for the probationary status to be lifted. If the required GPA or credit hours completed is not attained while the student is on financial aid probation, the student will be placed on financial aid suspension. The student will remain on financial aid suspension until SAP is met by having a cumulative 2.0 GPA and successfully completing 67% of the total credit hours attempted.

Repeated Courses

Students are allowed to take the same course up to 3 times and the last course will be counted as their final grade. The students may only receive federal financial aid for **one repeat** of a course they have already taken and passed. Students who have not passed may be eligible for financial aid. Students should remember, however, that failed coursework is calculated in the overall Satisfactory Academic Progress (SAP) review each year, and students are required to meet SAP standards to remain eligible for financial aid. Considered attempted credit hours.

Withdrawals

The student must complete the withdrawal process for all courses that are not yet graded and must follow the course drop/withdrawal policy. Courses that a student withdraws from are considered in hours attempted toward the maximum timeframe. The withdrawal date will be posted on student transcript after the process is completed by the appropriate offices. The date the student is officially withdrawn will determine the tuition refund.

Exceptions/Appeals

Under special circumstances, financial aid probation and suspension may be waived. These circumstances will include, but are not limited to, injury to the student, illness of the student, death of a student's immediate family member, or confirmed extenuating circumstance outside of the student's control. The student must present written evidence or documentation showing why an exception is requested. Students should appeal as soon as they are notified of their financial aid suspension. Decisions will be made by the Financial Aid Officer. The Financial Aid Officer's decision may be appealed to the Dean of Student Services at the student's discretion. The Dean of Student Services decisions are final.

STUDENT RIGHTS AND RESPONSIBILITY

You have the right to privacy. All records and data submitted with your application for financial aid are treated as confidential information.

You have the right to a complete explanation of the award process. If you do not understand your financial aid award, or feel your application has not been evaluated fairly, please contact the Financial Aid Office.

You have the right to be notified of cancellation or withdrawal of aid, and to be informed of why this action is being taken.

You have the right to appeal. You may request a review of any decision concerning your financial aid eligibility. Please contact the Financial Aid Office and make an appointment. If necessary, you may be directed to submit a written appeal and supporting documentation.

You have the responsibility to report funds or benefits from any source (such as outside scholarships) that you receive or are promised (before and after you are awarded financial aid). The Financial Aid Office is required BY LAW to make adjustments to prevent or correct over awards. We take this responsibility seriously. You will save yourself frustration, inconvenience and possible financial penalty by reporting any changes in your financial status promptly.

You have the responsibility to report any change in your student status immediately. If you move, change your name, drop credits, withdraw from school or do anything else that may affect your financial situation, please report that information to the Financial Aid Office immediately.

You have the responsibility to keep copies of all correspondence regarding your financial aid, whether it is from the Financial Aid Office or governmental agencies.

You have the responsibility to use financial aid funds for educationally related expenses only, such as tuition and fees, books, supplies and reasonable living costs.

You have the responsibility to understand how the Financial Aid Office determines if you are making satisfactory academic progress and what happens if you do not maintain satisfactory academic progress.

ADDITIONAL INFORMATION

Our goal is to provide information to enable you to meet your educational objectives and long term goals. We have a qualified staff of professionals to further assist you with questions beyond what is provided in this guide. If you have questions or require further information regarding any of the policies provided in this section, please call us at 406-395-4875 or come to our office located in Kennewash Hall. Office hours are 8:00a.m. to 4:30p.m. Monday thru Thursday, and 8:00a.m. to 3:00p.m. on Fridays.

Policies and procedures governing financial aid programs are subject to change at any time without prior notice or publication due to changes of policy by federal and state governments.

Student Services and Campus Life

The major purpose of Student Services is to meet the special, educational needs of students within the local and surrounding communities.

Student Services offers a wide variety of educational services such as ACCUPLACER testing, computer-aided services, tutoring/mentoring, library services, career information, student programs, cultural enrichment activities and life skills for students at Stone Child College.

ATHLETICS

The athletic policy is consistent with the educational objectives of the institution. The objectives of the intercollegiate athletic program are to:

- provide a well-rounded schedule of intercollegiate athletic competition,
- encourage physical fitness through the development of physical skills and emotional control,
- foster good sportsmanship, school spirit, and loyalty,
- present opportunities to participate at a high level of competition, and
- provide an opportunity for the student body to witness and enjoy good intercollegiate athletic competition.

All students participating must meet or maintain the academic requirements of 9 or more credits, a 2.0 GPA or higher and be enrolled in courses that are leading towards their educational program(s).

BOOKSTORE

The SCC bookstore carries an inventory of required textbooks and educational supplies.

The bookstore serves the SCC staff, faculty, students and community. Students and staff are allowed to charge off of their Federal Pell Grants (books only), stipend programs and staff payroll. The bookstore is a business operation and is managed as an auxiliary enterprise. The bookstore has regular business hours, which are posted on the door. Refer to bookstore policies available in the bookstore for further information.

COLLEGE INTRODUCTORY COURSEWORK (CIC)

The College Introductory Coursework (CIC) provides a bridge between high school and college. The coursework serves students who may need refresher courses in the areas of English, mathematics, reading, writing and study skills; and students who may want a general introduction to unfamiliar disciplines.

ACCUPLACER TESTING

ACCUPLACER testing is required for all freshman students, first-time students, Ability to Benefit students and those students requesting the test. ACCUPLACER testing is not required for transfer students if they have passed Written Communication I and College Algebra, or if the student can produce test results of a similar assessment from another college. If students had previously taken the COMPASS test, those scores will still be used, and the student will not be required to take the ACCUPLACER test.

COUNSELING/REFERRAL

Counseling is available to all currently enrolled and prospective students by referral. Counselors are available by referral to discuss problems of educational and personal concern. The primary function of the counseling referral is to provide students with:

- Assistance in identifying and understanding their problems.
- Referral to community counseling resources available.

- Skills necessary to manage personal challenges including fear, anxiety, substance abuse and relationships.
- Drug and alcohol counseling and referral.
- Career counseling, with an EEO coordinator.

DAYCARE (406-395-5117/406-395-5919)

SCC provides a daycare facility that is for students, staff and community members on the Rocky Boy's Indian Reservation. Daycare is offered for children ages of 0 – 13. SCC students are given preference for daycare services at no cost. Staff and community members can apply for their children to attend and pay an hourly rate for daycare services. Daycare policies and procedures handbook and applications are available at the daycare facility.

LIBRARY

The library provides learning and information resources which support the mission and goals of SCC. The library has access to CD-ROM databases, on-line databases and the Internet. Students can use these resources for information retrieval. The library has the following academic goals:

- To provide reference and research materials for student and faculty that supports the curriculum and educational programs at SCC.
- To assist students in developing and applying college level research skills.
- To provide resource sharing with other public libraries and tribal college libraries.
- To develop a collection of audio-visual media and materials that will be available for instructional use in the college, area schools and other tribal institutions.
- To provide state-of-the-art library services by integrating technology with on-line databases and Internet resources.
- To house and maintain a collection of printed materials related to the history and culture of the Chippewa Cree people.

Students who graduate from the College are expected to return all borrowed library materials. Those students that withdraw must obtain clearance from the library stating they do not have any outstanding library materials.

MENTORING

SCC has staff and student mentoring programs for all new students and those who display academic problems. Students in need of mentoring services should contact the Student Services office.

PLACEMENT ASSISTANCE

SCC does not guarantee job placement, but counselors are available to assist students in seeking employment. For placement assistance, students should contact their program counselor or academic advisor. Placement assistance will include, but is not be limited to:

- Assistance with letters of interest, resumes, application forms and letters of recommendation.
- Mock interviews and assistance with arranging interviews with prospective employers.
- Job search throughout the community, on-line and throughout the United States.
- Information concerning employment opportunities with local, state and federal agencies.

REGISTRAR

The Admissions/Registrar's office is located on the second floor of Kennewash Hall. Functions of the office include maintaining student records, orientation, registration and admissions.

ACADEMIC INFORMATION

The academic catalog contains all the necessary information regarding academic regulations, specific registration instructions, general items of information, procedures and policies. Students are expected to be familiar with the policies and procedures of SCC.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

All students have the right to inspect and review their own education records as provided by the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act, as amended, is a federal law which states that a written institutional policy must be established, and a statement of adopted procedures covering the privacy rights of students must be made available. The law provides that the institution maintain the confidentiality of student education records.

SCC accords all the rights under the law to students who are declared independent. The institution will not disclose any information from student education records without the written consent of the student. However, according to exceptions permitted under the act, student records may be disclosed to personnel within the institution, officials of other institutions where students seek enrollment, persons or organizations providing students with financial aid, accrediting agencies, persons in compliance with a judicial order, and persons protecting the health or safety of students or other persons associated with them.

Within the SCC community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the offices of the Registrar, Business Manager, Financial Aid Officer, Admissions Officer, and academic personnel within the limitations of their need to know. At its discretion, the institution may provide directory information in accordance with the provisions of the Act, including student name, address, telephone number, date and place of birth, major field of study, dates of attendance, current class schedule, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially-recognized activities and sports, and the weight and height of members of athletic teams. Students may withhold directory information by notifying the Registrar in writing prior to the first day of class for the semester. Request for non-disclosure is honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Admissions/Registrar's office.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Registrar has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, cooperative education, and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies would be made at the student's expense at existing rates which are listed in the current catalog. Education records do not include records of instructional, administrative and educational personnel which are the sole possession of the maker, and are accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student's choosing. As outlined by the Act, students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate, misleading, in violation of their privacy or other rights may discuss their problems with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed by the Registrar of the right to a formal hearing. Student requests for a formal hearing must be made in writing to the Dean of Academics who, within a reasonable period of time

after receiving such requests, will inform the student of the date, place and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the student's expense. The hearing panel, which adjudicates such challenges, will be the Dean of Academics, a representative of the Student Government and the Dean of Student Services.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearings, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place statements commenting on the information with the records in question in the education records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints to:

Family Educational Rights and Privacy Act Office (FERPA)
Department of Education, Switzer Building Room 4074
Washington, DC20202

GRADUATION REQUIREMENTS

1. A cumulative GPA of 2.0 or higher is required for each of the degrees or certificates that are offered by SCC.
2. A minimum of 30 semester hours must be earned at SCC, and a minimum of 6 semester hours must be earned immediately preceding graduation.
3. Students must submit a complete Application for Graduation to the Admissions/Registrar's office the semester before they expect to graduate.
4. Students must have a complete student file and complete all graduation requirements before participating in graduation ceremonies.
5. Students must complete an Exit Evaluation Survey in related field of study with the SCC Assessment Coordinator.

RECORDS

The SCC Admissions/Registrar's office maintains information regarding students' academic progress at SCC, including grade reports and permanent academic records. The Admissions/Registrar's office is also responsible for collecting and maintaining current and accurate student information, such as tribal enrollment status, address, telephone number, major and advisor's name. This information is required by the federal government for determination of funding and for maintaining accurate mailing addresses for the student body. Personal data changes such as change of address, change of major or change of advisor should be reported as soon as possible.

The release of a student's grades, transcripts and other data requires written authorization by the student. Transcript requests from students should be directed to the Registrar. Official transcripts may be requested at any time and students will be charged \$3 per copy after the first copy is issued. To expedite services, an additional \$3 will be charged. Transcripts may not be released if a student has financial obligations to SCC or outstanding library materials.

The following data may be given to any inquirer without written authorization from the student: name, program of enrollment, period of enrollment, diplomas or certificates awarded, honors and/or date of completion. Any student wanting any, or all, of this information to remain confidential must inform the Registrar in writing.

REGISTRATION

Registration procedures are posted in at the beginning of each semester. Registration procedures are discussed in detail at the Fall and Spring semester orientations, which are required for all new students; however, any student may attend orientations.

STUDENT RIGHT-TO-KNOW ACT

SCC complies with the Student Right-to-Know Act, which was passed into law in November of 1990. The Act requires all colleges and universities to report data of three types. The data to be reported are statistics on campus crime, information on security policies and procedures, and the completion rates of SCC students and student athletes who receive athletic financial assistance. For more information on the SCC crime report go to

http://stonechild.edu/images/SCC_Annual_Campus_Security_Report_2015.pdf.

POLICY STATEMENTS

I. A statement of current campus policies regarding procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus or at school functions, and policies concerning the institution's response to such reports.

Criminal actions are reported to the Rocky Boy Police Department. Other emergencies are reported to the nearest available College personnel and/or the Rocky Boy Police Department.

SCC will follow-up on all incidents and emergencies to determine additional actions needed, such as policy changes, facilities or equipment modifications, or special meetings. A log of campus incidents and emergencies is maintained by the Campus Security Officer (CSO).

SCC maintains the disciplinary powers to protect its educational purpose. This is done by setting standards of scholarship and conduct, and by regulating the use of its instructional facilities. The following areas of misconduct are subject to disciplinary action:

1. All forms of dishonesty including cheating, plagiarism, knowingly furnishing false information to the College, forgery and alteration, or use of SCC documents as instruments of identification with intent to defraud.
2. Disruption or obstruction of teaching, research, disciplinary proceedings or other SCC activities.
3. Physical or verbal abuse of any person on SCC premises or at an SCC sponsored event.
4. Theft of, or damage to, SCC property or property of a Rocky Boy community member on the College premises.
5. Failure to comply with directions of SCC officials acting in performance of their duties.
6. Violation of published SCC regulations including those relating to entry and use of institutional facilities, the rules of this code of conduct and any other regulations which may be enacted.
7. Use of alcohol or drugs on campus or appearing on campus under the influence as demonstrated by impaired appropriate conduct.
8. Computer theft or abuse of computers.

The following are steps that will be taken once a person reports an incident:

1. A charge is filed with the CSO within 7 days of the incident.
2. The CSO does preliminary investigation within 5 days of the charge being filed. This will determine if the grievance can be resolved informally or must go through a formal hearing process.
3. If a formal hearing is required, all charges are presented to the accused student in written form and a time and date set for a hearing, not exceeding 15 days after the charges are presented.
4. A hearing is held by the CSO and will utilize the procedures and standards listed below.

All hearings will be private if requested by the accused student. In a hearing involving more than one student, severance will be allowed if requested. An accused student has the right to be represented by an advisor of their own choosing from within SCC. Any party to the proceedings may request the privilege of presenting witnesses subject to the right of cross examination by the other parties. Production of records and other exhibits may be required and a record will be kept of the proceedings.

Following a hearing before the CSO, the following may be imposed:

1. **Warning:** A written or oral reprimand for violation of specific regulations, including more severe disciplinary sanctions in the event of other violations of any SCC regulations.
2. **Disciplinary Probation:** Exclusion from participation in activities as specified in writing for a period of time not to exceed one school year.
3. **Restitution:** Reimbursement for damage to or misappropriation of property. This may take the form of appropriate services or other compensation at the discretion of the CSO.
4. **Suspension:** Exclusion from classes, other privileges or activities as specified in writing for a definite period of time not to exceed two years.

In the case of probations or suspensions, the student may have a choice of one of the following:

1. Appear before the CSO and accept the decision.
2. Appear before the SCC Grievance Committee, all decisions made by the committee are final.

Recommendation for the imposition of sanctions is based on the evidence in support of the charges and not on the failure of the accused students to answer charges or appear at the hearing. The decision of the CSO is final unless the student elected to appear before the Student's Rights and Responsibilities committee. In this case, the decision of the committee is final.

II. A statement of current policies concerning security and access to campus facilities, including campus residences, and security considerations used in the maintenance of campus facilities.

SCC maintains an open campus. Instructors regulate access to their offices, the classrooms and laboratories.

III. A statement of current policies concerning campus law enforcement, including:

(a) the enforcement authority of security personnel, including their working relationship with federal, state and local police agencies; and

(b) policy which encourages accurate and prompt reporting of all crimes to the campus police and the appropriate police agencies.

SCC does not have a formal campus security department. All criminal incidents should initially be reported to the CSO, unless the incident requires immediate police action, in which case, the Rocky Boy Police Department should be contacted first. The identity of persons making reports is kept confidential. Reporting incidents as a form of good citizenship is encouraged at general assemblies and staff workshops.

IV. A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices, and to encourage students and employees to be responsible for their own security and the security of others.

Information on campus security policies and procedures are provided during student orientations. Campus security information is given during staff meetings. Campus security policies can be found in the Staff Policies and Procedures Manual and the Student Handbook. The SCC Newsletter will provide monthly information on campus security issues, as needed.

V. A description of programs designed to inform students and employees about the prevention of crimes.

The program for students and staff will be presentations by campus administrators on reporting procedures, information from the Facilities Manager on campus security and fire systems, and presentations by Tribal Law and Order personnel on crime prevention and personal safety.

VI. Statistics concerning the occurrence on campus, during the most recent school year, and during the two (2) preceding school years for which data is available, of the following criminal offenses reported to campus security authorities or local police agencies:

- | | |
|---|-------------------------|
| (a) murder | (d) aggravated assault |
| (b) forcible or non-forcible sex offenses | (e) burglary; and |
| (c) robbery | (f) motor vehicle theft |

Programs presented to staff and faculty have the most recent statistics on reportable crimes on campus and the surrounding area. Statistics are represented on incidents of a more minor nature, such as petty theft and campus accidents. The institution will prepare an annual report on campus crimes and incidents which will cover the preceding two years for which information is available. As mentioned in the "Student Right to Know" section, please visit http://stonechild.edu/images/SCC_Annual_Campus_Security_Report_2015.pdf for current statistics on campus crime.

VII. A statement of policy concerning the monitoring and recording through local police agencies of criminal activity at off-campus student organizations whose participants are students of the Institution. The off-campus student organizations are those recognized by the institution, including student organizations with off-campus housing facilities.

SCC does not have off-campus student organizations and does not have a reporting requirement for this section.

VIII. Statistics concerning the number of arrests for the following crimes occurring on campus:

- (a) liquor law violations;
- (b) drug abuse violations; and
- (c) weapons possessions.

Statistics will be kept through our incident reporting system on these crimes. As mentioned in the "Student Right to Know" section, please visit http://stonechild.edu/images/SCC_Annual_Campus_Security_Report_2015.pdf. This information will be provided in the academic catalog, website, student orientations and staff presentations.

IX. A statement of policy regarding the possession, use and sale of alcoholic beverages and enforcement of State underage drinking laws; a statement of policy regarding the possession, use and sale of illegal drugs and enforcement of Federal and State drug laws; and a description of any drug or alcohol abuse education program as required under section 1213 of this Act.

The use or possession of alcohol or drugs is prohibited at SCC. Attending class under the influence of alcohol or drugs will result in immediate dismissal from campus. Students who manufacture, distribute, dispense, possess or use a controlled substance while on the SCC campus, or attending a college class away from the main campus, or participating in a college sponsored activity may be placed on probation, be suspended or expelled from further attendance at SCC.

A "controlled substance" is defined in the Drug Free Work Place Act of 1988, Public Law 100-690, by referring to the definition in schedules I-V of section 202 of the Controlled Substance Act (21 U.S.C. 812). Any drugs listed under the Drug Free Work Place Act that are in conflict with the Indian Religious Freedom Act are exempt from this policy.

X. A statement of policy regarding the registered sexual offenders who may be present on campus.

It is the students right to know if sexual offenders are on campus or attending classes. Students may reference the website <https://app.doj.mt.gov/apps/svow/default.aspx>.

STUDENT GOVERNMENT

The Student Government is made up of elected student officers and an advisor. It administers funds generated by student activity fees and fundraising events for student activities. Student Government is the governing body of all student organizations. Those student organizations requesting student activity funds to be used for student activities must make their request in writing to the Student Government. The Student Government will rule on the request and make a request to the SCC President to disburse activity fees. In some cases, the President will have to take requests to the Board of Regents for final approval.

The purpose of Student Government is to:

- Serve as a voice for students.
- Help the student officers develop leadership skills.
- Act as liaison between students, faculty, staff and the Board of Regents.
- Help evaluate programs and personnel.

STUDENT ORGANIZATIONS

SCC has a number of student organizations for students to join and participate in. Each student organization covers a different scope of student interest. Current student organizations include:

- American Indian Business Leaders (AIBL)
- American Indian Science and Engineering Society (AISES)
- Native American Student Association (NASA)
- Student Education Association (SEA)

TESTING SERVICES

SCC offers a variety of testing services. The major function of the testing service is administering and recording of the ACCUPLACER test. Tests given through this service include math, reading and writing. Students can also take the Career Interest Inventory test; tests are administered by Retention Coordinator, Financial Aid Staff and or NACTEP staff.

TRANSPORTATION

Transportation is provided for all students on the Rocky Boy's Indian Reservation. Van runs occur during class times in the morning and afternoon. If a student needs transportation, students must sign up to receive the service, they can contact the SCC maintenance staff for more information.

TRIBAL SCHOLARSHIPS AND TRAINING GRANTS

SCC currently administers the tribal Higher Education Scholarship and Adult Vocational Training Program. Eligible American Indian applicants must complete the on-line application and their FAFSA by March 1 of each academic year. The second deadline date is June 30 of each academic year and all supporting documents must be completed. Student selection for the Higher Education Program is done at the SCC Board of Regents meeting held in July of each academic year.

TUTORING

Tutoring services include individual, group and peer tutoring and are at no additional cost to the student. Students needing tutorial services should contact their academic advisor or the Student Services office.

Student Policies and Procedures

ATTENDANCE POLICY

1. The instructor will mark students as "Present" or "Absent" for class using an attendance database.
2. Excused absences will be allowed at the instructor's discretion.

ACADEMIC ADVISING

Students are assigned faculty advisors in their major. If students change academic programs, they must sign a new Declaration of Major form with the Registrar and a new advisor will be assigned. The academic advisor will:

1. Assist in registration and academic counseling.
2. Sign class Registration forms and Add/Drop forms.
3. Approve Education Plans.
4. Provide tutoring/mentoring referral.

COMPUTER USE POLICY

The Stone Child College computer policy considers the following offenses to be a violation of the student conduct code and can lead to serious disciplinary action, including suspension and/or expulsion from the College:

1. Theft and/or abuse of computers (software or hardware), computer capabilities and/or changing control panel settings.
2. Unauthorized use of computing facilities to interfere with the work of another student, faculty or staff.
3. Use of computing facilities to send harassing or abusive messages.
4. Use of Internet for pornography in any form.
5. Unauthorized file transfer.
6. Unauthorized downloading of music, movies, or otherwise restricted information is prohibited.
7. Intentional modification or destruction of college files.

Any of the above offenses constitutes a violation of the student conduct code and can lead to serious disciplinary action, including suspension or expulsion from SCC.

CONDUCT SUSPENSION

A student who is suspended from SCC for non-academic reasons will not receive grades for the current semester. A statement of suspension will be recorded on the student's permanent record which is filed in the Admissions/Registrar's office.

COURSE CHALLENGES

Students may request to receive credit for a course by special examination. Procedures and general guidelines for course challenges are as follows:

1. A student who requests to challenge a course must complete challenge requirements before the last day to add.
Prerequisites apply for all courses taken on a challenge basis. Some courses are not challengeable and challenged courses must be paid for like other courses.
2. A maximum of 12 credits will be allowed for challenge courses.
3. All challenge tests must be approved by the Dean of Academics.

DRUG & ALCOHOL POLICY

All students of SCC are expected to comply with federal, state and tribal laws regarding the sale and use of alcohol and drugs. Organizations collectively, and students individually, will be held responsible for any violations. Failure to adhere to regulations relating to alcoholic beverages and/or drugs will result in disciplinary action.

FIGHTING POLICY

Individuals involved in fighting on campus will be turned over to the Rocky Boy Police Department.

First Offense: Suspension. The student will be suspended for a certain period of time or indefinitely.

Second Offense: Expulsion. The student will be expelled from SCC for one semester.

Third Offense: Expulsion. The student will be expelled from SCC indefinitely.

PERSONAL PROPERTY

SCC is not responsible for the loss, misplacement or destruction of the personal property of students.

STUDENT CLASSIFICATION

The following are used for tuition and fee charges:

Full-Time: A student enrolled in more than 12 credits.

Part-Time: A student enrolled in fewer than 11 credits.

STUDENT CLASS LEVEL

Students are classified as follows:

Freshman: A student who earned less than 30 credits.

Sophomore: A student who earned more than 31 credits.

STUDENT CONDUCT CODE

SCC is dedicated to the growth of the individual. It also has the responsibility of promoting the common good and of rendering as remote as possible influences which are detrimental to the intellectual and social development of the college community. Students should at all times recognize their obligation as contributing members of the College community and should fulfill them completely. Judicial policies within an educational institution parallel the institution's academic policies in that they are concerned with promoting an effective academic community, the freedom to learn and personal responsibility. It is every student's responsibility to help ensure that SCC is an orderly and responsible community, one in which each member is assured of personal safety and well-being, and has the opportunity to obtain the desired educational experience. For this reason, any member of SCC who observes a violation of accepted guidelines or behavior has the responsibility to ensure corrective action is taken. Therefore, any member of the community, student, faculty or staff may report complaints and has a responsibility to do so. Help with preparing a complaint may be obtained from the Student Services staff.

Responsibility and authority for the regulation of student behavior is vested in the President by the Board of Regents. In all disciplinary matters, the President has delegated decision-making authority concerning campus discipline with the Dean of Academics and the Dean of Student Services. SCC reserves the right to determine what constitutes inappropriate behavior and the appropriate sanctions. The list of sanctions include, but is not limited to, the following: verbal warning, disciplinary warning status, social probation, suspension, expulsion, fines, restitution for damages and exclusion from extracurricular activities. In the case of suspension, a student may be separated from SCC for not less than one term and not more than one academic year. In the case of expulsion, a student's relationship with SCC is permanently severed. In addition, a student who is suspended will be given a grade of "F," in cases in which the work of the course has not been completed before suspension.

STUDENT CREDIT LOAD

The maximum student credit load per semester is eighteen (18) credits. A full-time load is defined as twelve (12) credits. Only in special circumstances and by petition to the Admissions/Registrar's office and approved by the Dean of Academics will a student be permitted to enroll in more than eighteen (18) credits. Concurrent enrollment in another college must be approved by the Registrar.

STUDENT DUE PROCESS

A student attending SCC who has an objection to a decision of the staff or administration, has the right to have the objection heard. Failure to follow the sequence below could result in the loss of student due process rights and failure of the entire process.

If the objection concerns academics, start with:

1. The instructor; do this verbally within five (5) days and if not satisfied with the decision made by the instructor, see #2.

2. The Dean of Academics; do this in writing within five (5) days of decision by the instructor. The Dean of Academics will respond in writing within five (5) working days. If not satisfied with the decision made by the Dean of Academics, see #3.
3. The President; do this in writing within five (5) days of the decision of the Dean of Academics. The President will respond to this in writing within two (2) working weeks. If not satisfied with the decision made by the President, see #4.
4. The SCC Grievance Committee; do this in writing within five (5) days of the President's decision. The SCC Grievance Committee makes the final decision.

If the objection concerns anything else, such as rules, financial aid (other than Federal Pell Grant) or policies, start with:

1. Your advisor or coordinator; do this verbally within five (5) days and if not satisfied with the decision of your advisor or coordinator, see #2.
2. The Dean of Student Services; do this in writing within five (5) days of decision by the advisor or coordinator. The Dean of Students will respond in writing within five (5) working days. If not satisfied with the decision made by the Dean of Students, see #3.
3. The President; do this in writing within five (5) days of the decision of the Dean of Students. The President will respond to this in writing within two (2) working weeks. If not satisfied with the decision made by the President, see #4.
4. The SCC Grievance Committee; do this in writing within five (5) days of the President's decision. The SCC Grievance Committee makes the final decision.

STUDENT HEALTH

SCC provides no formal student health services. Eligible tribal members are encouraged to contact Indian Health Services for medical attention. Non-Indian students should have a doctor's name, address and telephone number on file with SCC. Students with medical problems should inform SCC of their condition when registering.

STUDENT MARRIAGES

Notice of marriages or change in your name must be promptly reported with the Registrar and Financial Aid Officer.

STUDENTS WITH DISABILITIES

Students with physical or learning disabilities who need assistance with note-taking, reading, taping, sign language interpreting, academic counseling, or access to classrooms should contact Student Services. Stone Child College has limited services available for students with disabilities; however, all attempts will be made to accommodate the needs of students with disabilities on campus.

To be eligible for disability-related services at Stone Child College, students must have a documented disability condition as defined by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, seeing, speaking, hearing, sitting, breathing and taking care of oneself). The disability of the student must be documented from the appropriate licensed professional to certify a student as having a disability and to determine reasonable accommodations for the student.

TRANSFER CREDITS TO STONE CHILD COLLEGE

Transcripts of credits from other colleges and universities are evaluated by the Registrar. No evaluation of transfer credits will be made until an Application for Admission is complete. No grade of "D" or "F" will be accepted from other colleges toward graduation requirements, including electives. Credits more than 10 years old from the date of initial admission to SCC will not be accepted. No computer science and/or information technology credits more than 5 years old from date of initial admission to SCC will be accepted.

TRANSFER TO OTHER INSTITUTIONS

SCC students who expect to transfer to any other institution of higher learning should realize that the credits accepted for transfer toward a degree are determined solely by the institution to which the student transfers.

A student who plans to transfer to a four-year college or university should follow these five steps:

1. Obtain a current catalog of the institution to which you wish to transfer and study the entrance requirements and suggestions for freshman and sophomore programs in the major field of interest.
2. Consult with a counselor or advisor about fulfilling these requirements.
3. Consult, either by letter or by personal interview, with an Admissions Officer of the institution for further information about curriculum and transfer regulations.
4. Obtain an Articulation Agreement with institution to be certain all requirements will be met and all regulations observed to the satisfaction of the four-year college or university.
5. Request official transcript from SCC to transfer institution.

VIOLATION AND OFFENSES

The following list is intended to provide examples of inappropriate behavior for which sanctions may be levied, and is not intended to be exhaustive:

- Violence against any other member of the college community, this includes physical or verbal assault, nuisance or threatening phone calls, and any individual or group effort designed to harass or to ridicule any other member of the college community.
- Theft or damage to college property or property of any student, or staff member, or any visitor to the campus.
- Obstruction or disruption of teaching, research, administration, or other college activities, including its public service functions and other authorized activities.
- Dishonesty, such as knowingly furnishing false information to SCC.
- Forgery, alteration or misuse of college or personal identification records.
- Failure to comply with directions of college officials acting in the performance of their duties.
- The possession or use of illegal drugs on campus.
- Violation of the SCC's drug and alcohol policy.
- Creating, maintaining or participating in a situation detrimental to the health, safety or welfare of the college community. This includes tampering with fire equipment, setting fireworks, bomb threats and similar behavior.
- Destroying, altering or damaging college data.
- Computer theft or computer abuse.

WAIVER OF REGULATIONS

Rules and regulations in this catalog have been adopted jointly by the faculty, administration and the Board of Regents and are subject to modification and revision. If a student feels that extenuating circumstances might justify the waiver of a college regulation, the student may file a petition with the Student Services office.

WITHDRAW/DROPS

A student may drop a course up to the last day to register (as specified in the academic calendar) and no entry regarding the course will appear on the transcript. After this date and through the last day to withdraw from a course two weeks before the end of the semester (as specified in the academic calendar) the work of a student who withdraws will be recorded as "W". After the last day to withdraw, students will receive a letter grade as assigned by the instructor. Students may withdraw by completing the proper forms with the Admissions/Registrar's office.

Academic Policies and Procedures

AUDITING

To audit a course means to enroll in a course for no credit. Auditors may participate in the class at the discretion of the instructor. A grade of "N" is assigned. A \$2 per credit hour fee, plus a \$35 registration fee will be charged for auditing (no credit will be earned).

COURSE

A course is a unit of instruction in a subject area offered in a single semester.

CLASS SCHEDULE

SCC uses a 4-day class schedule and classes are held Monday through Thursday from 9:00a.m. to 7:00p.m. On several occasions classes are scheduled outside of the normal class schedule.

CREDIT HOUR POLICY

The Department of Education now requires each institution to develop a written credit hour policy. The Department of Education policy states that one credit hour of class time and two hours of out-of-class time per week over the span of a semester. Stone Child College (SCC) has adopted a similar policy. SCC currently defines a credit unit as the unit used in computing the amount of work required for graduation. One credit is equivalent to 15 hours of instruction. In some cases, such as laboratory or field experience, more than 15 hours is required for one credit. These rules are based on the type of instructor contact hours and the ratio of those hours to the number of weeks in a semester. "Credit hours" are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out of class preparation. Stone Child College uses these rules to establish credit hours assigned to each course offered by the college. Credit loads are determined based on the credit hours for which a student enrolls.

Credit ratios for the three basic categories of instruction are:

- Lecture/discussion, 1:1—One (1) hour of lecture or classroom discussion per week and approximately two (2) additional hours of out-of-class assignments per classroom contact hour earns one (1) credit hour. For example, a four (4) credit course would equal four (4) classroom hours per week plus substantial out-of-class assignments and study time.
- Laboratory/applied learning, 2:1—Two (2) hours of laboratory work per week and approximately one additional hour for out-of-class assignments earns one (1) credit hour. Exceptions are noted in the semester schedule (some classes are not scheduled in the usual college class periods.)

Credit loads are defined under three categories as:

- Full-time credit load. A full-time student credit load is generally defined as twelve (12) or more credit hours. However, students who are enrolled under government-sponsored programs (e.g., financial aid, veterans, social security) should check with the appropriate agency's financial services office for specific credit load requirements.
- Part-time credit loads. A three-quarter load is defined as nine (9) to eleven (11) credit hours; a halftime load is six (6) to eight (8) credit hours, and a less-than-half-time load is five (5) or fewer credit hours.
- Overload. To enroll in more than eighteen (18) credit hours, a student must have special circumstances and by petition to the Admissions/Registrar's office and approved by the Dean of Academics will a student be permitted to enroll in more than eighteen (18) credits. Concurrent enrollment in another college must be approved by the Registrar

CURRICULUM

A curriculum is a combination of courses which constitute a program of study leading to a certificate or degree.

DEPARTMENTAL DISTINCTION

Students maintaining a 3.25 GPA or higher and selected by the appropriate faculty will graduate with departmental distinction with transcript notation and listing on the graduation program.

ELECTIVE

An elective in a curriculum outline is a course opening which can be filled by any course of the student's choice. Some electives require the student to choose from courses within a particular area of study.

FIELD EXPERIENCE CREDITS

Field experience credits may be earned at the rate of one (1) credit for every two (2) hours per week for fifteen (15) weeks of supervised work experience.

GRADES

The evaluation of student's work is issued at the end of each semester, after the student's credentials and financial obligations to the college are in order. Grade points are dependent on the letter grade assigned. Students must meet all requirements for the courses to receive a grade and credit. The course will not be recorded on the student's official transcript unless one of the grades below is received. Instructors make the final determination on all grades.

<u>Grade</u>	<u>Interpretation</u>	<u>Grade Points</u>
A	Excellent	4
B	Above average	3
C	Average	2
D	Below average	1
F	Failure	0
P	Pass (Not calculated into GPA)	0
I	Incomplete	0
R	Repeat	0
N	Audit	0
W	Withdrawal	0
*	Challenge (Indicated after letter grade)	0

GRADE CHANGES

Once a grade has been reported by the instructor to the Registrar, the grade will not be changed except in extreme circumstances or in the case of an administrative error. The final determination of the change of a grade will be made by the Dean of Student Services, Dean of Academics and the instructor.

Students can pick up their mid-term and final grades at the Admissions/Registrars' office, or students can leave a self-addressed stamped envelope, should they wish the grades to be mailed to them directly. These grades will also be reported to the SCC Financial Aid Office, counselors, program coordinators and advisors.

GRADE POINT AVERAGE

A student's grade point average (GPA) is computed by assigning a numerical point value as follows:

A - Excellent	4 Grade Points
B - Above Average	3 Grade Points
C - Average	2 Grade Points
D - Below Average	1 Grade Point
F - Failure	0 Grade Points

The GPA is the quotient obtained by dividing total grade points by total credit hours attempted. Grades of "I", "P", "N", and "W" are disregarded in computing grade point averages (see grading). No "D" grades will be accepted as transfer credits from other institutions or be used for graduation requirements. All courses require a "C" or higher to be counted towards a degree or a certificate at SCC.

HONOR ROLL

Any student who completes 12 or more credits and attains a 3.0 GPA or higher for any one semester is placed on the Honor Roll. Students having an "I" during the current semester are not eligible for the Honor Roll or incentive awards. Students obtaining a GPA of 3.0 to 3.24 will be placed on Honorable Mention. Students obtaining a GPA of 3.25 to 3.49 will be placed on the Dean's List. Students obtaining a GPA of 3.5 to 4.0 will be placed on the President's List. The names of students achieving these awards will be announced at the end of each semester.

INDEPENDENT STUDY

Independent study credits are granted to students for work on an individual basis in a specific area of interest or for a required course. Students who wish to undertake an independent study should develop a suitable project to include a title, description, goals & objectives, and proposed activities or have approval from the course instructor. The student will be required to complete and submit the Request for Independent Study/Option form and obtain approval from a faculty sponsor, the student's advisor and the Dean of Academics. The project proposal or course syllabi must be approved prior to registration.

INCOMPLETE GRADES

If at the end of the semester the quality of a student's work is satisfactory, but some essential requirement of the course has not been completed due to unforeseen circumstances, it is the student's responsibility to request from the instructor a grade of "Incomplete." Students receiving an incomplete must complete the course requirements within the time specified by the instructor and Dean of Academics with a maximum two (2) academic terms following the issuance of incomplete. If the student fails to complete the requirements within this timeline, he or she will receive an "F" or the alternative grade assigned by the instructor. Exceptions for extreme circumstances may be made at the discretion of the Dean of Academics.

PASS/FAIL ELECTIVE COURSES

A maximum of nine (9) credits of pass/fail elective courses may be counted towards a degree or certificate at SCC. However, courses that satisfy the requirements of a degree program cannot be taken on a pass/fail basis. Students must register for a pass/fail course before the last day to add. Exceptions for extreme circumstances may be made at the discretion of the Dean of Academics. Prerequisites apply to all courses taken on the pass/fail basis.

REPEATING COURSES

Courses may be repeated up to three times. The most recent letter grade will be recorded on the transcript as part of the GPA, with the earlier grade remaining on the transcript followed by an "R". Repeated courses do not count for attempting credits in monitoring satisfactory academic progress.

ACADEMIC WARNING

At the end of any semester, degree seeking students whose semester GPA falls below 2.0 will receive an academic warning. The effect of the academic warning is to serve notice to students that the quality of their work is below an acceptable level and that continuation of unsatisfactory work during their next semester or enrollment will result in academic probation. Students who receive an academic warning should contact their advisor or counselor before registering for the next semester.

ACADEMIC PROBATION

At the end of any semester, degree-seeking students who were placed on academic warning during their previous semester of attendance and their cumulative GPA is still below 2.0 will be placed on academic probation. An exception is made if they earn at least a 2.0 GPA for the semester without raising their cumulative GPA to a 2.0. In such cases, students will remain on academic warning. The purpose of academic probation is to issue to students a second and final reminder that they will be suspended from SCC if their academic performance does not improve. Students placed on academic probation should contact their advisor or counselor before registering for another semester.

ACADEMIC SUSPENSION

At the end of any semester, degree-seeking students who were placed on academic probation during their previous semester of attendance and their cumulative GPA is still below 2.0 will be academically suspended. An exception is made if they are at least a 2.0 GPA for the semester without raising their cumulative GPA to a 2.0. In such cases, the student remains on academic probation. The effect of academic suspension is that the student may not re-enroll. The student may petition to continue to attend SCC if it is a subsequent semester.

****NOTE:** If this is your last semester on academic warning, please refer to academic probation. If this is your second semester on academic probation, please refer to academic suspension.

After a student is suspended, in order to be reinstated, students appeal to the Dean of Student Services within two (2) weeks of receiving their letter of suspension. Following the first suspension, students are automatically reinstated after a lapse of three (3) semesters, upon notification of the Registrar of their intent to return. All students reinstated after suspension are reinstated on academic probation and will be suspended again unless they meet the requirements as explained under academic suspension (above).

SEMESTER

Stone Child College operates on a semester system consisting of three semesters in a year-Fall, Spring and Summer. Each semester is approximately 16 weeks in length, except for Summer, which is held over a 6 week period with 2 week blocks; however, students are still required 15 classroom hours per semester credit. Summer session class offerings is also dependent on funding and student/community demand.



A message from the Dean of Academics:

"Welcome to Stone Child College. We are committed to providing quality academic degree programs that prepare students to be successful in whatever they choose to pursue; whether it be entering the workforce or continuing at a four-year institution. We offer a variety of educational programs that include associates degrees and certificate programs. I encourage all to attend SCC."

*Cory Sangrey-Billy
Dean of Academics*

Degrees, Majors and Certificate Programs

ASSOCIATE OF ARTS DEGREE PROGRAMS

General Studies

- Liberal Arts Option
- Math Option
- Native American Studies Option
- Natural Resource Studies Option
 - Natural Resource/Geospatial Technology Concentration
- Studio Art Option
- Teacher Education Option
 - Early Childhood Education Concentration
 - Elementary Education Concentration

Human Services

- Addiction Studies Option
- Rural Public Health Option

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

Applied Science

- Allied Health Option
- General Science Option

Business

- General Business Option
- Office Administration Option

Computer Science

- Information Systems Option

CERTIFICATE PROGRAMS

- Accounting/Information Management – 1 Year
- Building Trades – 1 Year
- Building Trades – 2 Years
- Certified Nursing Assistant – 1 Semester
- Hospitality/Customer Relations – 1 Year
- Pre-Engineering – 1 Year
- Pre-Nursing – 1 Year (summer)
- Rural Public Health Certificate – 1 Year

ENDORSEMENTS

- Rural Health

College Introductory Coursework

The following set of courses is designed, without prerequisites, to help ease new and returning students into college-level work; and to introduce unfamiliar disciplines to non-majors.

College Introductory Course Offerings

	Department	#	Course Title	Credits
ART	ART	120	Drawing I	3
	ART	121	Introduction to Painting	3
ENGLISH	WRIT	075	Building Vocabulary Skills	1
	ENGL	012	Reading I	1
	ENGL	013	Reading II	1
	WRIT	100	Introduction to English Composition	3
GENERAL STUDIES	GS	100	Freshman Seminar	2
HUMANITIES	HUM	100	Introduction to Humanities	3
MATH	M	059	Mathematics Fundamentals I	1
	M	060	Mathematics Fundamentals II	1
	M	061	Basic Mathematics	1
	M	081	Beginning Algebra I	1
	M	082	Beginning Algebra II	1
	M	090	Introductory Algebra	1
OFFICE ADMINISTRATION	OFAD	100	Keyboarding I	3
PSYCHOLOGY	PSYX	106	Applied Psychology	3
SCIENCE	ESCI	100	Environmental Measurements	3

General Education

PHILOSOPHY:

The General Education coursework is designed to provide a common educational foundation and help preserve and build appreciation of the history, language, and culture of the Chippewa Cree people.

LEARNER OUTCOMES:

Students will:

1. demonstrate the fundamental skills of written communication.
2. develop the skills of oral communication.
3. demonstrate the fundamental skills of computation.
4. exhibit the fundamental skills of scientific inquiry.
5. examine Native American history and culture.
6. apply appropriate computer skills across curriculum.

ASSOCIATE DEGREE GENERAL EDUCATION COURSE OPTIONS:

	Department	#	Course Title	Credits
COMMUNICATION Choose 9 credits	WRIT	101	College Writing I	3
	WRIT	201	College Writing II	3
	COMX	111	Public Speaking	3
COMPUTER SCIENCE	CAPP	120	Introduction to Computers	3
FINE ARTS Choose 3 credits	ART	110	Art Appreciation	3
	MUS	110	Music Appreciation	3
HISTORY	NAS	101	History of Indians in the U.S.	3
HUMANITIES (any HUM 200 or above) Choose 3 credits	HUM	201	Humanities	3
	HUM	213	Chippewa Cree Religion & Philosophy	3
	HUM	220	Cultural Anthropology	3
	NAS	262	Contemporary Issues in American Indian Life	3
LANGUAGE Choose 3 credits	NASX	100	Cree Language I	3
	NASX	105	Cree Language II	3
	NASX	115	Chippewa Language I	3
MATHEMATICS Choose one course	M	121	College Algebra	3
	M	145	Mathematics for Liberal Arts	4
NATURAL SCIENCES (any laboratory science) Choose 4 credits	BIOS	101	General Biology with Lab	4
	BIOS	110	Introduction to Zoology with Lab	4
	BIOS	114	Introduction to Botany with Lab	4
	BIOH	101, 102	Foundations of Human Biology with Lab	4
	BIOS	190	Ethnobotany with Lab	4
	BIOS	200	General Ecology with Lab	4
	CHMY	141, 142	General Chemistry I with Lab	4
	CHMY	143, 144	General Chemistry II with Lab	4
	CHMY	200	Biological Chemistry with Lab	4
	ESCI	150	Atmospheric Science with Lab	4
	ESCI	210	Introduction to Soil Science with Lab	4
	PHSX	205N	Fundamentals of Physics I	3
	PHSX	206N	Fundamentals of Physics I Lab	1
PHYS	120	Foundation of Physical Science with Lab	4	
SOCIAL SCIENCE Choose 3 credits	PSYX	100	Introduction to Psychology	3
	PSYX	106	Applied Psychology	3
TOTAL GENERAL EDUCATION CREDITS				34-35

AA General Studies – Liberal Arts Option

PHILOSOPHY:

The Liberal Arts Option nourishes student interest and literacy in communications, cross-cultural humanities, natural sciences, fine arts and social sciences. This option offers a quality educational base to the Rocky Boy community, either as preparation for transfer to baccalaureate programs in four-year colleges or as a terminal Associate of Arts degree. This degree provides an opportunity for individual development, with special consideration for Chippewa Cree cultural preservation and awareness, and acts as a channel for tribal development through academic enrichment. The Liberal Arts Option emphasizes a multicultural education, including significant coursework with Native American cultural content.

EXPECTED LEARNER OUTCOMES:

Students will:

1. define literal and personal meaning of liberal arts.
2. understand the complexities of humanities.
3. write and/or visually reflect on coursework in liberal arts and social sciences.
4. research and critique ethnic, gender, political and social issues.
5. relate the cultural and linguistic importance of the Chippewa Cree Tribe.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	34 CREDITS
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	
COMX 111: Public Speaking (3 credits)	
M 121: College Algebra (3 credits)	
NAS 101: History of Indians in the U.S. (3 credits)	
PROFESSIONAL CORE	
HUM 290: Liberal Arts Capstone (3 credits)	27 CREDITS
LIBERAL ARTS - Courses must be taken from at least two of the following areas: ART, ENGL, HUM, MUS, NAS (fine arts or humanities emphasis), or NASX (15 credits)	
SOCIAL SCIENCES - Courses must be taken from at least two of the following areas: AD, BUS, GS, HIST, HS, NAS (social science or politics emphasis), PSYX, or SOCI (9 credits)	
TOTAL CREDIT REQUIREMENTS	61 CREDITS

Plan of Study:

CURRICULUM

Fall (First Year)

ART 110	Art Appreciation	3
CAPP 120	Intro to Computers	3
HUM 201	Humanities	3
M 121	College Algebra	3
WRIT 101	College Writing 1	3

Total 15

Spring (First Year)

COMX111	Public Speaking	3
NASX 100	Cree Language1	3
NAS 101	History of Indians in the US	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3

Total 15

First Year Credit Total 30

Total Credit Requirements 61

CURRICULUM

Fall (Second Year)

ART 201	Native American Art History	3
BIOS 101	General Biology	4
HUM 140	Story Telling	3
MUS 110	Music Appreciation	3
PSYX 106	Applied Science	3

Total 16

Spring (Second Year)

HUM 213	CC Religion & Philosophy	3
HUM 290	Liberal Arts Capstone	3
Electives		9

Total 15

Second Year Credits Total 31

A General Studies – Math Option

PHILOSOPHY:

The Math Option is designed to provide a broad foundation for students interested in mathematics and related fields including engineering, computer science, human services, business and mathematics education. Critical thinking and cooperative learning are stressed.

EXPECTED LEARNER OUTCOMES:

Students will:

1. apply a mathematical model to real life situation.
2. develop a mathematical model through data analysis.
3. apply basic math skills in complex situations.
4. examine the influences of different cultures in mathematics.
5. demonstrate skill in determining which mathematical tools to use in solving problems of various types.
6. demonstrate skill in solving problems which require algebra, geometry, calculus, statistics and number theory methods for solutions.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	35 CREDITS
M 145: Mathematics for Liberal Arts (4 credits)	
PROFESSIONAL CORE	
CSCI 241: Visual Basic (3 credits)	
Electives (3 credits)	
M 121: College Algebra (3 credits)	
M 151: Precalculus (3 credits)	28 CREDITS
M 170: Calculus I (5 credits)	
M 171: Calculus II (5 credits)	
M 290: Capstone: Mathematics (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
TOTAL CREDIT REQUIREMENTS	63 CREDITS

Plan of Study:

CURRICULUM

Fall (First Year)

CAPP 120	Intro to Computers	3
COMX 111	Public Speaking	3
M 121	College Algebra	3
WRIT 101	College Writing 1	3
Fine Arts (ART 110 or MUS 110)		3

Total 15

Spring (First Year)

CSCI 110	Intro to Visual Basic	3
M 151	Pre-Calculus	3
STAT 216	Intro to Statistics	3
WRIT 201	College Writing II	3
Social Science (PSYX 106 or PSYX 100)		3

Total 15

First Year Credits Total 30

Total Credit Requirements 63

CURRICULUM

Fall (Second Year)

M 145	Mathematics for Liberal Arts	4
M 171	Calculus	5
NAS 101	History of Indians in the US	3
Humanities (HUM 201, HUM 213, HUM 220, or NAS 262)		3

Total 15

Spring (Second Year)

M 171	Calculus II	5
M 290	Mathematics Capstone	3
NASX 100	Cree language 1	3
Natural Science (BIOS 101 or CHMY 210)		3
Elective		3

Total 18

Second Year Credits Total 33

AA General Studies – Native American Studies Option

PHILOSOPHY:

The Native American Studies Option is offered as an Associate degree or as a transfer program to a four-year college or university. Students will acquire a multicultural, liberal arts background through exposure to the natural and social sciences, language, literature, arts and history.

EXPECTED LEARNER OUTCOMES:

Students will:

1. explore the relationships between Indian tribes and examine their relationships with other cultures.
2. enhance their understanding of and increase their pride in Chippewa and Cree culture, language, history and philosophy through research and comparative study.
3. reinforce traditional cultural values including respect, honesty and responsibility through community involvement.
4. study other American Indian cultures including language, history, government and philosophy.
5. examine traditional and contemporary styles of leadership.
6. analyze policies and public laws that affect American Indians.
7. assess sovereignty issues of American Indians.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
HUM 213: Chippewa Cree Religion & Philosophy (3 credits)	34 CREDITS
PSYX 100: Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	
HUM 140: Storytelling (3 credits)	30 CREDITS
NAS 145: Chippewa Cree History and Culture (3 credits)	
NAS 166: Musical Heritage of Rocky Boy's Reservation (3 credits)	
NAS 253: History of Tribal Government of Rocky Boy's Reservation (3 credits) or PSYX 265: Social Psychology (3 credits)	
NAS 255: Indian Law (3 credits)	
NAS 290: Native American Studies Capstone (3 credits)	
NASX 105: Cree Language II (3 credits)	
NATURAL SCIENCES – Courses must be taken from BIOH, BIOS, CHMY, CAPP, CSCI, ESCI, MATH, PHYS and PHSX (3 credits)	
SOCIAL STUDIES – Courses must be taken from ECNS, GEOG, GS, HIST, HS, NAS, PSYX and SOCI (6 credits)	
TOTAL CREDIT REQUIREMENTS	

Plan of Study:

CURRICULUM

Fall (First Year)		
CAPP 120	Intro to Computers	3
M 121	College Algebra	3
NAS 101	Hist. of Indians in the US	3
WRIT 101	College Writing I	3
	Fine Art (ART 110 or MUS 110)	3
Total		15
Spring (First Year)		
HUM 140	Story Telling	3
COMX 111	Public Speaking	3
HUM 213	CC Religion & Philosophy	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3
	Natural Science (BIOS 101 or CHMY)	4
Total		19
First Year Credits Total		34
Total Credit Requirements		64

CURRICULUM

Fall (Second Year)		
NASX 100	Cree Language I	3
NAS 145	Chippewa/Cree History & Culture	3
NAS 166	Musical Heritage of RB	3
NAS 255	Indian Law	3
	Chose 1 (NAS 253 or PSYX 265)	3
Total		15
Spring (Second Year)		
NASX 105	Cree Language II/3	
NAS 290	Native American Studies Capstone	3
	Social Studies Choose 2 (SOC, HIST, GEOG, HS, ECON, or GS)	6
	Natural Sciences Choose 1 (PHYS, ESCI, CSC, or MA)	3
Total		15
Second Year Spring Credits		30

AA General Studies – Natural Resource Studies Option

Natural Resource/Geospatial Technology Concentration

PHILOSOPHY:

The Natural Resources Studies Option – Natural Resource/Geospatial Technology Concentration provides students' knowledge about the natural world and training that will prepare graduates to obtain employment in tribal Natural Resource programs and provide the relevant educational foundation for students to transfer to a four-year Natural Resource program. Students will increase their understanding of the physical, chemical, and ecological principles underlying natural resources, and acquire a solid introduction to geospatial technology.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate an understanding of the principles of Gravitation and how it applies in the deployment of satellite systems used by Natural Resource Managers.
2. demonstrate an understanding of Electromagnetic Radiation and describe the role it plays in GPS and Geospatial technology.
3. demonstrate skill in the use of Dimensional Analysis to solve problems in chemistry and physics.
4. describe Photosynthesis on the physical, chemical, biological and geospatial levels.
5. perform physical and chemical experiments where data is collected, summarized and analyzed; then draw conclusions from the experimental data.
6. know the basic Geographical and Information Systems concepts underlying Geographic Information Systems.
7. perform spatial Joins, Queries, and Geo-processing and Editing of map objects using GIS.
8. know the theoretical principles underlying GPS systems.
9. know how to use GPS systems to acquire geographic data and perform necessary data procession steps necessary to use GPS generated data in a GIS.
10. perform all steps of a GIS project from inception to presentation of results using presentation software.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	34 CREDITS
BIOS 101: General Biology (4 credits)	
PROFESSIONAL CORE	
CHMY 141: General Chemistry I (3 credits) and CHMY 142: General Chemistry Lab I (1 credit)	
CHMY 143: General Chemistry II (3 credits) and CHMY 144: General Chemistry II Lab (1 credit)	
Electives* (6 credits)	
NR 131: Geographic Information Systems and Science I (3 credits)	34 CREDITS
NR 201: Geographic Information Systems and Science II (3 credits)	
NR 220: GPS Principles and Practices (3 credits)	
NR 290: Natural Resource Capstone (3 credits)	
PHSX 205N & 206N: Fundamentals of Physics I with Lab (4 credits)	
PHSX 207N & 208N: Fundamentals of Physics II with Lab (4 credits)	
TOTAL CREDIT REQUIREMENTS	68 CREDITS

*Select electives from the following list:

BIOS 114: Introduction to Botany (4 credits)

BIOS 200: General Ecology (4 credits)

CHMY 123: Intro to Organic & Biochemistry (3 credits)

CHMY 124: Intro to Organic and Biochemistry Lab (1 credit)

CSCI 150: Introduction to AUTOCAD (3 credits)

ESCI 100: Environmental Measurement (3 credits)

ESCI 150: Atmospheric Science with Lab (4 credits)

ESCI 210: Introduction to Soil Science with Lab (4 credits)

ENGI 120: Surveying I (3 credits)

M 151: Precalculus (3 credits)

M 170: Calculus I (5 credits)

STAT 216: Introduction to Statistics (3 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

CAPP 120	Intro to Computers	3
HUM 201	Humanities	3
NAS 101	Hist. of Indians in the US	3
WRIT 101	College Writing I	3
Fine Art (ART 110 or MUS 110)		3
Mathematics (M121 or M145)		3

Total 18

Spring (First Year)

BIOS 101	General Bio	4
COMX 111	Public Speaking	3
NASX 100	Cree Language 1	3
WRIT 201	College Writing II	3
Social Science (PSYX 106 or PSYX 100)		3

Total 16

First Year Credits Total 34

Total Credit Requirements 68

CURRICULUM

Fall Semester (Second Year)

CHMY 141	General Chemistry 1	3
CHMY 142	General Chemistry 1 w/ Lab	1
NR 201	Geographic Info Systems	3
PHSX 205N & 206N	Fundamentals Of Physics 1 w/ Lab	4
Electives		6

Total 17

Spring (Second Year)

CHMY 143	General Chemistry II	3
CHMY 144	General Chemistry II w/ Lab	1
NR 131	Geographic Info Systems 1	3
NR 220	GPS Principles & Practices	3
NR 290	Nat. RES Geospatial	3
PHSX 207N & 208N	Fundamentals Of Physics II w/ Lab	4

Total 17

Second Year Spring Credits 34

AA General Studies – Studio Art Option

PHILOSOPHY:

The Studio Art Option is an Associate degree program committed to the development of accomplished visual artists who are rooted in Northern Plains Native American cultural life, especially in the culture of the Chippewa Cree. The program is designed to prepare students to be basically skilled and disciplined in both contemporary and traditional art media, to be effective in writing and critical thinking, and to be prepared either to pursue art professionally or to transfer to a four year program for continued intensive development as an artist. This program recognizes the vitality of the visual language of Northern Plains Indian people. It recognizes the desire of many of today's Indian artists to create art in both traditional and contemporary media.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate growing competence in studio art skills such as drawing, painting, design, sculpture, photography, print-making and graphic arts.
2. demonstrate growing competence in traditional art skills such as beading, regalia creation, quilting, tanning, tipi making, leather working and horse hair weaving.
3. demonstrate knowledge and understanding of Chippewa Cree culture, especially its visual art.
4. demonstrate the ability to discuss and write effective critiques of both literature and works of visual art.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
ART 110: Art Appreciation (3 credits)	34 CREDITS
M 121: College Algebra (3 credits)	
PROFESSIONAL CORE	
ART 145: Two Dimensional Design (3 credits)	30 CREDITS
ART 121: Drawing I (3 credits)	
ART 121: Introduction to Painting (3 credits)	
ART 150: Introduction to Beading (3 credits)	
ART 201: Native American Art History (3 credits)	
ART 290: Art Capstone (3 credits)	
Electives (9 credits)	
LIT 150: Introduction to Literature (3 credits)	
TOAL CREDIT REQUIREMENTS	64 CREDITS

*Select electives from the following list:

- ART 120: Drawing I (3 credits)
- ART 160: Matte Making (3 credits)
- ART 215: Ceramics (3 credits)
- ART 221: Painting I (3 credits)
- ART 250: Beading II (3 credits)
- ART 255: Painting II (3 credits)
- NASX 100: Cree Language I (3 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

ART 120	Intro Drawing	3
ART 110	Art Appreciation	3
COMX 111	Public Speaking	3
M 121	College Algebra	3
WRIT 101	College Writing I	3
Total		15

Spring (First Year)

ART 121	Intro to Painting	3
ART 150	Intro to Beading	3
NASX 100	Cree Language1	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3
Natural Sciences (BIOS 101, CHMY, ESCI, PHYS)		4
Total		19
First Year Credit Total		34
Total Credit Requirements		64

CURRICULUM

Fall (Second Year)

ART 106	2D Design	3
ART 231	Graphic Design	3
CAPP 120	Intro to Computers	3
HUM 201	Humanities	3
NASX 105	Cree Language II	3
Total		15

Spring (Second Year)

ART 221	Painting 1	3
ART 201	Native American Art History	3
ART 290	Art Capstone	3
ENG 150	Intro to Lit	3
NAS 101	History of Indians in the US	3
Total		15
Second Year Credits Total		30

AA General Studies – Teacher Education Option ***Early Childhood P-3 Education Concentration***

PHILOSOPHY:

The Teacher Education Option – Early Childhood P-3 Education Concentration is designed to provide basic education in areas needed to meet the requirements for educating children in preschool through third grade. Students will demonstrate competency in professional knowledge, skills, attitudes, and values concerning: child development and the learning process; curriculum development and implementation; family and community relationships; assessment; and professionalism in order to effectively teach young children while involving the child's family and community.

EXPECTED LEARNER OUTCOMES:

Students will:

1. promote child development and learning by understanding children's needs and the multiple influences on their development and learning.
2. build relationships with the family and community that encourage involvement in the learning and development of children.
3. develop an understanding of the early childhood profession and apply developmentally appropriate instructional strategies to positively influence each child's development and learning.
4. demonstrate knowledge about maintaining a healthy and safe learning environment.
5. build meaningful curriculum using knowledge and resources to design, implement, and evaluate curricula to promote comprehensive developmental and learning outcomes for each child.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION		
BIOS 101: General Biology with Lab (4 credits)		
WRIT 101: College Writing I (3 credits)		
WRIT 201: College Writing II (3 credits)		
HUM 201: Humanities (3 credits) or HUM 213: Chippewa Cree Religion & Philosophy (3 credits) or HUM 220: Cultural Anthropology (3 credits) or NAS 262: Contemporary Issues in American Indian Life (3 credits)	32 CREDITS	
M 130: Math for Elementary Teachers I (4 credits)		
MUS 110: Music Appreciation (3 credits)		
NAS 101: History of Indians in the U.S. (3 credits)		
NASX 100: Cree Language I (3 credits) or NASX 115: Chippewa Language I (3 credits)		
PSYX 100: Introduction to Psychology (3 credits)		
COMX 111: Public Speaking (3 credits)		
PROFESSIONAL CORE		
EDEC 100: Introduction to Early Childhood (3 credits)		34 CREDITS
EDEC 220: Early Childhood Curriculum & Environment (3 credits)		
EDEC 230: Guiding the Young Child (3 credits)		
EDEC 265: Leadership & Professionalism in ECE (3 credits)		
EDEC 290: Early Childhood Practicum (3 credits)		
EDU 220: Human Growth & Development (3 credits)		
EDU 225: Introduction to Educational Psychology (3 credits)		
EDU 301: Language, Literacy & Text for Children* (3 credits)		
ESCI 150: Atmospheric Science with Lab (4 credits)		
HPE 115: First Aid & CPR (2 credits)		
M 131: Math for Elementary Teachers II (4 credits)		
TOTAL CREDIT REQUIREMENTS	66 CREDITS	

*300 level due to MUS Common Course numbering.

Plan of Study

CURRICULUM

Fall (First Year)

MUS	110	Music Appreciation	3
COMX	111	Public Speaking	3
EDU	225	Intro. to Educational Psychology	3
M	130	Math for Elementary Teachers 1	4
WRIT	101	College Writing I	3

Total 16

Spring (First Year)

BIOS	101	General Biology	4
NASX	100	Cree Language	3
NAS	101	History of Indians in the US	3
PSYX	100	Intro. to Psychology	3
WRIT	201	College Writing II	3

Total 16

First Year Credit Total 32

Total Credit Requirements 66

CURRICULUM

Fall (Second Year)

EDEC	100	Intro. to Early Childhood & Development	3
EDEC	220	Early Childhood Curriculum	3
EDEC	230	Guiding the Young Child	3
ESCI	150	Atmosphere Science w/ Lab	4
M	131	Math for Elementary Teachers II	4

Total 17

Spring (Second Year)

EDU	301	Language, Literacy & Text for Children	3
HUM	201	Humanities	3
EDEC	265	Leadership & Professionalism in ECE	3
EDEC	290	Early Childhood Practicum	3
EDU	230	Human Growth & Development	3
HPE	115	First Aid & CPR	2

Total 17

Second Year Credit Total 34

AA General Studies – Teacher Education Option ***Elementary Education Concentration***

PHILOSOPHY:

The Teacher Education Option – Elementary Education Concentration provides students the opportunity to receive formal instruction in a variety of courses and academic disciplines. Students will be introduced to the basic concepts of academic instruction, classroom organization, classroom preparation, and teaching and learning strategies. The Elementary Education Concentration has been designed specifically to meet the needs of students seeking a career as a para-educator, to become a teacher's aide or classroom assistant; or to provide a preliminary education experience that will transfer to a baccalaureate degree teacher education program.

The Teacher Education Option is dedicated to providing authentic learning opportunities for pre-service teachers to become thinking, caring and reflective practitioners who are committed to ongoing professional development. The learning environment provides opportunities for students to interact with other scholars (such as college instructors, classroom teachers and students), encourage inquiry, develop critical thinking strategies, solve complex problems and build effective communication skills.

The Teacher Education Option – Elementary Education Concentration has a current articulation with MSU-Northern ensuring that students can transfer knowing they are well-prepared to succeed and that all courses required at SCC will be accepted at MSU-Northern.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate communication skills needed in the school environment.
2. incorporate Chippewa and Cree language, history and culture into lesson plans.
3. demonstrate mathematical skills used in the elementary school environment.
4. describe the purpose, role and scope of K-12 education in the U.S.
5. identify educational learning theories and understand how they apply to student learning.
6. recognize the physical, cognitive and social-emotional stages of development in children and adolescents.
7. value concepts of good health and wellness important in the teaching profession.
8. investigate the principles of general biology.
9. investigate the principles of physical science.
10. apply technology used in the teaching profession.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION		
ART 110: Art Appreciation (3 credits)	31 CREDITS	
BIOS 101: General Biology with Lab (4 credits)		
COMX 111: Public Speaking (3 credits)		
EDU 200: Introduction to Education (3 credits)		
MUS 110: Music Appreciation (3 credits)		
NAS 101: History of Indians in U.S. (3 credits)		
NASX 100: Cree Language I (3 credits) or NASX 115: Chippewa Language I (3 credits)		
PSYX 100: Introduction to Psychology (3 credits)		
WRIT 101: College Writing 1 (3 Credits)		
WRIT 201: College Writing II (3 Credits)		
PROFESSIONAL CORE		
EDU 200: Introduction to Education (3 credits)	34 CREDITS	
EDU 220: Human Growth & Child Development (3 credits)		
EDU 225: Introduction to Educational Psychology (3 credits)		
EDU 235: Introduction to Indian Education		
EDU 270: Instructional Technology (3 credits)		
ESCI 150: Atmospheric Science w/ Lab (4)		
HPE 285: Principles of Health and Wellness (3 credits)		
M 130: Mathematics for Elementary Teachers I (4 credits)		
M 131: Mathematics for Elementary Teachers II (4 credits)		
PHSX 205N & 206N Fundamentals of Physics 1 w/ Lab (4 credits)		
PSCI 210: American Government (3 credits)		
TOTAL CREDIT REQUIREMENTS		65 CREDITS

Plan of Study:

CURRICULUM

Fall (First Year)

ART 110	Art Appreciation	3
EDU 200	Intro to Education	3
NAS 101	History of Indians In the US	3
NASX 100	Cree Language	3
WRIT 101	College Writing I	3

Total 15

Spring (First Year)

BIOS 101	General Biology w/ Lab	4
COMX 111	Public Speaking	3
MUS 110	Music Appreciation	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3

Total 16

First Year Credit Total 31

Total Credit Requirements 65

CURRICULUM

Fall (Second Year)

EDU 225	Intro to Educational Psychology	3
EDU 235	Intro to Indian Ed	
HPE 285	Principles of Health & Wellness	3
M 130	Math for Elementary Teachers 1	4
PHSX 205N	Fundamentals of Physics I	3
PHSX 206N	Fundamentals of Physics Lab I	1

Total 17

Spring (Second Year)

EDU 220	Human Growth & Child Development	3
EDU 270	Instructional Tech.	3
ESCI 150	Atmospheric Science w/ Lab	4
M 131	Math for Elementary Teachers II	4
PSCI 210	American Govt. History	3

Total 17

First Year Credit Total 34

AA Human Services – Addiction Studies Option

PHILOSOPHY:

The Addiction Studies Option is designed to fulfill the educational requirements necessary to work in the addiction field. The Option emphasizes addiction issues in Native communities and gives students the unique opportunity to study these in a tribal college setting.

EXPECTED LEARNER OUTCOMES:

Students will:

1. create a written case file that meets professional standards in the addiction field.
2. prepare and present an addiction counseling lecture.
3. demonstrate counseling skills needed to work with addiction issues.
4. demonstrate self-knowledge and personal growth.
5. identify the pharmacology and physiology of psychoactive drugs.
6. apply principles of addiction professional ethical behavior.
7. distinguish multi-cultural and diversity competency skills needed to work with individuals and groups.
8. demonstrate knowledge of theories of addiction courses.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
BIOH 101: Foundations of Human Biology (3 credits) and BIOH 102: Foundations of Human Biology Lab (1 credit)	35 CREDITS
HUM 213: Chippewa Cree Religion & Philosophy (3 credits)	
M 145: Mathematics for the Liberal Arts (4 credits)	
PSYX 100: Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	
AD 155: Introduction to Addiction Studies (3 credits)	35 CREDITS
AD 160: Family Group Dynamics (3 credits)	
AD 170: Multi-Cultural Counseling (1 credit)	
AD 195: Addiction Counseling (3 credits)	
AD 250: Addiction Treatment Modalities (3 credits)	
AD 265: Case Management (3 credits)	
AD 275: Group Dynamics (3 credits)	
AD 283: Addiction Assessment (3 credits)	
AD 284: Pharmacology and Physiology of Addiction (3 credits)	
AD 285: Ethics and Confidentiality (1 credit)	
AD 290: Addiction Studies Capstone Co-occurring Disorders (3 credits)	
PSYX 270: Abnormal Psychology (3 credits)	
SOCI 101: Introduction to Sociology (3 credits)	
TOTAL CREDIT REQUIREMENTS	70 CREDITS

Plan of Study:

CURRICULUM

Fall (First Year)

CAPP 120	Intro to Computers	3
COMX 101	Public Speaking	3
M 145	Mathematics for Liberal Arts	4
SOC 101	Intro to Sociology	3
WRIT 101	College Writing I	3
Fine Art (Art 110 or MUS 110)		3

Total 19

Spring (First Year)

BIOH 101 & 102	Human Biology & Lab	4
HUM 213	CC Religion & Philosophy	3
NASX 100	Cree Language 1	3
NAS 101	Hist. of Indians In the US	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3

Total 19

First Year Credits Total 38

Total Credit Requirements 70

CURRICULUM

Fall (Second Year)

AD 155	Intro to Addiction Studies	3
AD 195	Addiction Counseling	3
AD 250	Addiction Treatment Modalities	3
AD 275	Group Dynamics	3
AD 283	Addiction Assessment	3
AD 285	Ethics/Confidentiality	1

Total 16

Spring (Second Year)

AD 160	Family Group Dynamics	3
AD 170	Multi-Cultural Counseling	1
AD 265	Case Management	3
AD 284	Pharmacology & Physiology of Addiction	3
AD 290	Human Services Addiction Studies	3
PSYC 270	Abnormal Psychology	3

Total 16

Second Year Credits Total 32

AA Human Services – Rural Public Health Option

PHILOSOPHY:

The Rural Public Health Option prepares students with introductory knowledge to work in the field. The emphasis of this degree is on public health, basic research and transfer to other institutions.

EXPECTED LEARNER OUTCOMES:

Students will:

1. apply critical thinking skills within the context of behavioral health practice.
2. understand the value base of the profession and its ethical standards.
3. demonstrate basic research skills.
4. use communication skills differently across client populations, colleagues, organizational settings and communities.
5. analyze the uniqueness of providing services in rural Native communities.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION		
ART 110: Art Appreciation (3 credits) or MUS 110: Music Appreciation (3 credits)	34 CREDITS	
BIOH 101: Foundations of Human Biology (3 credits) and BIOH 102: Foundations of Human Biology Lab (1 credit)		
CAPP 120: Introduction to Computers (3 credits)		
WRIT 101: College Writing I (3 credits)		
WRIT 201: College Writing II (3 credits)		
HUM 201: Humanities (3 credits) or HUM 213: Chippewa Cree Religion & Philosophy (3 credits) or HUM 220: Cultural Anthropology (3 credits) or NAS 262: Contemporary Issues in American Indian Life (3 credits)		
M 121: College Algebra (3 credits)		
NAS 101: History of Indians in the U.S. (3 credits)		
NASX 100: Cree Language I (3 credits) or NASX 105: Cree Language II (3 credits) or NASX 115: Chippewa Language I (3 credits)		
PSYX 100: Introduction to Psychology (3 credits)		
COMX111: Public Speaking (3 credits)		
PROFESSIONAL CORE		
AD 150: Introduction to Addiction, Trauma, Grief and Loss (3 credits)		
HPE 285: Principles of Health and Wellness (3 credits) or HS 228: Native and Holistic Healing (3 credits) or NAS 282: Bishkanewin Ishkode Personal Healing from Historical Trauma (3 credits)		
HS 172: Multicultural Issues in Rural Communities (3 credits) or NAS 281: Bishkanewin Ishkode Historical Context of Illness (3 credits)		
HS 220: Introduction to Rural Public Health (3 credits)		
HS 285: Behavioral Health Facilitator Training (2 credits)		

HS 272: Professional Behavior, Ethics & Case Management (3 credits)	
NAS 283: Bishkanewin Ishkode Healing the Community (3 credits)or	
PSYX 220: Introduction to Research (3 credits)	
PSYX 131: Human Development (3 credits)	
SOCI 101: Introduction to Sociology (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
TOTAL CREDIT REQUIREMENTS	63 CREDITS

CURRICULUM

Fall (First Year)

CAPP 120	Computer Science	3
COMX 101	Public Speaking	3
M 121	College Algebra	3
WRIT 101	College Writing 1	3
Humanities (HUM 201, HUM 213, HUM 220, NAS 262)		3

Total 15

Spring (First Year)

NASX 100	Cree language	3
NAS 101	History of Indians In the US	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3
Fine Art (ART 110 or MUS 110) (HPE 285, HS 228, NAS 281)		3

Total 18

First Year Credits Total 33

Total Credit Requirements 63

CURRICULUM

Fall (Second Year)

AD 150	Addiction, Trauma, Grief & Loss	3
BIOH 101 & 102	Human Biology w/ Lab	4
SOC 101	Intro to Sociology	3
Humanities (HS 172 or NAS 281) (PSYX 220 or NAS 220)		3

Total 16

Spring (Second Year)

HS 220	Intro to Rural Public Health	3
HS 272	Professional Behavior, Ethics & Case Mgmt.	3
HS 285	Behavioral Health Facilitator Training	2
PSYX 131	Human Development	3
STAT 216	Intro to Statistics	3

Total 14

Second Year Credits Total 30

AS Applied Science – Allied Health Option

PHILOSOPHY:

The Allied Health Option is designed to provide basic education in the health sciences for those students who are planning on transferring to allied associate or baccalaureate degree programs. In this degree program, students will focus specifically on the human body. A graduate of this program will be a successful candidate for transfer into programs such as nursing, pharmacy, physical therapy, occupational therapy, pre-medicine, pre-dentistry, pre-optometry and medical research. Native American traditional knowledge will be integrated into the coursework.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate comprehension of the human body form and function.
2. demonstrate comprehension of human infectious disease.
3. demonstrate an understanding of proper laboratory technique and research utilizing the scientific method and proper experimental design.
4. demonstrate professional reading, writing and analysis skills.
5. demonstrate knowledge of the relationship between the natural world and Native American cultures.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education requirements:

GENERAL EDUCATION	30 CREDITS
PSYX 100: Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	37 CREDITS
BIOS 101: General Biology with Lab (4 credits)	
BIOS 160: Allied Health Seminar (1 credit)	
BIOH 221: Infectious Diseases (3 credits)	
BIOH 201: Human Anatomy & Physiology I (3 credits)	
BIOH 202: Human Anatomy & Physiology Lab I (1 credit)	
BIOH 211: Anatomy & Physiology II (3 credits)	
BIOH 212: Anatomy & Physiology Lab II (1 credit)	
BIOH 295: Allied Health Capstone (3 credits)	
CHMY 141: General Chemistry I (3 credits)	
CHMY 142: General Chemistry Lab I (1 credit)	
EDU 220: Human Growth & Child Development (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
Electives* (8 credits)	
Elective Certified Nursing Training (7 credits)	
TOTAL CREDIT REQUIREMENTS	67 CREDITS

*Electives select from the following list of courses:

BIOH 101: Foundations of Human Biology (3 credits)
 BIOH 102: Foundations of Human Biology Lab (1 credit)
 BIOS 110: Introduction to Zoology with Lab (4 credits)
 BIOS 114: Introduction to Botany with Lab (4 credits)
 BIOH 120: Elementary Microbiology (3 credits)
 BIOH 121: Elementary Microbiology Lab (1 credit)
 BIOH 150: Medical Terminology (3 credits)
 BIOS 190: Ethnobotany (4 credits)
 BIOS 200: General Ecology with Lab (4 credits)

CHMY 143: General Chemistry II (3 credits)
 CHMY 144: General Chemistry Lab II (1 credit)
 HPE 120: Nutrition (2 credits)
 NURS 115: Introduction to Nursing (1 credit)
 PHSX 205N: Fundamentals of Physics I (3 credits)
 PHSX 206N: Fundamentals of Physics Lab I (1 credit)
 PHSX 207N: Fundamentals of Physics II (3 credits)
 PHSX 208N: Fundamentals of Physics Lab II (1 credit)
 Certificate – Certified Nursing Assistant (9 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

ART 110	Art Appreciation	3
CAPP 120	Intro to Computers	3
HUM 201	Humanities	3
NAS 101	History of Indians In the US	3
WRIT 101	College Writing I	3
Mathematics (M120 to M 145)		3

Total 18

Spring (First Year)

BIOS 101	General Biology	4
COMX 111	Public Speaking	3
EDU 220	Human Growth & development	3
NASX 100	Cree Language 1	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing II	3

Total 19

First Year Credit Total 37

Total Credit Requirements 67

CURRICULUM

Fall (Second Year)

BIOH 160	Allied Health Seminar	1
BIOH 221	Infectious Diseases	3
BIOH 201 & 202	Anatomy & Physiology I w/ Lab	4
CHMY 141 & 142	General Chemistry 1 w/ lab	4
Electives (BIOH 150, BIOH 120 & 121, BIOS 190, BIOS 200, & PHSX 205 & 206)		4

Total 16

Spring (Second Year)

BIOH 211 & 212	Anatomy & Physiology II w/ lab	4
BIOH 295	Allied Health Capstone	3

STAT 216 Intro to Statistics 3

Electives (BIOS 110, BIOS 114,
BIOH 101 & 102, CHMY 143 & 144) 4

Total 14

First Year Credit Total 30

AS Applied Science – General Science Option

PHILOSOPHY:

The General Science Option is designed to provide basic education in the sciences for those students who are planning on transferring to a four-year college or university. Students will acquire knowledge about the mathematical, physical and biological nature of the universe. Native American knowledge will be integrated into the coursework.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate basic comprehension of the foundations and principles of biology, chemistry, physics and mathematics.
2. demonstrate an understanding of proper laboratory technique and research utilizing the scientific method and proper experimental design.
3. demonstrate professional reading, writing and analysis skills.
4. demonstrate knowledge of the relationship between the natural world and Native American cultures.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education requirements:

GENERAL EDUCATION	
BIOS 101: General Biology with Lab(4 credits)	34 CREDITS
PSYX 100: Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	
BIOS 290: Science Capstone (3 credits)	30 CREDITS
CHMY 141: General Chemistry I (3 credits)	
CHMY 142: General Chemistry Lab I (1 credit)	
PHSX 205N: Fundamentals of Physics I (3 credits)	
PHSX 206N: Fundamentals of Physics I lab (1 credit)	
STAT 216: Introduction to Statistics (3 credits)	
Electives* (16 credits)	
TOTAL CREDIT REQUIREMENTS	64 CREDITS

*Electives select from the following list of courses:

BIOH 101: Foundations of Human Biology (3 credits)
 BIOH 102: Foundations of Human Biology Lab (1 credit)
 BIOS 110: Introduction to Zoology with Lab (4 credits)
 BIOS 114: Introduction to Botany with Lab (4 credits)
 BIOS 200: General Ecology (4 credits)
 BIOH 120: Elementary Microbiology (3 credits)
 BIOH 121: Elementary Microbiology Lab (1 credit)
 BIOH 201: Human Anatomy & Physiology I (3 credits)
 BIOH 202: Human Anatomy & Physiology Lab I (1 credit)
 BIOH 211: Anatomy & Physiology II (3 credits)
 BIOH 212: Anatomy & Physiology II Lab (1 credit)

CHMY 143: General Chemistry II (3 credits)
 CHMY 144: General Chemistry II Lab (1 credit)
 CHMY 200: Biological Chemistry with Lab (4 credits)
 ESCI 210: Introduction to Soil Science with Lab (4 credits)
 M 170: Calculus I (5 credits)
 PHSX 207N & 208N: Fundamentals of Physics II with Lab (4 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

COMX 111 Public Speaking	3
HUM 201 Humanities	3
NASX 100 Cree Language 1	3
WRIT 101 College Writing 1	3
Fine Arts (ART 110 or MUS 110)	3
Mathematics (M120 or M145)	3

Total 18

Spring (First Year)

BIOS 101 General Biology	4
CAPP 120 Intro to Computers	3
NAS 101 History of Indians In the US	3
PSYX 100 Intro to Psychology	3
WRIT 201 College Writing II	3

Total 16

First Year Credit Total 34

Total Credit Requirements 64

CURRICULUM

Fall (Second Year)

CHMY 141 & 142 General Chemistry w/ Lab	4
PHSX 205 & 206 Fundamentals of Physics 1 & Lab	4
Electives (BIOS 200, BIOH 120 & 121, BIOH 201 & 202, PHSX 205N & 206N, and M171)	7

Total 15

Spring (Second Year)

BIOS 290 Science Capstone	4
STAT 216 Intro to Statistics	3
Electives (BIOS 110, BIOS 114, BIOH 101 & 102, BIOH 211 & 212, CHMY 143 & 144, CHMY 200, and ESCI 210)	8

Total 15

First Year Credit Total 30

AS Business – General Business Option

PHILOSOPHY:

The General Business Option is designed to meet the educational and training needs of the Rocky Boy community by preparing students for employment or to transfer to a four-year institution to further their education. Completion of the program will increase the student's interest and proficiency in general business while fostering personal development through the learning of basic skills and human values. Tribal as well as non-tribal views will be presented to provide students with a challenging course of study.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate appropriate level knowledge of basic business principles.
2. apply basic generally accepted accounting principles (GAAP).
3. apply basic computerized accounting skills.
4. demonstrate knowledge of general business terminology.
5. demonstrate application of fundamental business math skills.
6. demonstrate fundamental skills in written business communications.
7. demonstrate the appropriate level technological skills used in the business environment.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
M 121: College Algebra (3 credits) or BUS 110: Business Math (3 credits)	34 CREDITS
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	30 CREDITS
ACTG 202: Principles of Managerial Accounting (3 credits)	
ACTG 205: Computerized Accounting I (3 credits)	
BUS 100: Introduction to Business (3 credits)	
BUS 120: Business Communications (3 credits)	
BUS 210: Business Law (3 credits)	
BUS 290: Business Capstone (3 credits)	
Electives* (9 credits)	
TOTAL CREDIT REQUIREMENTS	64 CREDITS

*Electives select from the following list of courses:

ACTG 206: Computerized Accounting II (3 credits)
 ACTG 275: Payroll Accounting (3 credits)
 BUS 150: Introduction to Marketing (3 credits)
 BUS 170: Introduction to Management (3 credits)
 BUS 270: Entrepreneurship (3 credits)
 CAPP 151 MS Applications (3 credits)
 CAPP 158: MS Access (3 credits)
 CAPP 266: Microsoft Excel (3 credits)
 ECNS 203: Microeconomics (3 credits)
 STAT 216: Introduction to Statistics (3 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

BUS 100	Intro to Business	3
CAPP 120	Intro to Computers	3
HUM 201	Humanities	3
WRIT 101	College Writing 1	3
Fine Arts (ART 110 or MUS 110)		3
Mathematics (M121 or BUS 110)		3
Total		18

Spring (Second Year)

NASX 100	Cree Language 1	3
NAS 101	History of the Indians	3
WRIT 201	College Writing II	3
Natural Sciences (BIOS 101, CHMY 200, ESCI or PHYS)		4
Social Sciences (PSYX 106 or PSYX 100)		3

Total		16
First Year Credits Total		34
Total Credit Requirements		64

CURRICULUM

Fall (Second Year)

ACTG 201	Principles of Financial Accounting	3
BUS 210	Business Law	3
COMX 111	Intro to Public Speaking	3
Electives (ACTG 206, BUS 170, BUS 270, CAPP 151, CAPP 158)		3
Total		12

Spring (Second Year)

ACTG 205	Computerized Accounting 1	3
ACTG 220	Principles of Managerial Accounting	3
BUS 120	Business Communication	3
BUS 290	Business Capstone	3
Electives (ACTG 275, BUS 150, CAPP 266, ECNS 203, STAT 216)		6

Total		18
Second Year Credits Total		30

AS Business – Office Administration Option

PHILOSOPHY:

The Office Administration Option is designed to meet the educational and training needs of the Rocky Boy community by preparing students for employment or to transfer to a four-year institution to further their education. Completion of the program will increase the student's interest and proficiency in general business while fostering personal development through the learning of basic skills and human values. Tribal as well as non-tribal views will be presented to provide students with a challenging course of study.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate appropriate level knowledge of basic business principles.
2. apply basic generally accepted accounting principles (GAAP).
3. apply basic computerized accounting skills.
4. demonstrate application of fundamental business math skills.
5. demonstrate fundamental skills in written business communications.
6. demonstrate the ability to apply professional office procedures.
7. demonstrate the appropriate level technological skills used in the business environment.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
BUS 110: Business Math (3 credits) or M 121: College Algebra (3 credits)	34 CREDITS
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	27 CREDITS
ACTG 205: Computerized Accounting I (3 credits)	
BUS 100: Introduction to Business (3 credits)	
BUS 120: Business Communications (3 credits)	
BUS 290: Business Capstone (3 credits)	
CAPP 151: MS Applications (3 credits)	
OFAD 212: Records Management (3 credits)	
OFAD 215: Professional Office Procedures and Tribal Perspectives (3 credits)	
Electives* (3 credits)	
TOTAL CREDIT REQUIREMENTS	61 CREDITS

*Electives select from the following list of courses:

BUS 170: Introduction to Management (3 credits)

BUS 210: Business Law (3 credits)

CAPP 158: Microsoft Access (3 credits)

CAPP 266: Microsoft Excel (3 credits)

CSCI 185: Web Development (3 credits)

OFAD 210: Calculator Applications for Business Using the Ten-Key (3 credits)

Plan of Study:

CURRICULUM

Fall (First Year)

BUS 100 Intro to Business	3
CAPP 120 Intro to Computers	3
HUM 201 Humanities	3
WRIT 101 College Writing 1	3
Fine Arts (ART 110 or MUS 110)	3
Mathematics (M121 or BUS 110)	3

Total 18

Spring (Second Year)

NASX 100 Cree Language 1	3
NAS 101 History of the Indians	3
WRIT 201 College Writing II	3
Natural Sciences (BIOS 101, CHMY 200, ESCI or PHYS)	4
Social Sciences (PSYX 106 or PSYX 100)	3

Total 16

First Year Credits Total 34

Total Credit Requirements 61

CURRICULUM

Fall (Second Year)

ACTG 201 Principles of Financial Accounting	3
COMX 111 Intro to Public Speaking	3
OFAD 212 Records Management	3
OFAD 215 Professional Office Procedure & Tribal Perspectives	3
Elective (BUS 170, CAPP 158, or OFAD 210)	3

Total 15

Spring (Second Year)

ACTG 205 Computerized Accounting 1	3
BUS 120 Business Communications	3
BUS 290 Business Capstone	3
Elective (BUS 120, CAPP 266, CSCI 185)	3

Total 12

Second Year Credits Total 27

AS Computer Science – Information Systems Option

PHILOSOPHY:

The Information Systems program is designed to provide the basic education and foundation in the information systems field. Students will be provided with a wide range of skills to solve a variety of problems in the technology field. The curriculum introduces students to the fundamentals of information technology, basic programming, database, networking, information security, web site development and operating systems. Upon completion students will be prepared for entry level information systems positions.

EXPECTED LEARNER OUTCOMES:

Students will:

1. utilize computer skills, such as Excel, Access, Word, Power Point to organize, manage, interpret and communicate information.
2. Demonstrate entry level knowledge of the terminology of computers and information systems.
3. Demonstrate the basic knowledge of personal computer repair and maintenance.
4. Demonstrate the basic knowledge of networking.
5. Demonstrate the fundamentals of programming.
6. Demonstrate the ability to apply the skills of the Information Systems degree in preparation of culturally- and/or tribally-relevant information systems.

COURSE REQUIREMENTS:

Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	34 CREDITS
M 121: College Algebra (3 credits)	
PSYX 100: Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	30 CREDITS
CAPP 151: MS Applications (3 credits)	
CAPP 158: Microsoft Access (3 credits)	
CAPP 266: Microsoft Excel (3 credits)	
CSCI 141: Introduction to Networking (3 credits)	
CSCI 155: Introduction to Java (3 credits)	
CSCI 161: PC Hardware & Maintenance (3 credits)	
CSCI 185: Web Development (3 credits)	
CSCI 221: Introduction to Systems Analysis (3 credits)	
CSCI 241: Introduction to Visual Basic (3 credits)	
TOTAL CREDIT REQUIREMENTS	64 CREDITS

Plan of Study

CURRICULUM

Fall (First Year)

CAPP 120	Intro to Computers	3
COMX 111	Public Speaking	3
CSCI 155	Intro to Java	3
M 121	College Algebra	3
NASX 100	Cree Language1	3
WRIT 101	College Writing 1	3

Total 18

Spring (First Year)

CAPP 120	Intro to Computers	3
CSCI 141	Intro to Networking	3
NAS 101	History of Indians In the US	3
PSYX 100	Intro to Psychology	3
WRIT 201	College Writing 2	3
Fine Arts (ART 110 or MUS 1)		3

Total 18

First Year Credit Totals 30

Total Credit Requirements 64

CURRICULUM

Fall (Second Year)

ACTG 201	Principles of Financial Accounting	3
APP 151	Microsoft Applications	3
CAPP 158	Microsoft Access	3
CSCI 161	PC Hardware Maintenance	3
CSCI 241	Intro to Visual Basics	3

Total 15

Spring (Second Year)

CAPP 266	Microsoft Excel	3
CSIC 185	Microsoft Expression Web Development	3
CSCI 221	Intro to Systems Analysis & Design	3

Natural Sciences (BIOS 101 or
CHMY 210) 4

Total 16

Second Year Credit Totals 34

Certificate – Accounting/Information Management

PHILOSOPHY:

The Accounting/Information Management Certificate Program is designed to meet the demands of the modern business office. This certificate enables the student to better manage information in the typical office setting and to be an integral part of the accounting process.

EXPECTED LEARNER OUTCOMES:

Students will:

1. demonstrate appropriate level knowledge of basic business principles.
2. apply basic generally accepted accounting principles (GAAP).
3. apply basic computerized accounting skills.
4. demonstrate application of fundamental business math skills.
6. demonstrate the appropriate level technological skills used in the business accounting environment.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
BUS 110: Business Math (3 credits)	12 CREDITS
CAPP 120: Introduction to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
NASX 100: Cree Language I (3 credits)	
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	30 CREDITS
ACTG 202: Principles of Managerial Accounting (3 credits)	
ACTG 205: Computerized Accounting I (3 credits)	
BUS 100: Introduction to Business (3 credits)	
CAPP 151: MS Applications (3 credits)	
CAPP 266: Microsoft Excel (3 credits)	
OFAD 210: Calculator Applications for Business Using the Ten-Key (3 credits)	
OFAD 212: Records Management (3 credits)	
*Electives (6 credits)	
TOTAL CREDIT REQUIREMENTS	

*Electives select from the following list of courses:

ACTG 206: Computerized Accounting II (3 credits)

ACTG 275: Payroll Accounting (3 credits)

BUS 120: Business Communications (3 credits)

BUS 210: Business Law (3 credits)

OFAD 215: Professional Office Procedures and Tribal Perspectives (3 credits)

Plan of Study

CURRICULUM

Fall (First Year)

BUS	110	Business Math	3
BUS	100	Intro to Business	3
CAPP	151	Applications	3
WRIT	101	College Writing 1	3

Total 12

Spring (First Year)

ACTG	220	Principles of Managerial Acct.	3
ACTG	205	Computerized Accounting 1	3
CAPP	266	Microsoft Excel	3
OFAD	212	Records Management	3
		Elective (ACTG 206, BUS 120, of OFAD 215)	3

Total 15

First Year Credits Total 27

Total Credit Requirements 42

Fall (Second Year)

ACTG	201	Principles of Financial Accounting	3
CAPP	120	Intro to Computers	3
NASX	100	Cree Language I	3
OFAD	210	Calculator Applications for Bus Using Ten-Key	3
		Electives (BUS 210 or ACTG 275)	3

Total 15

Second Year Credits Total 15

Certificate – Building Trades 1 Year

PHILOSOPHY:

The Building Trades 1 Year Certificate Program provides the student with a comprehensive education in Carpentry. This program is designed to meet the growing need for experienced carpenters to build tribal housing and other commercial structures. In addition to specific carpentry skills, students will gain proficiency in such areas as work ethic, job application and basic education skills.

EXPECTED LEARNER OUTCOMES:

Students will:

1. learn the proper safety procedures to use and handle equipment.
2. demonstrate basic skills in computer aided drafting software.
3. demonstrate carpentry skills required to frame floors, walls and roofing.
4. demonstrate carpentry skills required to apply roof shingles and siding.
5. apply mathematical and algebra skills to complete basic construction projects.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CARP 100: Building Trade (1 credit)	16 CREDITS
CSCI 150: Introduction to AutoCAD (3 credits)	
WRIT 101: College Writing I (3 credit)	
M 111: Technical Mathematics (3 credits)	
NASX 100: Cree Language I (3 credit)	
COMX 111: Public Speaking (3 credit)	
PROFESSIONAL CORE	
CARP 115: Tools, Construction and Carpentry (3 credits)	16 CREDITS
CARP 120: Carpentry Field Practicum I (4 credits)	
CARP 160: Rough Layout and Framing (3 credits)	
CARP 200: Carpentry Field Practicum II (3 credits)	
CARP Electives (3 credits)	
TOTAL CREDIT REQUIREMENTS	32 CREDITS

Plan of Study:

CURRICULUM

Fall

CARP	100 Building Trades	1
COMX	111 Intro to Public Speaking	3
CSCI	150 Intro to Auto CAD	3
M	111 Technical Mathematics	3
WRIT	101 College Writing 1	3
NASX	100 Cree Language I	3

Total		16
Total Credit Requirements		32

Spring

CARP	115 Tools, Construction, Carpentry	3
CARP	120 Carpentry Field Practicum 1	4
CARP	200 Carpentry Field Practicum II	3
CARP	160 Rough Layout & Framing	3

Electives		3
Total		16

Certificate – Building Trades 2 Year

PHILOSOPHY:

The Building Trades 2 Year Certificate provides the student with a comprehensive education in Carpentry. This program is designed to meet the growing need for experienced carpenters to build tribal housing and other commercial structures. In addition to specific carpentry skills, students will gain proficiency in such areas as work ethic, job application and basic education skills.

EXPECTED LEARNER OUTCOMES:

Students will:

1. learn the proper safety procedures for use and handling of equipment.
2. demonstrate basic skills in using computer aided drafting software.
3. demonstrate carpentry skills required to frame floors, walls and roofing.
4. demonstrate carpentry skills required to apply roof shingles and siding.
5. apply basic mathematical and algebra skills to complete basic construction projects.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CARP 100: Building Trades (1 credit)	16 CREDITS
CSCI 150: Introduction to AutoCAD (3 credits)	
WRIT 101: College Writing I (3 credit)	
M 111: Technical Mathematics (3 credits)	
NASX 100: Cree Language I (3 credit)	
COMX 111: Public Speaking (3 credit)	
PROFESSIONAL CORE	
CARP 101: Welding I (3 credits)	35 CREDITS
CARP 115: Tools, Construction and Carpentry (3 credits)	
CARP 120: Carpentry Field Practicum I (4 credits)	
CARP 160: Rough Layout and Framing (3 credits)	
CARP 170: Exterior Finishing (3 credits)	
CARP 200: Carpentry Field Practicum II (3 credits)	
CARP 205: Metal Building Construction (1 credit)	
CARP 220: Interior Finishing (3 credits)	
CARP 270: Advanced Carpentry Field (4 credits)	
CARP Electives (8 credits)	
TOTAL CREDIT REQUIREMENTS	51 CREDITS

Plan of Study

CURRICULUM

Fall (First Year)

CARP 100	Building Trades	1
CARP 101	Welding	3
CSCI 150	Intro to AutoCAD	3
M 111	Technical Mathematics	3
WRIT 101	College Writing1	3

Total 13

Spring (First Year)

CARP 200	Carpentry Field Practicum II	3
CARP 160	Rough Layout & Framing	3
CARP 220	Interior Finishing	3
COMX 111	Public Speaking	3

Total 12
First Year Credit Total 25
Total Credit Requirements 51

Fall (Second Year)

CARP 115	Tools, Construction, Carpentry	3
CARP 120	Carpentry Field Practicum II	4
CARP 170	Exterior Finishing	3
CARP 205	Metal Building Constructions	1
NASX 100	Cree Language 1	3

Total 14

Spring (Second Year)

CARP 270	Advanced Electives	4
		8

Total 12
Second Year Credit Total 26

Certificate – Certified Nursing Assistant

PHILOSOPHY:

The Certified Nursing Assistant (CNA) Certificate will prepare nurse aides with the knowledge, skills and abilities essential to provide basic care to residents of long term care facilities.

EXPECTED LEARNER OUTCOMES:

Students will:

1. provide a safe environment for residents/clients.
2. communicate and interact effectively with residents and their families.
3. understand and comply with infection control guidelines.
4. understand and promote resident rights.
5. demonstrate skills in observing and reporting.
6. assist residents in attaining and maintaining maximum functional independence.
7. meet the needs of special residents.
8. provide basic care to residents of long term care facilities.

COURSE REQUIREMENTS:

GENERAL EDUCATION	5 Credits
HPE 115: First Aid & CPR (2 credit)	
PROFESSIONAL CORE	7 Credits
NURS 120: Certified Nursing Assistant Training (7 credits)	
TOTAL CREDIT REQUIREMENTS	12 Credits

Plan of Study:

CURRICULUM

Fall or Spring (1 semester)

NASX 100 Cree Language 1	3
HPE 115 First Aid & CPR	2
NURS 120 Certified Nursing Assistant Training	7
Total	12

Certificate – Hospitality/ Customer Relations

PHILOSOPHY:

The Hospitality/Customer Relations Certificate will prepare students to work in for-profit and non-profit organizations. Basic skills in customer relations, casino operations and hospitality will prepare the student to become proficient in working with the general public in both tribal and non-tribal settings.

EXPECTED LEARNER OUTCOMES:

Students will:

1. develop skills in written and oral communication.
2. develop necessary skills in the areas of communications and customer service.
3. develop the skills that are necessary to work at an entry-level position in customer service or hospitality; including positions in retail, hotel and gaming industries.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	12 CREDITS
WRIT 101: College Writing I (3 credits)	
NASX 100: Cree Language I (3 credits)	
COMX 111: Public Speaking (3 credits)	
PROFESSIONAL CORE	
AD 155: Introduction to Addiction Studies (3 credits)	27 CREDITS
BUS 100: Introduction to Business (3 credits)	
BUS 110: Business Math (3 credits)	
BUS 120: Business Communications (3 credits)	
BUS 180: Special Topics – Customer Service/Hospitality Training Internship (3 credits)	
BUS 186: Intro to Customer Relations/Hospitality Management (3 credits)	
BUS 240: Supervision in Hospitality Seminar (3 credits)	
OFAD 210: Calculator Applications for Business Using the Ten-Key (3 credits)	
OFAD 212: Records Management (3 credits)	
TOTAL CREDIT REQUIREMENTS	39 CREDITS

Plan of Study:

CURRICULUM

Fall (First Year)

CAPP 120	Intro to Computers	3
COMX 111	Public Speaking	3
NASX 100	Cree Language1	3
WRIT 101	College Writing 1	3

Total 12

Spring (Second Year)

BUS 120	Business Communications	3
BUS 186	Intro to Customer Relations/Hospitality Management	3

BUS 240	Supervision in Hospitality Seminar	3
OFAD 212	Records Management	3
Total		12
First Year Total Credit		24
Total Credit Requirements		39

Fall (Second Year)

AD 155	Introduction to Addiction Studies	3
BUS 100	Intro to Business	3
BUS 110	Business Math	3
BUS 180	Customer Service Hospitality Training Internship	3
OFAD 210	Calculator Applications For Bus Using 10 Key	3

Total 15

Second Year Total Credit 15

Certificate – Pre-Engineering

PHILOSOPHY:

The Pre-Engineering Certificate is designed to prepare students for the evolving field of engineering and construction. The program is a one-year certification program in pre-engineering. The College believes that engineers of the future will continue to rely on fundamental engineering science and contemporary computational tools to guide their choices. This program of study emphasizes rigor in engineering science, design and application. The program will prepare students for professional practice in the engineering industry.

EXPECTED LEARNER OUTCOMES:

Students will:

1. use computer aided drafting software.
2. perform survey work including layout, topographical leveling, differential leveling and transfer of elevations from one benchmark location to another.
3. solve problems which require trigonometry and calculus for solution.
4. apply fundamental physics laws and concepts.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	15 CREDITS
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	
M 121: College Algebra (3 credits)	
NASX 100: Cree Language I (3 credits)	
PROFESSIONAL CORE	
CHMY 141: General Chemistry I (3 credits)	18 CREDITS
CHMY 142: General Chemistry Lab I (1 credit)	
CSCI 150: Introduction to AutoCAD (3 credits)	
ENGI 120: Surveying I (3 credits)	
M 151: Precalculus (3 credits)	
M 170: Calculus I (5 credits)	
TOTAL CREDIT REQUIREMENTS	33 CREDITS

Plan of Study:

CURRICULUM

Fall

CAPP 120	Intro to Computers	3
CHMY 141 & 142	General Chemistry 1 w/ lab	4
M 121	College Algebra	3
NASX 100	Cree Language I	3
WRIT 101	College Writing I	3
Total		16
Total Credit Requirements		33

Spring

CSCI 150	Intro to AutoCAD	3
ENGI 120	Surveying I	3
M 151	Pre-Calculus	3
M 171	Calculus I	5
WRIT 201	College Writing II	3
Total		17

Certificate – Pre-Nursing

PHILOSOPHY:

The Pre-Nursing Certificate is designed to provide basic education in the pre-nursing field for those students who are planning on transferring to a nursing associate or baccalaureate degree programs. In this Certificate program, students will focus specifically on the general education and basic knowledge in the nursing field and nutrition. A graduate of this certificate program will be a candidate for transfer into the Pre-Nursing program at MSU-Northern. Native American traditional knowledge will be integrated into the coursework.

EXPECTED LEARNER OUTCOMES:

Students will:

1. discuss the concepts of nursing as a profession.
2. define the identified roles and functions of the nurse.
3. utilize the Code of Ethics, Standards of Clinical Nursing Practice and Standards of Professional Practice to determine solutions to ethical problems.
4. discuss verbal and nonverbal communication.
5. develop a personal wellness care plan using the nursing process.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
WRIT 101: College Writing I (3 credits)	15 CREDITS
WRIT 201: College Writing II (3 credits)	
M 121: College Algebra (3 credits)	
PSYX 100: Introduction to Psychology (3 credits)	
SOCI 101: Introduction to Sociology (3 credits)	
PROFESSIONAL CORE	
BIOS 101: General Biology with Lab (4 credits)	19 CREDITS
BIOH 201: Human Anatomy & Physiology I (3 credits)	
BIOH 202: Human Anatomy & Physiology Lab I (1 credit)	
BIOH 211: Anatomy and Physiology II (3 credits)	
BIOH 212: Anatomy and Physiology Lab II (1 credit)	
CHMY 141: General Chemistry I (3 credits)	
CHMY 142: General Chemistry Lab I (1 credit)	
HPE 120: Nutrition (2 credits)	
NURS 115: Introduction to Nursing (1 credit)	
TOTAL CREDIT REQUIREMENTS	34 CREDITS

Plan of Study

CURRICULUM

Fall

BIOH	201 & 202 Anatomy & Physiology 1 w/ Lab	4
CHMY	141 & 142 College Chemistry 1 w/ Lab	4
M	121 College Algebra	3
PSXY	100 Intro to Psychology	3
WRIT	101 College Writing 1	3
Total		17
Total Credit Requirements		34

Spring

BIOS	101 General Biology	4
BIOH	211 & 212 Anatomy & Physiology 11 w/ Lab	4
HPE	120 Nutrition	2
NURS	115 Intro to Nursing	1
SOCI	101 Intro to Psychology	3
WRIT	201 College Writing 2	3
Total		17

Certificate – Rural Health

PHILOSOPHY:

The Rural Public Health Certificate is designed to give students an opportunity to explore Native community issues in a tribal college setting. The goal of this program is to educate students about healing individuals and communities using traditional and western approaches.

EXPECTED LEARNER OUTCOMES:

Students will:

1. explore intergenerational trauma and its effects on Native individuals and Native communities.
2. examine Native Cree practices to heal individuals.
3. learn about traditional Cree practices to work with and heal rural Indigenous communities.
4. practice western skills of communication and counseling.
5. understand the importance of case management in reservation settings.

COURSE REQUIREMENTS:

PROFESSIONAL CORE	
AD 150: Introduction to Addiction, Trauma, Grief and Loss (3 credits)	
WRIT 101: College Writing I (3 credits)	
HPE 115: First Aid & CPR (2 credits)	
HS 172: Multicultural Issues in Rural Communities (3 credits)	
HS 270: Professional Behavior, Ethics & Case Management (3 credits)	
HS 285: Behavioral Health Facilitator Training (2 credits)	31 CREDITS
NAS 281: Bishkanewin Ishkode Historical Context of Illness (3 credits)	
NAS 282: Bishkanewin Ishkode Personal Healing from Historical Trauma (3 credits)	
NAS 283: Bishkanewin Ishkode Healing the Community (3 credits)	
PSYX 106: Applied Psychology (3 credits)	
COMX 111: Public Speaking (3 credits)	
TOTAL CREDIT REQUIREMENTS	31 CREDITS

CURRICULUM

Plan of Study

Fall	Spring
AD 150 Intro. To Addiction 3	HS 270 Professional Behavior
COMX 111 Public Speaking 3	Ethics/Case 3
HPE 115 First Aid & CPR 2	HS 285 Behavior Health
HS 172 Multit-Cultural Issues	Facilitator Training 2
In Human Services 3	NAS 281 Historical Context of Illness 3
PSYX 106 Applied Psychology 3	NAS 282 Personal Healing from
WRIT 101 College Writing 1 3	Historical Trauma 3
	NAS 283 Healing within the Community 3
Total 17	14
Total Credit Requirements 31	

Endorsement – Rural Health

PHILOSOPHY:

The Rural Health Endorsement was designed with the belief that education is an effective way to heal from our historical trauma of loss of land, loss of people, and loss of family and culture. Each person must take responsibility for self-healing. As a communal culture, healing takes place within the context of community. Healing means coming with gratitude and becoming more present to the wonder of being alive in this amazing world. Honoring our pain by dedicating time and attention to honoring our pain ensures space for grief, outrage, and sorrow. This caring derives from our interconnectedness with all life (a core native belief).

EXPECTED LEARNER OUTCOMES:

Students will:

1. explore the history of the establishment of the Rocky Boy's reservation, with the purpose of understanding the past, releasing the past to healing and transformation.
2. be exposed to the historical contexts of illness by looking at historical and intergenerational trauma and completing projects on its impact in the Rocky Boy community.
3. study other cultures and compare their experiences of historical and intergenerational trauma and healing with other cultures.
4. explore historical trauma within the community using a qualitative research methodology of phenomenology to better understand the phenomenon of Historical trauma with a goal of finding solutions.

COURSE REQUIREMENTS:

The curriculum consists of three courses (3 credits each) with each course organized into three units. These nine credits are designed to cover the topic of historical trauma in 135 hours of instruction. The three courses also serve as core requirements in several of SCC Certificate and Associate of Science degrees.

PROFESSIONAL CORE	
NAS 281: Bishkanewin Ishkode Historical Context of Illness (3 credits)	9 CREDITS
NAS 282: Bishkanewin Ishkode Personal Healing from Historical Trauma (3 credits)	
NAS 283: Bishkanewin Ishkode Healing the Community (3 credits)	
TOTAL CREDIT REQUIREMENTS	9 CREDITS

Course Descriptions

ACCOUNTING (ACTG)

ACTG 201: PRINCIPLES OF FINANCIAL ACCOUNTING

Prerequisite: None

Students receive an introduction to the basic principles of accounting. Principles introduced include double entry accounting, the accounting cycle, merchandising and service operations, and payroll. Analysis and recording of business transactions are critical to student success.

3 credits (Fall)

ACTG 205: COMPUTERIZED ACCOUNTING I

Prerequisites: CAPP 120 and ACTG 201

Students apply accounting skills and knowledge through use of computers and specific accounting software. This course will lead the student through the entire accounting cycle, including various journals, ledger activity, financial statement preparation and payroll accounting.

3 credits (Spring)

ACTG 206: COMPUTERIZED ACCOUNTING II

Prerequisites: CAPP 120, ACTG 201, and ACTG 202

Students apply accounting skills and knowledge acquired in their upper level accounting courses. This course will utilize other software than those used in BUS 260. Students will address subjects such as corporation, stockholders equity, bonds, cash flow statements, financial statement analysis, departmental accounting, depreciation, bad debts and inventory.

3 credits (On demand)

ACTG 220: PRINCIPLES OF MANAGERIAL ACCOUNTING

Prerequisite: ACTG 201, M 121 or higher or BUS 110 - May take concurrently.

Continuation of ACTG 201. This course covers interest and notes, merchandise inventory, depreciation of assets, cost accounting, cash flow and financial statement analysis. Accounting for partnerships and corporations is emphasized

including topics such as stocks, bonds and retained earnings.

3 credits (Spring)

ACTG 275: PAYROLL ACCOUNTING

Prerequisite: ACTG 201 and ACTG 205

Software specific to current federal and state tax codes and laws will be used to present the student with a hands-on experience. Software specific to the demands of payroll on the reservation will be surveyed. All aspects of payroll accounting will be stressed, especially all record keeping activities.

3 credits (On demand)

ACTG 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Accounting.

Variable credits (On demand)

ALCOHOL & DRUG (AD)

AD 150: INTRODUCTION TO ADDICTION, TRAUMA, GRIEF AND LOSS

Prerequisite: None

This course will examine how addiction is entwined with trauma and grief. Trauma effects the brain and can lead to lifelong problems and addiction. Grief will be examined and processed. Resiliency skills will be addressed.

3 credits (Fall)

AD 155: INTRODUCTION TO ADDICTION STUDIES

Prerequisite: None

This course will examine addiction studies perspectives from historical perspectives to current practices in the areas of prevention, assessment, treatment and aftercare. The disease concept of addictions and how it relates to Native Americans will be explored.

1 credits (Fall)

AD 160: FAMILY GROUP DYNAMICS

Prerequisite: None

This course will provide information about family structure, relationships, and counseling issues in addicted and co-dependent families. Differences in Native

American groups and communities will be discussed.

3 credits (Fall Odd Years)

AD 170: MULTICULTURAL COUNSELING

Prerequisite: None

This class will discuss how differences in people and cultures effect counseling in the addiction field. The class will examine different healing and cultural practices.

1 credit (On demand)

AD 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Addiction Studies.

Variable credits (On demand)

AD 195: ADDICTION COUNSELING

Prerequisite: AD 155

This course emphasizes and applies the techniques and skills needed to counsel the addicted client. Motivation Interviewing and Cognitive Behavior Counseling will be used to develop client counselor relationships and interactions. Native American values, issues and communication patterns will be emphasized throughout.

3 credits (Fall Odd Years)

AD 250: ADDICTION TREATMENT MODALITIES

Prerequisite: AD 155 or HS 150

The purpose of this course is to expose students to a variety of contrasting theoretical models underlying both individual and group practice in addiction counseling. Students will be assisted to develop their approach and philosophy of counseling.

3 credits

AD 265: CASE MANAGEMENT

Prerequisite: AD 283

This course provides skills in needs assessments, treatment planning, coordination and evaluation of client progress, record keeping, report writing, client advocacy, referral and standards, and documentation in the addiction field.

3 credits (Spring Even Years)

AD 275: GROUP DYNAMICS

Prerequisite: AD 155

This course is designed to give students both theory and practice of group interaction. Students will participate in and lead groups.
3 credits

AD 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Addiction Studies.
Variable credits (On demand)

AD 283: ADDICTION ASSESSMENTS

Prerequisite: AD 155
This course provides didactic experiences in testing and measurements, intake process, treatment planning, and provision of services based on the assessment information. Practical experiences in testing, scoring and interpretations using various testing instruments and ASAM patient placement will be emphasized.
3 credits (Fall Odd Years)

AD 284: PHARMACOLOGY AND PHYSIOLOGY OF ADDICTION

Prerequisite: AD 155
This course examines the pharmacology of psychoactive drugs and their effects on the body.
3 credits (Spring Even Years)

AD 285: ETHICS AND CONFIDENTIALITY

Prerequisite: AD 155
Students will gain knowledge and understanding of confidentiality and ethical principles they need to work in the Addiction field. This course will encourage students to develop personal and professional codes of ethics.
1 credit (On demand)

AD 290: CAPSTONE – CO-OCCURRING DISORDERS

Prerequisite: Instructor's approval
This course is designed to give students more understanding of working with clients with substance use disorder and a mental illness.
3 credits (Spring Even Years)

ART (ART)

ART 106: 2-D Design

Prerequisite: None

This course studies the basic fundamentals of 2-Dimensional design as used in painting, drawing and printmaking.

ART 110: ART APPRECIATION

Prerequisite: ACT/ACCUPLACER Placement
An introduction to the visual arts through lecture, discussion, audio-visual and on-line experience, hands-on projects and museum visits. Attention will be given to understanding historical and cultural contexts and to the development of critical analysis skills.
3 credits (Fall/Spring)

ART 120: INTRODUCTION TO DRAWING I

Prerequisite: None
An introduction to figure and portrait drawing techniques, including use of shading and proportion.
3 credits (On demand)

ART 121: INTRODUCTION TO PAINTING

Prerequisite: None
An introduction to studio practice, materials and techniques of painting.
3 credits (On demand)

ART 145: TWO DIMENSIONAL DESIGN

Prerequisite: None
An introduction to the basic elements and applications of two dimensional design, covering line, shape, form, space, texture and color.
3 credits (On demand)

ART 150: INTRODUCTION TO BEADING

Prerequisite: None
Students will be introduced to the basic beading techniques of edging, flat or lazy stitch, and stringing for making small articles. Color-matching of beads and designs to be used on earrings, necklaces, bracelets and other small articles will also be covered.
3 credits (On demand)

ART 155: TIPI MAKING

Prerequisite: None
A lecture/practice introduction to the architecture and cultural meaning in the Chippewa Cree tipi, including the sewing and construction of a full sized lodge.
3 credits (On demand)

ART 160: MATTE MAKING

Prerequisite: None

This course is to learn the basic principles of matte making design to enhance finished works of art for framing, while learning to use the computerized Wizard Matte Cutting Machine.
3 credits (On demand)

ART 175: NATIVE AMERICAN CRAFTS

Prerequisite: None
An introduction to traditional Native American crafts, including projects such as cradle boards, bags and par fleche, and moss bags. Chippewa Cree elders and others with traditional knowledge will collaborate in teaching these skills.
3 credits (On demand)

ART 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Art.
Variable credits (On demand)

ART 201: NATIVE AMERICAN ART HISTORY

Prerequisite: None
This course studies the art of Native American peoples from pre-European contact to modern day Native craftsman and artists. Art from various regions of the North and South American continents from Arctic to Southwest to Northwest Coast to Eastern Woodlands will be studied.
3 credits (Fall & Spring)

ART 211: Drawing I

Prerequisite: None
This course will explore representational drawing-working from the still life, landscape, human figure, literature, music and memory. This course is designed for the student to develop and enhance their understanding of Drawing.

ART 215: CERAMICS

Prerequisite: None
Elementary studio work in clay, including hand building and wheel throwing techniques. Glazing and firing will also be addressed.
3 credits (On demand)

ART 216: TANNING HIDES

Prerequisite: None

A practical and culturally based introduction to tanning hides for use in clothing, regalia and items for personal use.

3 credits (On demand)

ART 220: INTRODUCTION TO NATIVE AMERICAN JEWELRY

Prerequisite: None

Development of basic skills in the production of jewelry, both traditional and contemporary. Leather, beads, bone, quills, metal and other materials will be used.

3 credits (On demand)

ART 221: PAINTING I

Prerequisite: ART 121

This course will explore painting as it applies to still life, landscape, human figure, literature, music and memory. This course is designed for the student to develop and enhance their understanding of painting.

3 credits (Fall)

ART 231: Graphic Design

Prerequisite: None

This course concentrates on the fundamentals of research, design, creation, and production of raster and vector digital imagery. Students will learn the foundational principles, functionality, and strategies of Adobe Photoshop for producing raster imagery and Adobe Illustrator for producing vector imagery. This course will engage students in the technical, conceptual, and aesthetic aspects of digital imagery.

ART 250: BEADING II

Prerequisite: ART 150

This course is for the learned beading student who is seeking an opportunity to further explore the media, techniques and personal expression of beading.

3 credits (On demand)

ART 255: PAINTING II

Prerequisite: ART 221

This course will further explore painting as it applies to still life, landscape, human figure, literature, music and memory. The course will expose the student to other types of paints like oil paints and water color, as well as surface preparation.

3 credits (Fall)

ART 268: CREATING IN LEATHER AND HIDE

Prerequisite: None

An introduction to leather working and skin sewing, including tooling, painting, lacing and other techniques.

3 credits (On demand)

ART 274: CLOTHING AND REGALIA WORKSHOP

Prerequisite: Instructor's approval

A beginning studio class where students can work with experienced Chippewa Cree artists in design and construction of clothing and regalia pieces such as shawls and ribbon shirts.

3 credits (On demand)

ART 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Art.

Variable credits (On demand)

ART 290: ART CAPSTONE

Prerequisite: None

An opportunity for art degree students to pull together and display the art learning and skills acquired in their courses of study. A public show for college and community will be required.

3 credits (On demand)

BIOLOGY (BIOH/BIOS)

BIOH 101: FOUNDATIONS OF HUMAN BIOLOGY

Prerequisite: WRIT 101

This course is an introduction to the anatomy and physiology of the human body including fundamentals of chemistry, histology and all body systems. Particular emphasis is given to the integration of our cultural heritage with our role within the living world.

3 credits (Spring)

BIOH 102: FOUNDATIONS OF HUMAN BIOLOGY LAB

Prerequisite: WRIT 101

Lab course to accompany, complement and enrich BIOH 101.

1 credit (Spring)

BIOH 120: ELEMENTARY MICROBIOLOGY

Prerequisite: BIOS 101

This course focuses on basic microbiological principles, including kinds of microorganisms (bacteria, viruses, fungi, protozoa and

parasites), physiology, genetics, growth and control, infection and disease. Whenever possible, links will be drawn between these organisms and Native American cultures.

3 credits (On demand)

BIOH 121: ELEMENTARY MICROBIOLOGY LAB

Prerequisite: BIOS 101

Lab course to accompany, complement and enrich BIOH 120.

1 credit (On demand)

BIOH 150: MEDICAL TERMINOLOGY

Prerequisite: WRIT 101

The goals of this course are to promote a basic knowledge of medical terminology for professional and personal development, the ability to spell and pronounce medical terms, an understanding of medical abbreviations and an appreciation of the logical method found in medical terminology.

3 credits (Fall)

BIOH 201: ANATOMY & PHYSIOLOGY I

Prerequisite: A strong background in high school biology or BIOS 101 is highly recommended.

This course covers the general principles of cell and tissue biology that apply to all living systems. In relation to the human body, the structure and function of the following systems will be covered: skeletal, muscular, nervous and endocrine. As each system is presented, homeostasis, control and integration of the human body will be emphasized. Native American culture and beliefs in relation to the human body are integrated into this course.

3 credits (Fall)

BIOH 202: ANATOMY & PHYSIOLOGY I LAB

Prerequisite: A strong background in high school biology or BIOS 101 is highly recommended.

Lab course to accompany, complement and enrich BIOH 201.

1 credit (Fall)

BIOH 211: ANATOMY & PHYSIOLOGY II

Prerequisite: BIOH 201/202

This course is a continuation of BIOH 201. The structure and function of the digestive, cardiovascular, respiratory, reproductive and urinary systems of the human body will be

covered, with a special emphasis on integration, metabolism, energy flow and homeostasis. Native American culture and beliefs in relation to the human body are integrated into this course.

3 credits (Spring)

BIOH 212: ANATOMY & PHYSIOLOGY II LAB

Prerequisite: BIOH 201/202

Lab course to accompany, complement and enrich BIOH 211.

1 credit (Spring)

BIOH 221: INFECTIOUS DISEASE

Prerequisite: A strong background in high school biology or BIOS 101

This course focuses on the etiology, pathogenesis, epidemiology, treatment and control of common and emerging bacterial and viral diseases of humans. In addition, microbial diseases that plague Native American reservations will be discussed.

3 credits (Fall)

BIOH 295: ALLIED HEALTH CAPSTONE

Prerequisite: Instructor's approval

This course is required by students enrolled in the last semester of coursework for the Allied Health degree program. Students may choose a subject of their choice, closely related to one of the Allied Health fields, and research it in great depth, utilizing the internet, library and local sources (interviews). The subject must be approved by the instructor. A comprehensive final oral and visual presentation (PowerPoint) of the research graded by a rubric will complete the course; or set up and document observation hours in their chosen field. The job shadowing experience of the capstone is designed to give the students a better understanding of the career which they have chosen to pursue. When possible, the observation hours will be done at an IHS facility.

3 credits (On demand)

BIOS 101: GENERAL BIOLOGY WITH LAB

Prerequisite: WRIT 101

This course is a survey of basic biological principles including concepts of cell biology, metabolism, genetics and reproduction at the cellular and organismal levels, life systems, evolution and ecology. The laboratory and

lecture discussions will integrate traditional Native American culture and beliefs.

4 credits (On demand)

BIOS 110: INTRODUCTION TO ZOOLOGY WITH LAB

Prerequisite: WRIT 101

This course examines the structure, function, evolutionary and ecological relationships of animals beginning with invertebrates and ending with mammals. The laboratory provides students the opportunity to study the structure and function of animals. Labs will include dissection of specimens.

4 credits (Alternate Spring)

BIOS 114: BOTANY WITH LAB

Prerequisite: WRIT 101

This course examines the structure, function, evolutionary and ecological relationships of plants. The laboratory provides students the opportunity to study the structure and taxonomy of plants. Upon learning structure, students will learn the use of taxonomic keys for identification of local plants.

4 credits (Alternate Spring)

BIOS 160: ALLIED HEALTH SEMINAR

Prerequisite: None

The Allied Health Seminar introduces students to the many and varied Allied Health careers. It will assist students in learning how to succeed in science classes and acquaint them with the ethics involved in Allied Health fields. First semester requirement for all Allied Health majors.

1 credit (Fall)

BIOS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Biology.

Variable credits (On demand)

BIOS 190: ETHNOBOTANY (TRIBAL USES OF PLANTS)

Prerequisite: None

Many wild plants have special uses for tribal people, some of which are ceremonial, nutritional and medicinal. This course provides the opportunity to use plants in a traditional way with adherence to cultural protocol. Fieldwork and lectures will be combined to blend the cultural and scientific perspectives. Members of culture committee will team-teach this course. Cross-referenced with NAS 190.

4 credits (On demand)

BIOS 200: GENERAL ECOLOGY WITH LAB

Prerequisite: BIOS 101

The scientific study of relationships that exist between organisms and their environment. Ecological concepts are the core and the basis from which Environmental Science and Natural Resource management concepts begin. Course will consist of a lecture and a lab section.

4 credits (On demand)

BIOS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Biology.

Variable credits (On demand)

BIOS 290: SCIENCE CAPSTONE

Prerequisite: Instructor's approval.

Normally completed during final semester of degree program. Students will select an area of research, do literature reviews, design experiments, carry out experiments, analyze data and present findings in a seminar using presentation software.

3 credits (On demand)

BUSINESS (BUS)

BUS 100: INTRODUCTION TO BUSINESS

Prerequisite: ACT/ACCUPLACER

Placement-Reading Score of 61+ or

Instructor's approval

This introductory survey course is designed for students considering business as a major field of study or for those desiring a basic introduction to business principles. The focus is on the role and function of business in modern society. Students considering a career in business or management will be exposed to a variety of career options and will make use of library research to further their knowledge of career choices. An American Indian Entrepreneurs curriculum and video series will be used to give a tribal insight into business principles. Standards of safety in business settings will be addressed.

3 credits (Fall)

BUS 110: BUSINESS MATH

Prerequisite: ACT/ACCUPLACER

Placement-Reading Score of 61+ or

Instructor's approval

This course combines the teaching of business math and calculators used in a variety of business topics. Basic math concepts are explained and then applied in problem-solving situations. Once the process is mastered, students are shown the correct procedures to follow to perform the process on the electronic calculator. Concepts and procedures discussed include payroll computations, checking and saving accounts, simple and compound interest loans, purchasing and sales procedures, budgeting and record keeping.
3 credits (Fall)

BUS 120: BUSINESS COMMUNICATIONS

Prerequisites: WRIT 101, OFAD 100.

Students receive comprehensive training in constructing various types of business letters, memoranda, business studies and proposals. Tribal aspects of proposal writing will be surveyed. Business research, questionnaire design and principles of conducting a survey are addressed. Workplace communication situations will be a major focus of the class. Non-verbal communication in the workplace will be addressed.
3 credits (Spring)

BUS 150: INTRODUCTION TO MARKETING

Prerequisite: ACT/ACCUPLACER Placement-Reading Score of 61+ or Instructor's approval

Study and analysis of the elements of marketing and marketing strategy, stressing product development policies, pricing strategies, promotion and distribution. Market structures, the role of middlemen and marketing information systems will be discussed. An American Indian Entrepreneurs curriculum and video series will be used to give a tribal insight into business principles. Research of specific topics will be stressed.
3 credits (Spring Even Years)

BUS 170: INTRODUCTION TO BUSINESS MANAGEMENT

Prerequisite: BUS 100. May take concurrently.

Study of basic management and organizational principles of business firms. Management theory is examined as well as the functional aspects of decision-making,

planning, organizing and control. Team concepts, corporate cultures, ethics and international business are also introduced. Research of specific topics is stressed.
3 credits (Fall)

BUS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Business.
Variable credits (On demand)

BUS 182: BASIC GAMING MACHINE MAINTENANCE

Prerequisite: None

Introduction to operation and maintenance of gaming machines and cash registrars. Topics include cleaning of gaming machines, filling registrar tapes, general operation of gaming and cash registrar machines.
1 credit (On demand)

BUS 184: BASIC COMPUTERIZED CASH REGISTER

Prerequisite: None

This course is designed to provide students with cashiering skills. Will include chip handling and redemption, exchanging currency, credit adjustment and other accounting skills associated with daily operation of the casino or retail floor.
2 credits (On demand)

BUS 186: INTRODUCTION TO CUSTOMER RELATIONS/HOSPITALITY MANAGEMENT

Prerequisite: None

The purpose of this course is to develop the student's ability to treat customers and co-workers properly and respectfully. Topics include telephone courtesy, assertive problem solving, listening under pressure, grooming, dealing with irate customers, winning customers through service and games, trust building, interaction with co-workers, attitude and behavioral changes, and the roll of a team player.
3 credits (On demand)

BUS 210: BUSINESS LAW

Prerequisites: WRIT 101

Students receive an introduction to business law and the United States legal system and its courts. Topics of emphasis include crimes, torts, family law, contracts, buying and selling goods, and credit. A research

project will enable students to apply library skills in a legal context.
3 credits (Fall)

BUS 240: SUPERVISION IN HOSPITALITY SEMINAR

Prerequisite: Instructor's approval

Basic skills required to supervise individuals and groups are stressed. The supervisor's role in management, planning and control, organizing, staffing, training, evaluation and activating the workforce are emphasized.
3 credits (On demand)

BUS 246: TECHNICAL SALES AND SERVICE

Prerequisite: Instructor's approval

This course acquaints the student with sales methods available for the professional sales arena and to develop the framework for preparing professional sales plans. Students will work their way through basic one-on-one small item sales, to multi-item industrial sales.
3 credits (On demand)

BUS 255: PERSONAL FINANCE

Prerequisite: M 121 or higher or BUS 110.

May take concurrently.

This course will cover key aspects of banks, investments, insurance, budgets, credit and portfolio management from the viewpoint of the individual or family.
3 credits (Spring)

BUS 270: ENTREPRENEURSHIP

Prerequisite: BUS 100; Instructor's approval
Study focuses on the basic business principles and entrepreneurial endeavors. Topics will include exploration of business opportunities, business plan development, starting up a small business, human resource development, finance and marketing.
3 credits (On demand)

BUS 280: SPECIAL TOPICS

Prerequisite: Instructor's Approval

Advanced special topics in business.
Variable credits (On demand)

BUS 290: BUSINESS CAPSTONE

Prerequisite: Instructor's approval

Designed to meet the needs of students, this cooperative venture will give the student the opportunity to design a project of study

appropriate to their degree and personal interests. The student will work closely with the advisor to assure that the project is a meaningful experience that prepares them to pursue their post-graduation goals and objectives. Testing of degree appropriate skills in various business degree areas of study will be conducted.

3 credits (On demand)

CARPENTRY (CARP)

CARP 100: BUILDING TRADES

Prerequisite: None

This is an introductory course designed to introduce students to the construction, building trades fields and related areas. It will include the identification of skills needed to be able to work in the construction and building trades fields and will explore the opportunities provided by the various occupations associated with the construction trades.

1 credit (Fall)

CARP 101: WELDING I

Prerequisite: Instructor's approval

An introductory course covering core and use of arc and oxy-fuel welding equipment, regulators, cylinders, power sources, electrodes, characteristics of operation, welding of steels and special applications. Introduction to techniques of welding mild steel.

3 credits (On demand)

CARP 105: FACILITIES MAINTENANCE

Prerequisite: None

Students will learn to inspect, test, adjust, repair or replace entry and exit systems and associated hardware. Students will also inspect inside and outside of roof, eaves and downspouts; perform minor roof repairs; perform preventative and predictive maintenance procedures by accessing information; analyzing, planning, preparing and performing preventative maintenance duties.

Variable credits (On demand)

CARP 110: LANDSCAPING

Prerequisite: None

Students will learn how to read and prepare plans showing construction details including walls, walkways, wooden structures and water features. Landscape materials and

methods to be studied include site work, various paving materials, various structural materials, and site drainage materials.

3 credits (On demand)

CARP 111: HANDING DOORS, WINDOWS

Prerequisite: None

This course will cover terms, techniques and layouts used. Estimating and materials used will also be emphasized. Installation of doors and windows, roofing and siding will be covered.

Variable credits (On demand)

CARP 112: WEATHERIZATION

Prerequisite: None

This course will provide laboratory exercises to build skills necessary for the effective application of energy techniques that can be used to weatherize homes and other structures.

Variable credits (On demand)

CARP 115: TOOLS, CONSTRUCTION & CARPENTRY

Prerequisite: None

This course will enable you to identify, properly use and maintain carpenter hand tools, portable tools, machines and equipment. Skill development, safety, OSHA requirements and work practices are stressed. Construction equipment is studied and utilized as lab and projects warrant.

3 credits (Fall)

CARP 120: CARPENTRY FIELD PRACTICUM

Prerequisite: DeWALT construction and codes book complete handbook.

This course covers use and operation of safety measures when using hand tools, power tools and portable electric tools commonly used in construction. Fundamentals of residential and commercial wall construction, metal stud installations use of tape measures framing square and basic mathematic formulas and square foot and yard calculations, federal, state and local building. Federal, state and local building codes and safety ordinances are studied.

4 credits (Fall)

CARP 125: BASIC HEATING AND COOLING

Prerequisite: None

This course provides an overview of the modern central heating and mechanical cooling. Learn to identify components in a heating system and understand what purpose they serve. This course will discuss basic cooling concepts, air conditioning units and operating principles. Course also discusses the constructions and climatic factors that affect building heat loss, humidification, automatic controls, system installation and service complaints.

3 credits (On demand)

CARP 130: MAINTENANCE REPAIR

Prerequisite: None

This course will demonstrate the theory of operations of a multitude of commonly used plumbing fixtures. Through step-by-step hands-on lab activities participants will gain a working knowledge of repair and maintenance.

3 credits (On demand)

CARP 135: BASIC ELECTRICAL

Prerequisite: M 111 or higher

Students will learn how to determine current, voltage or resistance in simple circuits and how to recognize circuit components and their graphics symbols. Electrical terms, operating principles of ordinary test equipment and electrical safety measures are reviewed. Limited math required.

Variable credits (On demand)

CARP 140: BASIC PLUMBING

Prerequisite: None

This course presents the concepts necessary for installation and maintenance of the plumbing system. Students will become acquainted with the Code requirements and appropriate materials used today in installation.

Variable credits (On demand)

CARP 150: INTRODUCTION TO FLOOR COVERING

Prerequisite: None

This course is designed to teach students the basic understandings of tools, equipment, adhesives and laying; as well as health & safety regulations. Students will also learn about and work on a variety of floor coverings such as carpet and vinyl.

Variable credits (On demand)

CARP 160: ROUGH LAYOUT AND FRAMING

Prerequisite: None

This course covers use and operation of hand tools. DeWalt carpentry and framing book will be used throughout the class, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, and federal, state and local building codes and safety ordinances are studied in this course.

3 credits (Spring)

CARP 165: FIELD EXPERIENCE I

Prerequisite: None

An introductory building maintenance class introduces students to the job duties of maintenance mechanics and other workers in building repair or building maintenance. This course is designed to provide both lectures and hands-on learning.

Variable credits (On demand)

CARP 170: EXTERIOR FINISHING

Prerequisite: None

Training is provided in principles and skills in residential exterior finish work. Instruction includes siding, stucco, roof covering and window installation.

3 credits (on demand)

CARP 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Carpentry.

Variable credits (On demand)

CARP 190: FIELD EXPERIENCE II

Prerequisite: CARP 165

This course lays the foundation for further building maintenance courses by providing an overview of the field, including carpentry, plumbing, masonry, grounds maintenance, electrical procedures, environmental control systems and horticulture. This course is designed to provide both lectures and hands-on learning.

Variable credits (On demand)

CARP 200: CARPENTRY FIELD PRACTICUM II

Prerequisite: CARP 120

This course focuses on principles of estimating, quantity take-off, material and labor costs, bidding procedures, remodeling

and new residential and commercial construction.

3 credits (Spring)

CARP 205: METAL BUILDING CONSTRUCTION

Prerequisite: None

This course is an introduction to the components, fastening methods and assembly procedures for metal buildings. The installation of wall panels, windows, doors, roofs, flashing and trim materials and procedures will be covered in this course.

1 credit (Fall)

CARP 210: INTRO TO FINISH CARPENTRY

Prerequisite: CARP 120

Introduces students to materials and methods for sheathing, exterior siding, stairs and roofing. The framing that was done in the building project during CARP 120 will be used to continue studies in this course. Students will apply the knowledge and skills presented during this course to enclose the structure. Students will layout and build a simple stair system. This course also covers framing with metal studs.

3 credits (On demand)

CARP 220: INTERIOR FINISHING

Prerequisite: CARP 120

Introduces students to trigonometric leveling, which is used to lay out foundations. This course covers the installation methods and materials for various roofing systems. It covers a variety of flooring applications as well as interior wall construction for residential and commercial structures.

3 credits (On demand)

CARP 270: ADVANCED CARPENTRY FIELD

Prerequisite: CARP 200

This course studies building material quantity survey from residential plans including foundation, underpinning, floors, walls, ceiling and roof as well as other interior and exterior construction.

3 credits (Spring)

CARP 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Carpentry.

Variable credits (On demand)

CHEMISTRY (CHMY)

CHMY 123: INTRODUCTION TO ORGANIC & BIOCHEMISTRY

Prerequisites: WRIT 101, M 095 or higher

The course is an introduction to organic chemistry and biochemistry. Most of the course is organized around topics of organic chemistry, but with some biological perspective. The level of the course is what is sometimes called "chemistry for nursing students" or "Physiological Chemistry." Many of our students have a primary interest in some aspect of the biological sciences, but the course is broadly suitable for anyone who wants to learn or review basic organic chemistry. It also may serve as a preview of more advanced courses such as college level Organic Chemistry, Biochemistry or Molecular Biology.

3 credits. (On demand)

CHMY 124: INTRODUCTION TO ORGANIC & BIOCHEMISTRY LAB

Prerequisites: WRIT 101, M 095 or higher

A laboratory course accompany, complement and enrich CHMY 123.

1 credit (On demand)

CHMY 141: GENERAL CHEMISTRY I

Prerequisites: WRIT 101, M 095 or higher

The first of a two-semester course sequence about the general principles of modern chemistry. Major topics include units of measurement, chemical bonding, periodicity, chemical formulas and composition, stoichiometry, chemical arithmetic, reactions in aqueous solutions and atomic theory. This class will consist of three hours of lecture.

3 credits (Fall)

CHMY 142: GENERAL CHEMISTRY I LAB

Prerequisites: WRIT 101, M 095 or higher

Lab course to accompany, complement and enrich CHMY 141.

1 credit (Fall)

CHMY 143: GENERAL CHEMISTRY II

Prerequisite: CHMY 141 and CHMY 142

The second semester of the two-semester general chemistry sequence. Major topics include gas laws, kinetic molecular theory, solutions, equilibria, acid base theory, thermochemical equations, reaction mechanisms and the rate-law expression and nuclear chemistry.

3 credits (Spring)

CHMY 144: GENERAL CHEMISTRY II LAB

Prerequisite: CHMY 141 and CHMY 142

Lab course to accompany, complement and enrich CHMY 143.

1 credit (Spring)

CHMY 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Chemistry.

Variable credits (On demand)

CHMY 200: BIOLOGICAL CHEMISTRY WITH LAB

Prerequisite: BIOS 101

Course structured in two parts. The first part will be an introduction to organic chemistry: identification, nomenclature, and chemistry of hydrocarbons, alcohols, ethers, ketones, aldehydes, carboxylic acids, organ halogens and amines. The second half of the class will be an investigation of the chemistry of the four families of biological macromolecules: carbohydrates, lipids, proteins, and nucleic acids, and their physiological function within the cell.

4 credits (Alternating years)

CHMY 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Chemistry.

Variable credits (On demand)

COMPUTER SCIENCE (CSC & CAPP)

CAPP 120: INTRODUCTION TO COMPUTERS

Prerequisite: OFAD 100 or equivalent and WRIT 100 or strong reading skills

This is a survey of the computer and the computer industry. Topics covered include Microcomputer applications, input, processor, output, auxiliary storage, file and database management, communications, information system life cycle, program development and systems software, and trends, issues and career opportunities in the computer industry. An opportunity for hands-on work with standard software packages including word processors, electronic spreadsheets, database systems and graphics packages is presented in lab sections.

3 credits (On Demand)

CAPP 151: MS APPLICATIONS

Prerequisite: None

This course focuses on the integration of the various applications using the case project method. Students will learn to use the integrated tools in modern applications programs to save time and increase the accuracy and integrity of the overall information of reports. OLE and file linking will be used extensively. Both VBA (Visual Basic for Applications) and VBScript (Visual Basic Scripting) will be used.

3 credits (Fall)

CAPP 158: MICROSOFT ACCESS

Prerequisite: CAPP 151

This course addresses the fundamental concepts of computerized database management and database design, with emphasis on the relational model. It includes hands-on experience using Microsoft Access in creating databases, forms, reports and queries. Additional topics included are Entity Relationship Modeling, normalization and SQL.

3 credits (Fall)

CAPP 266: MS EXCEL

Prerequisite: CAPP 120

A project-based approach will be used. Topics include formulas and functions, charts, Web queries, what-if analysis, data tables, worksheet as a database, working with multiple worksheets and workbooks, solver, goal seeking, macros and Visual Basic for Applications (VBA), formula auditing, data validation, importing data, pivot charts and pivot tables.

3 credits (Spring)

CSCI 117: PHOTO AND GRAPHIC SOFTWARE

Prerequisite: CAPP 120

This course is an introduction to software applications used in the graphic design industry. It includes such programs as Photoshop, Illustrator and Quark X-press. Students will work in the computer lab to edit photo images, do vector based drawing application, do freehand drawing on the computer and also locate free applications sites to expand their illustration capabilities.

3 credits (On demand)

CSCI 141: INTRODUCTION TO NETWORKING

Prerequisite: CAPP 120

This course introduces students to networks and networking essentials. It includes discussion of design essentials, networking media, networked communications and protocols, and simple network operations.

3 credits (Spring)

CSCI 150: INTRODUCTION TO AUTOCAD

Prerequisite: Instructor's approval

This is a beginner's course that will provide students with the concepts, techniques and applications that will allow students to be able to use and manipulate the computer aided drafting software. The course will include up to 30 lessons with step-by-step instructions followed by exercises designed to practice the commands learned. This approach is taken to familiarize students with the drawing commands first, and then teach them to create and setup their own. Students will also learn the basics of blueprint plan reading.

3 credits (On demand)

CSCI 155: INTRODUCTION TO JAVA

Prerequisite: CAPP 120 or equivalent and CAPP 151 strongly recommended.

This course focuses on intermediate computer program design and development using structured techniques. Includes small project development. Stresses modularity, program design, implementation and testing. Object oriented programming/object oriented design (OOP/OOD) techniques will be utilized.

3 credits (Fall)

CSCI 161: PC HARDWARE & MAINTENANCE

Prerequisite: CAPP 120 or equivalent

The course is designed to be a complete, step-by-step approach to learning the fundamentals of supporting and troubleshooting computer hardware. It maps to the CompTIA A+ Certification exam.

3 credits (Fall)

CSCI 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Computer Science.

Variable credits (On demand)

CSCI 185: WEB DEVELOPMENT

Prerequisite: CAPP 120 or equivalent

This course will teach students the most important topics of HTML and XHTML; starting with an introduction to developing a Web page and a Web site, moving on to working with cascading style sheets (CSS), Web Tables and Forms, and Frames. No prior computer experience with these topics is assumed. The course will cover JavaScript and its role in programming. Microsoft Expression Web 2 software will be used.

3 credits (Spring)

CSCI 221: INTRODUCTION TO SYSTEMS ANALYSIS

Prerequisite: Instructor's approval

This course is normally completed during final semester of degree program and is a study of the systematic analysis and design of computer software using case tools, data flow analysis, culminating in a complete system design.

3 credits (Spring)

CSCI 241: VISUAL BASIC

Prerequisite: CSCI 155 or equivalent

This course is an introduction to computer programming and problem solving techniques; and stresses modularity and structured techniques. Programming structures including looping, sequence, and decision making. Students will be exposed to the Visual BASIC programming language with an overview of the language and specific implementation examples.

3 credits (Fall)

CSCI 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Computer Science.

Variable credits (On demand)

EARLY CHILDHOOD EDUCATION (EDEC)

EDEC 100: INTRODUCTION TO EARLY CHILDHOOD

Prerequisite: WRIT 101

This course is concerned with the preparation of professional development of early childhood teachers. The course will provide knowledge about child growth and development that will help the student incorporate ideas and activities in an educational learning environment that is safe and healthy. The student will learn the 13 functional areas in early childhood.

3 credits (On demand)

EDEC 105: EARLY CHILDHOOD PROGRAM MANAGEMENT

Prerequisite: WRIT 101

This course will offer an introduction to Early Childhood Program Management. It will inform students on the value and ethical issues of working with children and families in a child care center. The course is designed to provide the student with a better understanding of staff relations, legal issues and the importance of becoming an advocate to improve the quality of services for children.

3 credits (On demand)

EDEC 107: EDUCATING THE EXCEPTIONAL CHILD

Prerequisite: WRIT 101

The course will provide the student with the current mandates of state and federal governments regarding the education and services provided to children with disabilities. Students will examine the various disabilities and learn to distinguish the differences. They will be taught techniques, coping skills and teaching strategies for dealing with the exceptional child.

3 credits (On demand)

EDEC 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Early Childhood Development.

Variable credits (On demand)

EDEC 185: INTRODUCTION TO EARLY CHILDHOOD EDUCATION & CHILD DEVELOPMENT ASSOCIATE

Prerequisite: None

Students will study ways to structure the classroom environment so that it is a safe and healthy place for children. The students will explore techniques of meeting individual and group needs through the use of materials, relationships and routines which encourage children to explore, play and learn. Students will be exposed to the Child Development Associate (CDA) program and process of assessment. This course is individualized and designed to assist students in acquiring classroom skills through a wide variety of learning techniques pertaining to preschool-aged children.

3 credits (On demand)

EDEC 190: CREATING A PRESCHOOL CURRICULUM AND ENVIRONMENT

Prerequisite: EDEC 185

Students will be exposed to the Child Development Associate (CDA) program; it's six competency goals and 13 functional areas and understand the importance of each one of them. Students will become aware of the effect high quality early childhood education can have on the lives of children and their families when utilizing age appropriate planning, materials and equipment.

3 credits (On demand)

EDEC 195: FIELD EXPERIENCE IN EARLY CHILDHOOD

Prerequisite: WRIT 101

The course will provide field experience in a classroom environment so students will be able to demonstrate and implement the skills they have acquired. Students will have the opportunity to interact with young children.

3 credits (On demand)

EDEC 220: EARLY CHILDHOOD CURRICULUM & ENVIRONMENT

Prerequisite: WRIT 101

The course will focus on curriculum development and classroom environment. Students will learn the content and methods of developing a creative curriculum for pre-school children. Students will learn the role they play in implementing the curriculum and how the environment affects the child.

3 credits (On demand)

EDEC 230: GUIDING THE YOUNG CHILD

Prerequisite: WRIT 101

This course will focus on developing positive guidance skills that will guide the child to self-discipline and self-esteem. The student will also develop skills and techniques for communicating positively with child and families.

3 credits (On demand)

EDEC 265: LEADERSHIP & PROFESSIONALISM IN ECE

Prerequisite: EDEC 100

This course introduces students to skills of effective leaders in which leadership is viewed as service. This course is developed with the belief that effective leaders serve others in a relationship-building atmosphere. Students will explore a variety of techniques

that encourage the promotion of healthy lifestyles, positive relationships, interpersonal communication, and thinking environments. Areas of professionalism such as upholding ethical and professional standards, engaging in advocacy for children, families, and the profession, engaging in continuous learning, integrating knowledgeable, reflective, and critical perspectives, as well as becoming involved with the early childhood field will be examined. Students will assess their leadership skills along with professionalism and develop a professional goal plan that builds on professionalism and leadership strengths as well as areas for future development.

3 credits (On demand)

EDEC 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Early Childhood Development.

Variable credits (On demand)

EDEC 290: EARLY CHILDHOOD PRACTICUM

Prerequisite: Instructor's approval

Early Childhood practicum is an opportunity for students who have completed most Associate of Arts Early Childhood Education courses to observe, teach and reflect upon their teaching experience. Students will integrate knowledge gained from previous coursework and experiences to develop and articulate a philosophy and rationale for decisions. Students will apply knowledge of cultural and linguistic diversity to create and evaluate environments and experiences. Students will review all major curriculum areas and develop and implement developmentally appropriate curriculum that is individualized and culturally relevant in the areas of physical, cognitive, creative, social, emotional and language development. Implemented curriculum will include an integrated project or learning unit that includes language and literacy, mathematics, science, health and safety, nutrition, social studies, the arts, drama, music and movement activities with children within the age range of zero to eight. On-campus seminars are included in the practicum.

3 credits (On demand)

ECONOMICS (ECNS)

ECNS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Economics.

Variable credits (On demand)

ECNS 203: MICROECONOMICS

Prerequisites: WRIT 101 and M 121 or higher

This course deals with the basic economic concepts of supply and demand, consumer behavior, firm behavior, perfect competition, monopoly, government regulation, labor markets, extremities and income distribution. Traditional tribal economic structures and their dynamics will be surveyed. Students will further their understanding of specific subjects through library research.

3 credits (Spring Odd Years)

ECNS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Economics.

Variable credits (On demand)

EDUCATION (EDU)

EDU 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Education.

Variable credits (On demand)

EDU 200: INTRODUCTION TO EDUCATION

Prerequisite: None

This is an introductory course about the field of education. The course is designed to be a survey of the various aspects of teacher education. Various topics will be covered in the following six areas:

1. understanding the teaching profession;
2. historical and philosophical contexts for understanding the current educational practices and trends;
3. political, economic and legal foundations of education;
4. social foundations examining the relationships between society and the schools;
5. curricular foundations looks at the ways in which change in societies have led to change in curriculum; and
6. effective education from international and American perspectives.

Students will be given practical information and experiences to complete the course objectives. The course content will include

issues, perspectives, aspects and topics relevant to American Indian education whenever possible.

3 credits (Fall)

EDU 220: HUMAN GROWTH & CHILD DEVELOPMENT

Prerequisite: PSYX 100

This course will examine the patterns of child development from birth through adolescence with an emphasis on physical, cognitive and psychosocial behavior.

3 credits (Spring)

EDU 225: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Prerequisite: PSYX 100

This course is designed as a study of both the teaching and learning processes. Teaching strategies, which place an emphasis on planning effective instruction, classroom management and appropriate grade-specific educational assessment will be discussed. Learning philosophies will include behavioral, information processing and constructivist views. Classroom discussion will also focus on how learning is influenced by cognitive, personal, social and moral development.

3 credits (Fall)

EDU 235: INTRODUCTION TO INDIAN EDUCATION

Prerequisite: None

Traditional and European-introduced methods of schooling, the federal role in Indian education, and contemporary Indian education issues are explored. Special focus will be given to Indian concepts of learning, boarding school education, the role of the Bureau of Indian Affairs, and current trends in bilingual, multicultural education for Indians.

3 credits (On demand)

EDU 270: INSTRUCTIONAL TECHNOLOGY

Prerequisite: Instructor's approval

This course presents strategies that enable a teacher to integrate technology into their educational environment to enhance their capabilities and productivity. Topics include multi-media projects, integrating technology into the curriculum, multiple software applications, telecommunications, electronic ethics, using the Internet for education

purposes and electronic portfolios. It is important that when integrating technology into the classroom experience lessons be carefully planned; support active learning; and be infused with intentional, authentic, and collaborative learning opportunities. Using the constructive approach, technology must be woven into the curriculum in a way that engages students in the learning process. It is not just looking at a website or using the computer to word process.
3 credits (Spring)

EDU 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Education.
Variable credits (On demand)

EDU 301: LANGUAGE, LITERACY & TEXT FOR CHILDREN

Prerequisite: None
This course is designed for students preparing to be teachers of young children or of elementary school-aged children. In its broad emphasis on language development, literacy and the multiple texts provided in contemporary lives, it may also be of value to parents of children from infancy to age 13. Students will explore what it means to have a balanced literacy curriculum that is rooted in the literacy abilities that children bring from their home environments, their cultural experiences, and the individual perceptions of the wider world. Students will extend their awareness of the wealth of children's literature available, and they will practice evaluating, choosing, and using these materials. In addition, this course will provide practical experience in reading and writing with children through interactive projects such as a pen pal project with children from Box Elder Elementary School and both a story telling workshop and puppetry workshop.
3 credits (On demand)

EARTH SCIENCE (ESCI)

ESCI 100: ENVIRONMENTAL MEASUREMENT

Prerequisite: None
This is an introductory science class. This course is designed to give students an opportunity to learn basic scientific concepts and laboratory skills by way of a series of protocols developed by the GLOBE program.

Students will collect data and record their findings on the GLOBE website. Students will use the GLOBE website to research environmental data.
3 credits (Fall, Spring)

ESCI 150: ATMOSPHERIC SCIENCE WITH LAB

Prerequisite: ESCI 100
This is an introductory course examining the physical properties of the atmosphere, radiation heating and cooling, precipitation, clouds, weather disturbances, climate controls, map reading and planetary circulation. Consists of 3 hours lecture and 2 hours lab per week.
4 credits (Alternating Years)

ESCI 180: SPECIAL TOPICS
Prerequisite: Instructor's approval
Special topics in Earth Science.
Variable credits (On demand)

ESCI 210: INTRODUCTION TO SOIL SCIENCE WITH LAB

Prerequisite: CHMY141 and CHMY142
This is an introductory course in soil science. Major topics include soil properties, soils classification, soil water, soil formation, soil organisms and soil nutrients. Emphasis is placed on soil conservation and the proper management of our soil resources.
4 credits (Alternating Years)

ESCI 280: SPECIAL TOPICS
Prerequisite: Instructor's approval
Advanced special topics in Earth Science.
Variable credits (On demand)

ENGINEERING (ENGI)

ENGI 120: SURVEYING I

Prerequisite: M 151 or higher and Instructor's approval
Students will learn to perform the most common survey work required on a construction project. This includes layout, topographical leveling, differential leveling and transfer of elevations from one benchmark or location to another. Students will learn linear measuring with tapes and with electronic distance meters. They will also develop skills in using standard and automatic levels, in measuring distances and angles with the EDM, transit and modern

instruments. Fundamental computations will be emphasized.
3 credits (On demand)

ENGI 180: SPECIAL TOPICS
Prerequisite: Instructor's approval
Special topics in Engineering.
Variable credits (On demand)

ENGI 280: SPECIAL TOPICS
Prerequisite: Instructor's approval
Advanced special topics in Engineering.
Variable credits (On demand)

ENGLISH (ENGL, LIT & WRIT)

ENGL 012: READING I
Prerequisite: WRIT 075
Enhancement of basic reading skills, including recognition of topic and main idea, supporting details and patterns of organization.
1 credit (Fall, Spring)

ENGL 013: READING II
Prerequisite: ENGL 012
Development of critical reading skills, including distinguishing fact from opinion, evaluating arguments, recognizing purpose and tone, and drawing conclusions.
1 credit (Fall, Spring)

ENGL 105: ENGLISH GRAMMAR LECTURE
Prerequisite: None
This course is designed to give students knowledge and proficiency in fundamental English syntax for use in college-level writing tasks. Course content focuses on the fundamentals of English sentence structure (verbs, subjects, complements and compounds), basic sentence errors (common splice, fused sentence and sentence fragment), and fundamental punctuation skills (methods of joining clauses). Students are encouraged to take this course concurrently with WRIT 101.
3 credits (Fall, Spring)

ENGL 180: SPECIAL TOPICS
Prerequisite: Instructor's approval
Special topics in English.
Variable credits (On demand)

ENGL 260: DRAMA PRACTICUM
Prerequisite: WRIT 101 or LIT 150

A course in drama, including in-class readings of a variety of plays, discussions of drama theory and criticism, study of stage craft and acting techniques, and a public performance of at least one play.
3 credits (Spring)

ENGL 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in English.
Variable credits (On demand)

LIT 150: INTRODUCTION TO LITERATURE

Prerequisite: WRIT 101 or Instructor's approval

This course is an introduction to literary forms, including fiction, poetry and drama. The course is designed to encourage understanding and enjoyment of literature. The course will include material from Native American literary traditions as well as from a variety of other traditions.

3 credits (Spring Even Years)

LIT 160: NATIVE AMERICAN LITERATURE

Prerequisite: WRIT 101 or LIT 150

This course is an introduction to Native American literary traditions through consideration of period, genre, and/or theme.

3 credits (Fall Even Years)

LIT 230: WORLD LITERATURE

Prerequisite: WRIT 101 or LIT 150

This course is an introduction to the developing international literary tradition, adopting a comparative approach to works written in English and in English translation.

3 credits (Fall Odd Years)

LIT 282: LITERATURE FOR CHILDREN AND ADOLESCENTS

Prerequisite: WRIT 101 or Instructor's approval

A survey of literature for children and adolescents, K- 12th grade. The emphasis will be on the understanding, evaluation and selection of books; with attention to the creation of thematic units, materials and presentation methods for use by both teachers and parents. The course will include poetry, fairy tales, myths, fables, novels, short fiction and a variety of non-fiction forms. Special attention will be given to literature about and by Native Americans.

3 credits (Spring Odd Years)

WRIT 075: BUILDING VOCABULARY SKILLS

Prerequisite: ACT-ACCUPLACER

Placement

Vocabulary development through the use of context cues and dictionary work.

1 credit (Fall, Spring)

WRIT 100: INTRODUCTION TO ENGLISH COMPOSITION

Prerequisite: ACT/ACCUPLACER

Placement and Writing Diagnostics

This course is an introduction to basic composition skills, beginning with sentence structure, standard usage and mechanics; progressing to paragraph writing, patterns of exposition, revision skills and culminating in short essay writing.

3 credits (Fall, Spring)

WRIT 101: COLLEGE WRITING I

Prerequisite: ACT/ACCUPLACER

Placement and Writing Diagnostics or WRIT 100

This is a course in basic essay writing, employing various modes of development such as description, narration, process analysis, definition and persuasion. Emphases on pre-writing strategies, organization, development through a variety of writing experiences and essay revision.

3 credits (Fall, Spring)

WRIT 201: COLLEGE WRITING II

Prerequisite: WRIT 101, OFAD 100 or CAPP 120

This course requires several essays, with emphases on argumentative writing and text-based analysis. Research techniques and library skills will be introduced and practiced, and as a final project, each student will be required to generate a significant and systematically documented research essay.

3 credits (Fall, Spring)

WRIT 230: CREATIVE WRITING

Prerequisite: WRIT 101 or Instructor's approval

This course is designed to introduce and examine literary conventions of poetry, short fiction, and creative non-fiction through writing and peer review within a workshop format. Students will experiment with a variety of forms and writing methods, and

they will prepare at least two works to be submitted for possible inclusion in campus or professional publications.

3 credits (Fall Even Years)

WRIT 240: WRITING FOR MASS MEDIA I

Prerequisite: WRIT 101 or Instructor's approval

This is a course in journalistic writing, including practice interviewing and producing news stories and features; and it introduces various theorists and theories of mass media (McLuhan, Chomsky, liberal, Marxist, feminist and indigenous) to accompany and support student writing projects.

3 credits (Fall, Spring)

WRIT 241: WRITING FOR MASS MEDIA II

Prerequisite: WRIT 240

This course builds on the skills developed in WRIT 240, emphasizing editorial responsibilities for production of our student newspaper, The Campus Crier.

3 credits (On demand)

WRIT 250: PROPOSAL WRITING

Prerequisite: WRIT 101. May take concurrently.

This course will help students build strategies and skills for successful grant seeking and address areas in developing and assessing proposal ideas, generating support for grant applications to the final design and the actual writing of the proposal. Students will learn how to tailor proposal formats to meet the requirements of different funding organizations. Specific funding organizations addressed are state, local, federal and private foundations.

2 credits (Spring On demand)

GEOGRAPHY (GEOG)

GEOG 101: INTRODUCTION TO GEOGRAPHY

Prerequisite: None

This course is an introduction to the geography of the major regions of the world. This course will also include the human communities of those regions, their relationships to geographic locations, physical environments, populations, economic resources and international politics.

3 credits (On demand)

GEOG 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Geography.
Variable credits (On demand)

GEOG 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Geography.
Variable credits (On demand)

GENERAL STUDIES (GS)

GS 100: FRESHMAN SEMINAR

Prerequisite: None
This course is designed to guide students in the development of skills needed to be successful in college. Students will be able to connect with our academic advisors and career counselors throughout their time at SCC. This class is designed to directly apply new learning strategies to ongoing homework, and will include discussion, lecture, and individual and group projects and activities. Topics will include time management, learning styles, note taking, exam preparation, memory techniques and methods for using course materials including syllabi and textbooks. Students will interact with other programs and work to develop networks on campus. Students will have the opportunity to develop a focused project specific to their interests and study needs.
2 credits (Fall, Spring)

GS 101: LIFE SKILLS

Prerequisite: None
This course is designed for students to develop or enhance life management skills important in making decisions for healthy and effective living.
1 credit (On demand)

GS 105: STEM ORIENTATION

Prerequisite: None
This course is for students currently enrolled in a STEM field, which includes all of the Science, Computer Science, Math, Natural Resource and Pre-Engineering majors. This class serves as career counseling, mentoring meeting, study session and a time to discuss issues involving the STEM fields.
1 credit (Fall, Spring)

GS 110: STUDENT LEADERSHIP

Prerequisite: None

Students who serve as Stone Child College Student Leadership members will receive these two credits for active involvement in planning and performing the various functions and activities of student government.
2 credits (Fall, Spring)

GS 150: ACADEMIC CHALLENGE

Prerequisite: None
This course is designed to prepare students to compete in the annual AIHEC Academic Challenge. A variety of academic subjects will be covered. Students are required to enroll in this course if intending to participate in the Academic Challenge.
2 credits (Spring)

GS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in General Studies.
Variable credits (On demand)

GS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in General Studies.
Variable credits (On demand)

HISTORY (HIST)

HIST 140: CHIPPEWA CREE HISTORY AND CULTURE

Prerequisite: WRIT 101
This course is a survey of the social, cultural, political and economic history of the Chippewa Cree people from the mid-nineteenth century to the present.
3 credits (On demand)

HIST 150: UNITED STATES HISTORY

Prerequisite: WRIT 101
This course is a survey of the economic, political, intellectual and social development of the United States, including the place of the U.S. in world affairs, from the nation's founding to the present.
3 credits (Fall)

HIST 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in History.
Variable credits (On demand)

HIST 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in History.

Variable credits (On demand)

HEALTH/PHYSICAL EDUCATION (HPE)

HPE 105: YOGA/PHYSICAL FITNESS

Prerequisite: None
This course will examine the benefits of physical activity, good nutrition and positive lifestyle patterns as a means to promote a healthier and more productive life. Step aerobics will be part of each class session.
1 credit (On demand)

HPE 110: WOMEN'S FUNDAMENTALS OF BASKETBALL

Prerequisite: None
Intramural or college varsity basketball fundamentals will be taught. Sportsmanship and teamwork will also be integrated in the season.
3 credits (On demand)

HPE 111: MEN'S FUNDAMENTALS OF BASKETBALL

Prerequisite: None
Intramural or college varsity basketball fundamentals will be taught. Sportsmanship and teamwork will also be integrated in the season.
3 credits (On demand)

HPE 112: BEGINNING BOWLING

Prerequisite: None
Basic bowling techniques will be taught, including how to keep score. Attendance is mandatory.
1 credit (On demand)

HPE 113: INTERMEDIATE BOWLING

Prerequisite: None
Students will receive more advanced instruction in the fundamentals of bowling. Bowling rules, etiquette, score-keeping and increasing the student's bowling average will be emphasized.
1 credit (On demand)

HPE 115: FIRST AID & CPR

Prerequisite: None
This is an introductory course designed to promote safety in industry, home, workplace, recreation and environment. A first aid card will be earned.
2 credits (On demand)

HPE 120: NUTRITION

Prerequisite: None

This course is an introduction to normal and clinical nutrition. The fundamentals of nutrition and nutritional needs throughout the life span will be addressed. The appropriate uses for diet therapy in restoring and maintaining health will also be covered.

2 credits (Spring)

HPE 125: ADVANCED WOMEN'S BASKETBALL

Prerequisite: None

Basketball conditioning will be stressed. Fundamentals will be incorporated in the areas of passing, shooting, rebounding, defense and offensive drills.

3 credits (On demand)

HPE 126: ADVANCED MEN'S BASKETBALL

Prerequisite: None

Basketball conditioning will be stressed. Fundamentals will be incorporated in the areas of passing, shooting, rebounding, defense and offensive drills.

3 credits (On demand)

HPE 160: CIRCUIT TRAINING

Prerequisite: None

The purpose of this class will be to improve both strength and cardio vascular endurance through a variety of efficient, high intensity workouts with minimal rests between sets. Differing activities each class will help to keep students excited and engaged.

3 credits (On demand)

HPE 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Health/Physical Education. Variable credits (On demand)

HPE 210: BEGINNING GOLF

Prerequisite: None

Students receive an introduction to the fundamentals of golf, which will include instruction in the grip, stance and mechanics of the swing. Instruction also covers putting, chipping, rules, etiquette and score-keeping. Students who sign up for this course will be required to participate in the golf tournament at the end of the course.

3 credits (On demand)

HPE 211: INTERMEDIATE GOLF

Prerequisite: HPE 210

Students receive additional instruction on the mechanics of the golf swing as well as putting, chipping, rules and tournament golf.

2 credits (On demand)

HPE 212: ADVANCED GOLF

Prerequisite: HPE 211

This course is a continuation of HPE 211 with an emphasis on advanced techniques using state-of-the-art golf equipment.

3 credits (On demand)

HPE 215: COED SOFTBALL

Prerequisite: None

This course will teach students techniques of good sportsmanship, batting, base-running, fielding, proper warm up, field dimensions, and the rules and regulations of softball. The students will be responsible for coordinating a coed softball tournament at the end of the semester.

3 credits (On demand)

HPE 226: WELLNESS COACHING

Prerequisite: None

This course is designed to teach students the fundamental skills of health and wellness, and how to motivate and encourage others to live healthier lifestyles.

2 credits (On demand)

HPE 228: WELLNESS PROGRAM DEVELOPMENT

Prerequisite: None

This course is designed to teach students with broad concepts of health, physical education and recreation, including how they apply to health and wellness.

2 credits (On demand)

HPE 250: PERSONAL TRAINING CERTIFICATION

Prerequisite: Instructor's approval

Students will learn the different models and designs for developing exercise programs. Student will utilize their communication skills to learn how to assess and do client intakes to develop and design exercise programs. Students will also learn the different teaching techniques/styles to be able to teach, design and develop exercise programs. Students will also take the Fit Tour training certification to become a certified personal trainer.

3 credits (On demand)

HPE 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Health/Physical Education.

Variable credits (On demand)

HPE 285: PRINCIPLES OF HEALTH AND WELLNESS

Prerequisite: None

This course is an introduction to the basic and new concepts of health. Topics include HIV/AIDS, nutrition, physical fitness, safety and risk management, stress management, and substance abuse. Wellness components of emotional, physical, social, intellectual and spiritual health will be discussed. School bus safety will also be discussed. This course is required for all pre-education majors to fulfill OPI certification requirements.

3 credits (Fall)

HUMAN SERVICES (HS)

HS 150: INTRODUCTION TO HUMAN SERVICES

Prerequisite: None

This course provides introductory knowledge about Human Services. Students will identify skills and problem solving processes used in helping professions.

3 credits (Fall Even Years)

HS 160: HUMAN SERVICES ETHICS/HIPPA TRAINING

Prerequisite: None

Students will gain knowledge and understanding of ethics, confidentiality and HIPAA as they apply to the Human Services field.

3 credits (On demand)

HS 165: FAMILY GROUP DYNAMICS

Prerequisite: None

This course is designed to give students both theory and practice of group and family interactions. Native family strengths and problems will be examined.

3 credits (Fall Even Years)

HS 170: HUMAN SERVICES ASSESSMENT

Prerequisite: None

This course provides students with practical experience in documenting various procedures used in the Human Services field.

1 credit (On demand)

HS 171: LEGAL ISSUES IN HUMAN SERVICES

Prerequisite: None

Students will gain knowledge and understanding of the legal requirements of various programs in Native communities.

1 credit (On demand)

HS 172: MULTICULTURAL ISSUES IN RURAL COMMUNITIES

Prerequisite: None

Students will gain cultural knowledge to better help community members with Human Services issues.

3 credits (On demand)

HS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Human Services and Native community issues.

Variable credits (On demand)

HS 185: PARENT INSTITUTE TRAINING

Prerequisite: None

This workshop is designed to introduce students to various parenting skills in the areas of school involvement, drug and addiction studies, and other related topics. Local elders and other guest lectures will serve as consultants. Active participation will be required for students to gain learning experiences in specified topics.

Variable credits (On demand)

HS 190: INTRODUCTION TO COUNSELING

Prerequisite: COMX 111

This course emphasizes and applies the skills used in counselor-client relationships, communication and interactions; using a problem management model of helping.

3 credits (On demand)

HS 195: EDUCATION CONFERENCE TRAINING INSTITUTE

Prerequisite: None

This course is designed to present students and community members with skills for better health and to incorporate traditional practices into their lives. Various issues that impact the lives of children, parents and communities will be addressed.

Variable credits (On demand)

HS 220: INTRODUCTION TO RURAL PUBLIC HEALTH

Prerequisite: None

This course is designed to give students introductory knowledge in behavioral health.

3 credits (Spring Even Years)

HS 228: NATIVE AND HOLISTIC HEALING

Prerequisite: None

This course is designed to explore alternative ways of healing. It can be used as a self-help course for personal healing or as alternatives to helping clients deal with life experience and problems.

3 credits (On demand)

HS 250: TREATMENT MODALITIES

Prerequisite: AD 155 or HS 150

The purpose of this course is to expose students to a variety of theoretical models underlying both individual and group counseling. Through lectures, discussion, seminars, guest speakers, reading and individual preparation of papers, students will begin to develop their own counseling approach and philosophy of working with people.

3 credits (Spring Even Years)

HS 272: PROFESSIONAL BEHAVIOR, ETHICS & CASE MANAGEMENT

Prerequisite: None

This course will prepare students with the knowledge they need to perform as a para professional level in the Rural Health field.

3 credits (Spring Odd Years)

HS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Human Services and Native community issues.

Variable credits (On demand)

HS 282: MULTICULTURAL COUNSELING

Prerequisite: None

This course is designed to expose students to Native and alternative ways of helping people to deal with human experiences and problems. Different cultural healing practices will be examined.

3 credits (Spring)

HS 285: BEHAVIORAL HEALTH FACILITATOR TRAINING

Prerequisite: None

This course is designed to train peer counselor to recognize, identify, listen to, and refer mental health issues. This course has been adapted to meet the needs of the Chippewa/Cree Community.

2 credits (On demand)

HS 290: HUMAN SERVICE NATIVE COMMUNITIES CAPSTONE

Prerequisite: Instructor's approval

This course is a capstone class designed to assist student development of a better understanding of the dynamics involved in the service delivery systems of agencies and communities.

3 credits (Spring Odd Years)

HS 295: RESEARCH CAPSTONE

Prerequisite: Instructor's approval

This course is a capstone class designed to assist students to development a better understanding of the dynamics involved in the behavioral health system, agencies and communities. Integrating what was learned in prior courses to develop a research project.

1 credit (On demand)

HUMANITIES (HUM)

HUM 100: INTRODUCTION TO HUMANITIES

Prerequisite: None

This course is a general, global survey of the field of Humanities.

3 credits (Fall)

HUM 140: STORYTELLING

Prerequisite: None

A course designed to encourage the understanding and enjoyment of Wi-sah-ke-chah-k and other wintertime stories. Elders of Rocky Boy and local people will tell stories in order to inspire and encourage their continued use among the Chippewa Cree people.

3 credits (Spring)

HUM 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Humanities.

Variable credits (On demand)

HUM 201: HUMANITIES

Prerequisite: WRIT 101

This course is designed to introduce students to the models of expression of the major

disciplines of the Humanities: comparative religion, literature, philosophy, language, history, theory and criticism of the arts, as well as those aspects of the social sciences that employ historical or philosophical approaches. One or two of these disciplines will be dealt with each semester, focusing on one central theme.

3 credits (Fall Odd Years)

HUM 213: CHIPPEWA CREE RELIGION & PHILOSOPHY

Prerequisite: WRIT 101

A study of Chippewa Cree culture including beliefs, origins, worldview and religious ceremonies. Male and female roles in ceremonial settings will be stressed. The effects of Western civilization on the Chippewa Cree culture will also be studied.

3 credits (Fall, Spring)

HUM 217: INTRODUCTION TO CHIPPEWA CREE CEREMONIES

Prerequisite: WRIT 101

Basic overview of Chippewa Cree ceremonies, beliefs, traditions and values.

3 credits (On demand)

HUM 220: CULTURAL ANTHROPOLOGY

Prerequisite: WRIT 101

This course is an introduction to cultural anthropology. Emphasis is placed on cultural theory, cultural studies and cultural resource management. Course content will focus on traditional anthropological contexts and indigenous sovereignty issues.

3 credits (Fall Even Years)

HUM 245: HISTORY OF ROCK & ROLL

Prerequisite: None

This course will introduce students to the evolution of the musical genre of Rock & Roll. Students will study the roots, components and development of the musical art form of Rock & Roll. Significant performing artists, movements and various styles will be presented. The class will be delivered by traditional lecture with substantial use of audio and visual aids to supplement the textbook.

3 credits (Fall)

HUM 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in the Humanities. Variable credits (On demand)

HUM 290: LIBERAL ARTS CAPSTONE

Prerequisite: Instructor's approval

This course is designed to allow the graduating student an opportunity to synthesize and showcase the knowledge, skills and attitudes they have developed in Stone Child College's Liberal Arts Degree Program. The Liberal Arts Capstone has two components. First, the student must pass an oral exam based on a reading list created in consultation with the Liberal Arts advisor(s) of the student's choice. Second the student must complete and present a self-directed project, again created in consultation with the Liberal Arts advisor(s) of the student's choice.

3 credits (On demand)

MATH (M)

M 059, 060, 061 (Course Series): MATHEMATICS FUNDAMENTALS I, II, & BASIC MATHEMATICS

Prerequisite: ACCUPLACER Placement

This is a programmed, instructor-assisted, student-centered, individualized instruction course sequence designed to develop hands-on mathematical computation, study skills and prepare for algebra courses. Instructors may utilize computer education programs. All levels will solve word problems associated with learned concepts to promote reading and critical thinking skills. Unless a course has been previously completed, students are expected to enroll in all three courses at the beginning of the semester. A student completing a course during the semester will move to the next numbered course. Students are expected to complete all three series courses during one semester.

3 credits (Fall, Spring)

M 081, 082, 090 (Course Series): BEGINNING ALGEBRA I, II, & INTRODUCTORY ALGEBRA

Prerequisite: ACCUPLACER Placement

This is a programmed, instructor-assisted, student-centered, individualized instruction course sequence designed to develop hands-on mathematical computation, study skills and prepare for algebra courses. Instructors may utilize computer education programs. All levels will solve word problems associated with learned concepts to promote reading and critical thinking skills. Unless a

course has been previously completed, students are expected to enroll in all three courses at the beginning of the semester. A student completing a course during the semester will move to the next numbered course. Students are expected to complete all three series courses during one semester.

3 credits (Fall, Spring)

M 095: INTERMEDIATE ALGEBRA

Prerequisite: M 090, ACCUPLACER

Placement

This course presents topics of algebra and graphing required in college level mathematics and college applied mathematics courses. Intermediate Algebra may be allowed for credit toward graduation at this college as an elective, or eligible for transfer to other higher education institutions but will not satisfy General Education requirements. Contents include real numbers, linear equations, rational equations, inequalities, graphing, systems of equations, polynomial arithmetic, rational expressions, quadratics, complex numbers, functions, families of functions, and applications of these concepts. Graphing calculators and computer mathematical software are integrated into the course content. Students are expected to complete group projects using library and critical thinking skills.

3 credits (Fall, Spring)

M 111: TECHNICAL MATHEMATICS

Prerequisite: M090, ACCUPLACER

Placement

This course is intended for technical, trade or Allied Health programs. Students will review basic mathematical skills; basic arithmetic operations, fractions, decimals, percent, the metric system, and numbers as measurements. If time permits students will be introduced to basic algebra and geometry relationship formulas required in the technical trades.

3 credits (Fall)

M 121: COLLEGE ALGEBRA

Prerequisite: M 095, ACCUPLACER

Placement

This course presents the language and mathematical applications of sentence solutions and roots, graphs, conic sections, functions, relations, logarithms, exponents, logic, sequences, series, counting including

permutations and combinations, probability, odds, systems of equations, matrices and determinants. Applications of these concepts will involve the use of computer algebra symbolic manipulative software, scientific calculators, graphing calculators, library research, group cooperation, and classroom presentations.

3 credits (Fall)

M 130: MATH FOR ELEMENTARY TEACHERS

Prerequisite: M 095, ACCUPLACER Placement

This is a pre-service course for students majoring in elementary education. Topics include problem solving process, history, set theory, functions, logic, numeration systems, number theory, rational and irrational numbers, ratios, proportions, decimals and percentages. Students will discuss applicable national and state mathematics education standards and guidelines, and use computer software for algebra and geometry. Application projects will involve library research, critical thinking, hands-on manipulative practice, and classroom presentations.

4 credits (Fall)

M 131: MATH FOR ELEMENTARY TEACHERS II

Prerequisite: M 130

This is the 2nd in a series of 3 pre-service courses for students majoring in elementary education. This course includes the following topics: rational numbers, proportional reasoning, decimals, percent, real numbers, algebraic thinking, and probability.

4 credits (Spring)

M 145: MATHEMATICS FOR LIBERAL ARTS

Prerequisite: M 095, ACCUPLACER Placement

This course covers a wide variety of topics including mathematics history, number systems, number theory, computer science, logic, measurement systems, algebra, geometry, calculus, probability and statistics. Students will complete application projects based on their intended college majors. Application projects will involve library research, critical thinking, hands-on

manipulative practice, and classroom presentations.

4 credits (Spring)

M 151: PRECALCULUS

Prerequisite: M 121, Instructor's approval or ACCUPLACER Placement

This course includes trigonometric functions, inverse functions, identities, triangle solutions, trigonometric sentences, graphing and complex numbers. The precalculus portion of the course includes families of relations, complex numbers, analytic geometry, limits, derivatives, integrals and trigonometric applications to calculus. Students will use graphing calculators and computer mathematics software as an integral portion of the course. Application projects will involve library research, critical thinking, hands-on manipulative practice, and classroom presentations.

3 credits (Spring)

M 170: CALCULUS I

Prerequisite: M 151, Instructor's approval or ACCUPLACER Placement

This is an initial course in calculus concepts. Students are expected to have a strong algebra background, basic trigonometric concepts and experience with programmable graphing calculators. Topics include functions, limits, continuity, differentiation, derivative applications including local minima and maxima, curve fitting, local linearity, analytic geometry, integration and applications of the integral. Application projects will involve library research, critical thinking, hands-on manipulative practice, and classroom presentations.

5 credits (Fall)

M 171: CALCULUS II

Prerequisites: M 170, Instructor's approval or ACCUPLACER Placement

This course includes methods of integration, first order differential equations, DeMoivre's Theorem, indeterminate forms, improper integrals, polar coordinates, area, arc length, vectors, dot products, cross products, vector functions in one variable, surfaces of revolution and surfaces of quadratic functions. Students will use programmable graphing calculators and computer mathematics software to apply textbook and classroom material from a research perspective. Application projects will involve

library research, critical thinking, hands-on manipulative practice, and classroom presentations.

5 credits (Spring)

M 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Mathematics.

Variable credits (On demand)

M 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Mathematics.

Variable credits (On demand)

M 290: CAPSTONE MATHEMATICS

Prerequisite: Instructor's approval

Completed during final semester of degree program. The student will utilize the concepts gained from the degree course material through a mathematics application research project selected by the student with advisor approval. This project should be student selected based on the student's interest and expected future specialization. Projects reports must include costs, safety, feasibility and social impact where applicable. Completed projects must include a written report of a form required by the advisor including an abstract plus calculation detail submitted to the mathematics course instructor, and an oral presentation before a professional group, preferably using presentation software. With advisor help a portion of the research and report construction will include group consultation.

3 credits (On demand)

MUSIC (MUS)

MUS 110: MUSIC APPRECIATION

Prerequisite: None

This course is designed to give students a comprehensive introduction to music through guided listening to music of many cultures and composers, mastery of basic theory, attendance at live musical performances and hands-on experience of keyboard and wind instruments.

3 credits (Fall)

MUS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Music.

Variable credits (On demand)

MUS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Music.
Variable credits (On demand)

NATIVE AMERICAN STUDIES (NAS & NASX)

NAS 100: INTRODUCTION TO CHIPPEWA CREE HISTORY

Prerequisite: None

This course provides a historical overview of how the Chippewa and the Cree became one reservation.

1 credit (On demand)

NAS 101: HISTORY OF INDIANS IN THE U.S.

Prerequisite: None

This course provides a historical overview of post-contact Indian/non-Indian relations and their effects on Indian culture. It examines the historical effort by American Indian communities to maintain their sovereignty.

3 credits (Fall, Spring)

NAS 116: MUSIC HISTORY OF THE NORTH AMERICAN INDIAN

Prerequisite: None

This course studies North American Indian music from 1890 to the present, with an emphasis on the preservation and maintenance of the musical life of various tribes in the United States. Includes an examination of historic and contemporary recorded musical samples.

3 credits (On demand)

NAS 120: BEGINNING NATIVE AMERICAN FLUTE

Prerequisite: None

This course is designed to introduce students to the Native American flute and to the flute music of the Native American Renaissance, both traditional and contemporary. Students will learn to play songs from a simple numeric notation system and they will be introduced to Native American tablature notation.

3 credits. (On demand)

NAS 121: INTERMEDIATE NATIVE AMERICAN FLUTE

Prerequisite: NAS 120

This course is designed to continue student progress in playing the Native American flute. It is also designed to deepen their knowledge of the flute music of the Native

American Renaissance, both traditional and contemporary. Students will improvise as well as learn to play songs from a simple numeric notation system. Students will be encouraged to develop personal and improvised songs and repertoire. They will participate in regular flute circles with other student players.

3 credits. (On demand)

NAS 145: CHIPPEWA CREE HISTORY & CULTURE

Prerequisite: WRIT 101

This course is a survey of the social, cultural, political and economic history of the Cree people from the mid-nineteenth century to the present.

3 credits (Fall)

NAS 160: AMERICAN INDIAN WOMEN IN SOCIETY

Prerequisite: WRIT 101

This course will focus on historical and contemporary social, political and cultural roles of Indian women; changes in male-female relationships; special problems and opportunities facing Indian women today; the impacts of international feminism and the Indian Rights Movement.

3 credits (Fall Odd Years)

NAS 166: MUSICAL HERITAGE OF ROCKY BOY'S RESERVATION

Prerequisite: None

This course will study the music of the Rocky Boy's Indian Reservation from 1900 to present with emphasis on the preservation and maintenance of the musical life of the Chippewa Cree tribe. Includes an examination of historical and contemporary recorded samples.

3 credits (On demand)

NAS 176: CONTEMPORARY CHIPPEWA CREE MUSIC

Prerequisite: None

This course is designed as a lab-type session where students will actually learn the songs, drumming and singing styles of the Chippewa Cree people.

3 credits (On demand)

NAS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Native American Studies.
Variable credits (On demand)

NAS 190: TRIBAL USES OF PLANTS

Prerequisite: None

Many wild plants have special uses for tribal people; some of which are ceremonial, nutritional and medicinal. This course provides the opportunity to use plants in the traditional way with adherence to cultural protocol. Fieldwork and lectures will be combined to blend the cultural and scientific perspectives. Members of the cultural committee will team-up to teach this course.

Cross-referenced with BIOS 190.

4 credits (On demand)

NAS 240: NATIVE AMERICAN LITERATURE

Prerequisite: Instructor's approval

This course allows students to select an area of research that reflects the achievements, concerns and problems affecting Native Americans today.

3 credits (On demand)

NAS 253: HISTORY OF TRIBAL GOVERNMENT OF THE ROCKY BOY'S RESERVATION

Prerequisite: WRIT 101

This course is a study of tribal governments of the seven reservations in Montana, their organizations, functions, leadership roles and policies from a historical perspective. Includes the tribal constitution and the self-governance compact agreement.

3 credits (Spring)

NAS 255: INDIAN LAW

Prerequisite: WRIT 101

This course provides a directed study of treaties, laws, regulations and court decisions that are the basis for the legal relationship between the United States Government and Indian people.

3 credits (Fall)

NAS 262: CONTEMPORARY ISSUES IN AMERICAN INDIAN LIFE

Prerequisite: WRIT 101

This course will focus on the contemporary issues that include past and present issues as they relate to and impact Indian life.

3 credits (On demand)

NAS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Native American Studies.

Variable credits (On demand)

NAS 281: BISHKANEWIN ISHKODE HISTORICAL CONTEXT OF ILLNESS

Prerequisite: None

This course will examine the historical profile of disease, systematic manifestations of disease and the emotional impact of historical trauma. It will define health as integral to a strong sense of self-respect.

3 credits (On demand)

NAS 282: BISHKANEWIN ISHKODE PERSONAL HEALING FROM HISTORICAL TRAUMA

Prerequisite: None

This course is about reclaiming one's self-respect by reaching within and defining, "Who am I as a Native Person?" and "What solutions reside in my history?" Exploring traditional medicinal practices to heal.

3 credits (On demand)

NAS 283: BISHKANEWIN ISHKODE HEALING THE COMMUNITY

Prerequisite: None

This course will examine strategic education that will help us heal ourselves and our future generations. Healing requires reaching out and forming partnerships with other nations.

3 credits (On demand)

NAS 284: AMERICAN INDIANS AND THE GAMING INDUSTRY

Prerequisite: Instructor's approval

This course provides an understanding of the casino and gaming industry. Special emphasis will include gaming laws and regulations, gaming commissions and state compacts.

3 credits (On demand)

NAS 290: NATIVE AMERICAN STUDIES CAPSTONE

Prerequisite: Instructor's approval

Students will select an area of research that reflects the achievements, concerns and problems affecting Native American's today.

3 credits (On demand)

NASX 100: CREE LANGUAGE I

Prerequisite: None

This course emphasizes the basic understanding of the Cree philosophy and

language. Basic pronunciation in the Cree language will be incorporated. Students will build knowledge of basic structure and form as a foundation.

3 credits (Fall, Spring)

NASX 105: CREE LANGUAGE II

Prerequisite: NASX 100 and limited fluency in Cree language

This course places emphasis on Cree vocabulary development, grammar and language instruction. It will also cover the historical information concerning the changes in the Cree vocabulary because of the social impact on the Chippewa Cree way of life.

3 credits (On demand)

NASX 106: CREE LANGUAGE III

Prerequisite: NASX 105

This course will include oral, writing and critical review of literature by local elders and peers, with emphasis on the refinement of the Cree Language.

3 credits (On demand)

NASX 115: CHIPPEWA LANGUAGE I

Prerequisite: None

This course emphasizes the basic understanding of the Chippewa philosophy and language. Basic pronunciation in the Chippewa language using phrases. Knowledge acquired is integral to the development of the Chippewa narratives.

3 credits (Spring)

NASX 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Native American Study of Language.

Variable credits (On demand)

NASX 204: INDIAN SIGN LANGUAGE

Prerequisite: None

The course will introduce sign language, which is a visual form of communication, using the arms and fingers. Students learn how to make the signs and learn their meanings. As an additional highlight, exploration of picture writings will be included.

3 credits (On demand)

NASX 214: CREE WRITING I

Prerequisite: NASX 105 and fluency in Cree language

This course introduces the 49 Cree syllabic characters as given to the Cree people. Students will gain insight into the cultural aspects of the Cree writing system by comparing contemporary and traditional language structures.

3 credits (On demand)

NASX 215: CREE WRITING II

Prerequisite: NASX 214

This course emphasizes a development of writing, planning, and organization in sentences, paragraphs and short papers using the Cree writing system.

3 credits (On demand)

NASX 250: CLASS 7 CERIFICATION

Prerequisite: NASX 100 or equivalent, or fluent Cree or Chippewa language speaker

This course is advanced language and culture specific for the Chippewa Cree tribe. The Cree syllabics, language, lesson planning, Class 7 specialist licensure with the State of Montana for Native American Language and Culture Educator License for the Chippewa and Cree Languages. Students wanting to get the state Class 7 licensure will have to fill out the paperwork and pay for the fee's on their own.

7 credits (On demand)

NASX 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Native American Study of Language.

Variable credits (On demand)

NATURAL RESOURCES (NR)

NR 100: ROOKIE FIREFIGHTING TRAINING

Prerequisite: None

This course covers fire as a phenomenon in wild land management. Topics covered are fire prevention, detection, suppression, behavior, effects, use and economics. Major emphasis is on fire control and fire ecology. Variable credits (Summer)

NR 101: NATURE JOURNALING

Prerequisite: None

This course will give students knowledge and encouragement to being their own nature journal. The intent is to use the nature journal as part of the overall assessment of the Natural Resource program.

2 credits (On demand)

NR 102: WILD LAND AND URBAN INTERFACE

Prerequisite: None

This course is an introduction principles and practices useful in the management of trees and forests in populated settings. Emphasis is placed on the development of comprehensive management strategies consistent with the biological, economic and social constraints of the urban environment. Variable credits (On demand)

NR 130: PRINCIPLES OF WATER RESOURCES

Prerequisite: Instructor's approval

This course is an introduction to the basic concepts of water quality. Topics include sources of water, essentials of water and uses of water. This course is required for all water quality majors. 3 credits (On demand)

NR 131: GEOGRAPHIC INFORMATION SYSTEMS AND SCIENCE I

Prerequisite: CAPP 120

This is the first course in a three-course sequence designed to develop an understanding of Geographic Information Systems and the practical use of such systems. Central topics of this course include history and background, principles and some of the techniques of GIS. Students will be introduced to arcGIS software. 3 credits (Spring)

NR 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Natural Resources.
Variable credits (On demand)

NR 201: GEOGRAPHIC INFORMATION SYSTEMS AND SCIENCE II

Prerequisite: NR 131

This is the second course in a three-course sequence designed to develop an understanding of Geographic Information Systems. Central topics for this course include techniques and practices utilized by GIS. Half of the time students will be engaged in computer lab work exploring arcGIS software. 3 credits (Fall)

NR 215: SAMPLING TECHNIQUES

Prerequisite: Instructor's approval

This course is an introduction to equipment and instrumentation used to collect field data pertinent to the management of natural resources with an emphasis on water quality. 3 credits (On demand)

NR 220: GPS PRINCIPLES AND PRACTICES

Prerequisite: NR 131

This course designed for developing an understanding of theory and practices of Global Positioning Systems particularly in the area of Natural Resources Management. Central topics include history and background of GPS, operation of GPS Rover Units, collection of GPS data in the field, data correction, and exporting data to GIS systems. 3 credits (Summer)

NR 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Natural Resources.
Variable credits (On demand)

NR 290: NATURAL RESOURCE CAPSTONE

Prerequisite: Instructor's approval

This is the third course in a three-course sequence designed to develop an understanding of Geographic Information Systems. Students will identify a Natural Resource question, design a sampling strategy, collect data using GPS, transfer data to GIS and analyze data using GIS. Students will present their project using presentation software. 3 credits (Summer)

NR 295: WATER QUALITY CAPSTONE

Prerequisite: Instructor's approval

This course is designed as a capstone class for the Water Quality option. The students will have an opportunity to apply the skills and knowledge they have acquired in their degree program for a research project selected by the student with advisor approval. 3 credits (On demand)

NURSING (NURS)

NURS 115: INTRODUCTION TO NURSING

Prerequisite: None

This course socializes students to the roles/functions/expectations of the nurse. This course provides an introduction to nursing history and current views of nursing as a discipline; including various types of nursing occupations and educational requirements. Scholastic expectations required to complete a program of study in nursing are introduced as well as professional expectations of the practicing nurse. The following core concepts related to nursing practice are presented: the caring nature of the nursing profession; the importance of critical thinking and clinical judgment; legal, ethical and cultural issues in nursing; the need to understand human motivation and behavior; and use of the nursing process. 3 credits (Spring)

NURS 120: CERTIFIED NURSING ASSISTANT TRAINING

Prerequisite: None

The Certified Nursing Assistant (CNA) Certificate will prepare nurse aides with the knowledge, skills and abilities essential to provide basic care to residents of long term care facilities. 7 credits (Summer)

OFFICE ADMINISTRATION

OFAD 100: KEYBOARDING I

Prerequisite: None

Students will learn to keyboard using the touch method to a minimum of 30 wpm with reasonable accuracy. Timings will be taken from the book, as well as writings on Native American cultures. Students will be encouraged to use reference materials in the classroom and library as needed. Students are advised to take this course early in their programs if they do not have the keyboarding skills necessary to enroll in CAPP 120 and WRIT 100. 3 credits (Fall, Spring)

OFAD 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Office Administration.
Variable credits (On demand)

OFAD 210: CALCULATOR APPLICATIONS FOR BUSINESS USING THE TEN-KEY

Prerequisite: None

Students will develop speed and accuracy using the ten-key numeric touch system. Class applications will be typical of those performed by accounting and bookkeeping employees. The realistic problems will range from checkbook reconciliation to inventory and payroll applications. Students will also learn to manage their time, become familiar with new business forms, improve their math skills and explore career opportunities.
3 credits (Fall)

OFAD 212: RECORDS MANAGEMENT

Prerequisite: None

This course provides detailed information in records management techniques including topics such as the fundamentals of records management, the organization and design of files, and various filing and storage systems. Students will also discuss the impact of the Privacy Act and Freedom of Information Act; and their implications on filing procedures in society. Students will build critical-thinking skills by applying techniques and skills learned to complete realistic assignments. After building these skills through manual filing, they will then apply this body of knowledge and procedures to complete additional exercises using database software. Students will use the library to seek information on records management careers and the laws that govern this profession.
3 credits (Spring)

OFAD 215: PROFESSIONAL OFFICE PROCEDURES AND TRIBAL PERSPECTIVES

Prerequisites: Keyboarding skills and WRIT 101. Can take concurrently.

The major emphasis of this course is to discover the role of today's office professional. Students will use the library to research a variety of subjects during the semester. Topics such as employment opportunities, human relations, telephone etiquette, telecommunications, word and data processing, records management, supervision, leadership and safety in the office environment will be discussed. Students will learn about travel arrangements and how to efficiently plan a meeting or conference. Students will apply skills and review language usage and rules needed in the office environment through daily assignments. Students will continue to increase their critical-thinking skills by

analyzing and discussing typical problems that might occur in any office environment.
3 credits (Fall)

OFAD 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Office Administration.
Variable credits (On demand)

PHYSICS (PHSX & PHYS)

PHSX 205 & 206 L: FUNDAMENTALS OF PHYSICS I WITH LAB

Prerequisites: WRIT 101 and M 095 or higher
An algebra-based survey course presenting the fundamental laws and phenomena that underlie nature. Classical physics concepts covered include mechanics, motion, gravitation, energy, momentum and impulse, rotational motion of solid objects, fluids and heat, thermodynamics, electrostatics and electric current. Class consists of 3 hours of lecture and 2 hours of lab per week.
4 credits (Fall)

PHSX 207 & 208: FUNDAMENTALS OF PHYSICS II WITH LAB

Prerequisite: PHSX 205N & 206N
This is the second in a two semester sequence of physics. Main topics include electrostatics, electric current, magnets, electromagnetism, wave motion and optics, light and image formation, the structure of the atom, the nucleus and nuclear energy, relativity, beyond everyday phenomena. Class consists of 3 hours of lecture and 2 hours of lab work per week.
4 credits (Alternating Years)

PHYS 120: FOUNDATIONS OF PHYSICAL SCIENCE WITH LAB

Prerequisite: None

This course will examine physical science through the four main components, Physics, Chemistry, Astronomy, and Earth Science. The laboratory will provide hands on learning for the student to make connections to the concepts and information covered by the text. Students will gain an appreciation for science through a combination of lecture and hands on learning.
4 credits (On demand)

PHYS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Physics.
Variable credits (On demand)

PHYS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Physics.
Variable credits (On demand)

POLITICAL SCIENCE (PSCD)

PSCI 210: AMERICAN GOVERNMENT

Prerequisite: None

This course is intended to introduce students to the basic American political principles and practices, the Constitution, major institutions and civil liberty issues. Course objectives are to acquaint students with the complexities of the American political system.
3 credits (On demand)

PHYS 120: FOUNDATIONS OF PHYSICAL SCIENCE WITH LAB

Prerequisite: None

This course will examine physical science through the four main components, Physics, Chemistry, Astronomy, and Earth Science. The laboratory will provide hands on learning for the student to make connections to the concepts and information covered by the text. Students will gain an appreciation for science through a combination of lecture and hands on learning.
4 credits (On demand)

PHYS 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Physics.
Variable credits (On demand)

PHYS 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Physics.
Variable credits (On demand)

POLITICAL SCIENCE (PSCD)

PSCI 210: AMERICAN GOVERNMENT

Prerequisite: None

This course is intended to introduce students to the basic American political principles and practices, the Constitution, major institutions and civil liberty issues. Course objectives are to acquaint students with the complexities of the American political system.
3 credits (On demand)

PSYCHOLOGY (PSYX)

PSYX 100: INTRODUCTION TO PSYCHOLOGY

Prerequisite: WRIT 101

This course is a survey of the field of psychology including how psychology developed, biological bases of behavior, sensation and perception, variations in consciousness, learning, cognition, motivation, human development, personality and understanding stress.

3 credits (Fall, Spring)

PSYX 102: INTRODUCTION TO AMERICAN INDIAN PSYCHOLOGY

Prerequisite: None

This course is concerned with the effects people have on the thoughts, feelings and behaviors of other human beings. Students will study affect, behavior and cognition. Social psychology focuses especially on the power of situations.

3 credits (On demand)

PSYX 106: APPLIED PSYCHOLOGY

Prerequisite: None

This course combines classroom instruction and group experiences in learning about human relationships, personal growth and interpersonal communications. The purpose of the class is to make students more aware of their potential.

3 credits (Fall Even Years)

PSYX 131: LIFE SPAN DEVELOPMENT

Prerequisite: None

This course will provide an overview of what is empirically known about human behavior throughout the lifespan from young adulthood thru old age, dying and death.

3 credits (Spring)

PSYX 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Psychology.

Variable credits (On demand)

PSYX 211: PERSONALITY ADJUSTMENT

Prerequisite: PSYX 100

This course will cover the major personality theories and focus on the significant ideas and themes that structure the content of each. The student will develop an understanding of the principles, strengths

and challenges of the major theories of personality.

3 credits (Spring Odd Years)

PSYX 220: INTRODUCTION TO RESEARCH

Prerequisite: None

This course will give students introductory knowledge of the processes involved in doing psychology research.

3 credits (On demand)

PSYX 230/EDU 220: HUMAN GROWTH & DEVELOPMENT

Prerequisite: PSYX 100

This course will examine the patterns of child development from birth through adolescence with an emphasis on physical, cognitive and psychosocial behavior.

3 credits (Spring)

PSYX 240: LIFESPAN DEVELOPMENT

Prerequisite: PSYX 106

This course will examine normal development through the lifespan. Native American medicine wheel wisdom and culture will be emphasized.

3 credits (Spring)

PSYX 260: PERSONALITY THEORY

Prerequisite: PSYX 100

This course will cover the major personality theories and focus on the significant ideas and themes that structure the content of each. The student will develop an understanding of the principles, strengths and challenges of the major theories of personality.

3 credits (Spring Odd Years)

PSYX 265: SOCIAL PSYCHOLOGY

Prerequisite: None

This course will study the way people think, feel, desire and behave in social situations. It will look at how people influence others and how others influence the people around them. Emphasis will be on Native American people and culture.

3 credits (Spring Odd Years)

PSYX 270: ABNORMAL PSYCHOLOGY

Prerequisite: PSYX 100 or AD 283

This course will discuss paradigms of abnormal psychology and clinical assessment. Psychological disorders will be

presented with an emphasis on diagnosis, etiology and treatment.

3 credits (Fall Odd Years)

PSYX 280: SPECIAL TOPICS

Prerequisite: Instructor's approval

Advanced special topics in Psychology.

Variable credits (On demand)

PSYX 290: PSYCHOLOGY CAPSTONE

Prerequisite: Instructor's approval

This course is designed as a research project for students interested in pursuing the field of Psychology.

3 credits (Spring Odd Years)

SOCIOLOGY (SOCI)

SOCI 101: INTRODUCTION TO SOCIOLOGY

Prerequisite: WRIT 101

This is an introductory course on social behavior. The class will provide students with a critical understanding of how society impacts the patterns of interrelations and the process of change. An analysis of the components of culture, social organizations and social differences will be emphasized.

3 credits (Fall Even Years)

SOCI 115: NATIVE AMERICAN CHILDREN AND FAMILIES

Prerequisite: SOCI 101

This course offers a cross-cultural survey of Native American child-rearing, family structure and related social issues. It includes historical changes in family structure; values orientation; adaptation to a bilingual, multicultural environment; education; child welfare; health problems and aging.

3 credits (On demand)

SOCI 180: SPECIAL TOPICS

Prerequisite: Instructor's approval

Special topics in Sociology.

Variable credits (On demand)

SOCI 260: GENDER STUDIES

Prerequisite: None

This course focuses on interactive relationships between gender and communication in contemporary American society. We will examine how gender roles are created and perpetuated. We will consider not only what is in terms of gender

roles but what might be and how we, as change agents, may act to improve our individual and collective lives.

3 credits (Spring)

SOCI 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Sociology.
Variable credits (On demand)

SPEECH (COMX)

COMX 111: PUBLIC SPEAKING

Prerequisite: WRIT 101 or Instructor's approval
This is a basic speech course designed to develop students' skills in oral communication in interpersonal, group and public situations.

3 credits (Fall, Spring)

COMX 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Speech.
Variable credits (On demand)

COMX 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Speech.
Variable credits (On demand)

STATISTICS (STAT)

STAT 180: SPECIAL TOPICS

Prerequisite: Instructor's approval
Special topics in Statistics.
Variable credits (On demand)

STAT 216: INTRODUCTION TO STATISTICS

Prerequisite: M 095, ACT/ACCUPLACER Placement
This course covers the basic concepts of statistics including central tendency and variation. Instruction will include computer statistical software, spreadsheets and calculators. Application projects will involve library research, critical thinking, hands-on manipulative practice and classroom presentations.
3 credits (Spring)

STAT 280: SPECIAL TOPICS

Prerequisite: Instructor's approval
Advanced special topics in Statistics.
Variable credits (On demand)

Stone Child College

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Cory Sangrey-Billy	Dean of Academics
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Tiffany Galbavy	Chief Financial Officer

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AQUINO, Aaron

*Beginning Rancher and Farmer Project
Coordinator*

AQUINO, Eli

Network Systems Administrator

Riotutar AQUINO, Peggy

*Chippewa Cree Self-Governance Program
Scholarship Officer
HEP/AVT/GRAD*

BACON, Barbara

Assessment Coordinator

BACON, Gus

Maintenance

BILLY, Cameron

Athletic Director/Academic Coordinator

BRIDWELL, Joy, MSLS

Librarian

GALBAVY, Tiffany

Chief Financial Officer

Henry, Shana

Native Youth Community Project School Liaison

HOULE, Tiffany

Payroll Accounting

JILOT, Marquieta

Native Youth Community Project School Director

JILOT, Paul

Custodian

JILOT, Tracey

Retention Officer

Jones, Jessie

Bookstore Manager

LAMERE, Samantha

SAMHSA Coordinator

MITCHELL JR, John

Executive Assistant

MORSETTE, Amanda

*Indian Education Demonstration Project
Coordinator*

MORSETTE, Candace

TeePee Fever Grant Manager

NAULT WRIGHT, Elinor, M.Ed.

*MT HealthCARE Transformation Specialist
Director, Rural Health*

OATS, Claudette

Financial Aid Assistant

PARISIAN, Gloria

Office Manager, Student Billing

PARISIAN, Willie

Transportation

Parker, Helen

Elder on Campus

POTTER, Denise

Receptionist

ROSETTE, Mary Lou

Learning Center Manager

**RUSSETTE, Marvin, BS Criminal Justice, AA
Addiction Studies**

*Outreach Specialist SAMHSA, Transformation
Health Care Montana Specialist*

SANGREY, Billy, Cory

Dean of Academics

SANGREY, Dennis

Financial Aid Officer

SCHMOCKEL, Richard
Security

SEATON SR, Michael
Custodian

SMALL, Jayde
Account Payable

ST. MARKS, Wanda
Personnel/Administrative Assistant

ST. PIERRE, Mary Ruth
Extension Program Director

ST. PIERRE, Nathaniel, Ed. D.
President

STANDING ROCK, Paulette
ANA Language Specialist

SUTHERLAND, Susan
Indian Education Professional Development Project

TOP SKY, Mary
Native Youth Community Project School Liaison

TORRES, Gaile
Registrar

TYNER, Wilma
NACTEP Coordinator

VANDEBERG, Gerard since 1992
Curriculum Developer

Whitford, Dustin
NACTEP Counselor

WINDY BOY STAMPER, Helen
Dean of Student Services

WINDY BOY, Wilma
ANA Program Coordinator

Faculty

BEGAY, Eugenia
Early Childhood Education P-3 Instructor
M.Ed. Curriculum & Instruction, Mary Lou Fulton Teachers College Arizona State University, Tempe, AZ 2016; B.S. in Early Childhood Education, Montana State University, Bozeman, MT 2014, A.A. in Early Childhood Education, Stone Child College, Rocky Boy, MT 2009

COLLIFLOWER, Jesse
Building Trades Instructor
Welding, Ranger College, Ranger, Texas 2006; Building Trades, Stone Child College, Rocky Boy, MT 2012; Electrical Studies, Montana State University- Northern, Havre, MT 2013

CREBS, Douglas
Natural Resources/Geospatial Technology Instructor
B.S. Biology, Westminster College, Salt Lake City, UT 1974; Montana State University-Northern, Havre, MT 1996

DRUMMER, Kadene
Teacher Education Instructor
Ed. D., Adult & Higher Education, Montana State University, Bozeman, MT 2009; Masters Montana State University- Northern, Havre, MT 1996; B.S. Business Education Broadfield, Montana State University- Northern, Havre, MT 1987

FARR, Rebecca,
Business Instructor
M.S.M. Management School of Professional Graduate Studies Baker University, Overland Park, KS 2001; M.L.A. Science & Culture & Social Science School of Professional Graduate Studies Baker University, Overland Park, KS 2005; B.S. History & Sociology, University of Nebraska Kearney, Kearney NE, A.S. History, A.A. Education & A.A. Native American Studies Northwest College, Powell, WY 1995

GALBAVY, Steve

Liberal Arts Instructor

M.Ed. School Administration with an Emphasis in Curriculum Development, Montana State University, Bozeman, MT 1992; B.S. Secondary Education K-12, Physical Education K-12, Reading Endorsement, Montana State University-Northern, Havre, MT 1984

GOMOLL, Edward "Larry" since 2006

Allied Health Instructor

M.A. in Education, Pepperdine University, Malibu, CA 1976, B.S. Zoology, Seattle Pacific University, Seattle, WA 1966

JOHNSOTNE, Ann

Human Services Instructor

M.Ed Guidance & Counseling, Montana State University- Northern, Havre, MT 1990; B.A. Guidance & Counseling – Interdisciplinary Studies, Montana State University- Northern, Havre, MT 1989

MURIE, John

Art Instructor

B.A. Art, University of Great Falls, Great Falls, MT 2010

MURIE, Robert

Native American Studies Instructor

M.Ed. School Administration, Montana State University, Bozeman, MT 1983; B.S. Elementary Education, Montana State University- Northern, Havre, MT 1981

SHULUND, Eric

Mathematics Instructor

M.Ed Curriculum & Instruction in Mathematics, Concordia University, Portland, Oregon 2014; B.S. Secondary Education: Mathematics, Montana State University- Northern, Havre, Mt 2000