KI NOH WAH PAHMISK
"The Creator Looks UponHim"

"Not long ago, in a choked-up way, I tried to explain one of my purposes for earning this degree and for my commitment to achieving something so meaningful to me. I'd like to try and explain a little more about the driving force and motivation that kept me going through tough times. I realized how important and valuable life is. One of those things in life that should be highly valued, I feel, is education. If we cannot somehow better ourselves in this world, then I do not know how we can ever prepare ourselves for another world or place, let alone understand it. Through pain and suffering, I tried to better myself and not give up. I know there could never be a substitute for learning, nor for human life, but I feel that I was given a chance to do something worthwhile with my life.

My hope is to give you confidence and a proud feeling—for it is through others that my own accomplishments can truly be felt and realized. Yet, I will always carry with me the worth of my work and its knowledge."

- Dr. Nathaniel R. St. Pierre

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A Message from the President

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

Cory Sangrey-Billy, President

Academic Calendar

Summer 2018

Accuplacer Testing – Daily 8:30a-3p M-Thurs.
Registration…May 29-June 1, 2018
First Block Session June 4-15, 2018
Second Block Session June 18-29, 2018
Independence Day Observed**
Third Block Session July 9-20, 2018
Fall 2018 Pre- Registration July 23-27, 2018

Fall 2018

Accuplacer Testing…Daily 8:30a-3p M-Thurs.
Orientation…August 22, 2018
Registration…August 20-24, 2018
Classes Begin…August 27, 2018
Labor Day**…September 3, 2018
Last Day Add a Class NEW Student is August 31, 2018
Last Day Add a Class REGISTERED is September 7, 2018
Native American Day Observed**
Mid-terms…October 15-19, 2018
Veteran's Day Observed **
Thanksgiving Break November 22-23, 2018**
Last Day to Withdraw…November 9, 2018
Spring 2019 Pre-Registration…December 3-7, 2018
Finals Week…December 10-14, 2018
Grades Due in Registrar's Office…December 19, 2018
Christmas Break Observed**

Spring 2019

Accuplacer Testing…Daily 8:30a-3p M-Thurs.
Orientation…January 7, 2019
Registration…January 7-11, 2019
Classes Begin…January 14, 2019
Martin Luther King, Jr. Day Observed….January 21, 2109
Last Day Add a Class NEW Student is January 18, 2019
Last day Add a Class REGISTERED is January 25, 2019
President's Day……Observed
Mid-terms…March 4-8, 2019
AIHEC Week Observed
Easter Observed
Chief Rocky Boy's Birthday Observed…..
Last Day to Withdraw…April 18, 2019
Summer 2019 Pre-Registration…May 1-3, 2019
Finals Week…May 6-10, 2019
Graduation…May 10, 2019
Grades Due in Registrar's Office…May 15, 2019

Summer 2019

Accuplacer Testing… Daily 8:30a-3p M-Thurs.
Registration May 28-31, 2019
First Block Session June 3-14, 2019
Second Block Session June 17-28, 2019
Independence Day Observed**
Third Block Session July 8-19, 2019
Fall 2019 Pre-Registration…July 22-26, 2019

Fall 2019

Accuplacer Testing…Daily 8:30a-3p M-Thurs.
Orientation…August 21, 2019
Registration… August 19-23, 2019
Classes Begin…August 26, 2019
Labor Day**…September 2, 2019
Last Day Add a Class NEW Student is August 30, 2019
Last Day Add a Class REGISTERED is September 6, 2019
Native American Day Observed**
Mid-terms…October 14-18, 2019
Veteran's Day Observed**
Thanksgiving Break November 28-29, 2019**
Last Day to Withdraw…November 8, 2019
Spring 2020 Pre-Registration…December 2-6, 2019
Finals Week…December 9-13, 2019
Grades Due in Registrar's Office…December 18, 2019
Christmas Break Observed**

Spring 2020

Accuplacer Testing…Daily 8:30a-3p M-Thurs.
Orientation…January 8, 2020
Registration…January 6-10, 2020
Classes Begin…January 13, 2020
Martin Luther King, Jr. Day Observed**
Last Day to Add a Class NEW Student is January 17, 2020
Last Day Add a Class REGISTERED is January 24, 2020
President's Day …Observed
Mid-terms…March 9-13, 2020
AIHEC Week Observed
Easter Observed
Chief Rocky Boy's Birthday Observed**
Last Day to Withdraw…April 16, 2020
Summer 2020 Pre-Registration…May 4-8, 2020
Finals Week…May 4-8, 2020
Graduation…May 8, 2020
Grades Due in Registrar's Office…May 13, 2020

* = SCC Open/No Classes
** = SCC Closed/No Classes

Hours of Operation:

Class: Mon-Thurs 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.266
Fax: 406-395-5017

General Information

Each student is responsible for knowing the information 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.

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 (October 2017).

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

Campus Map
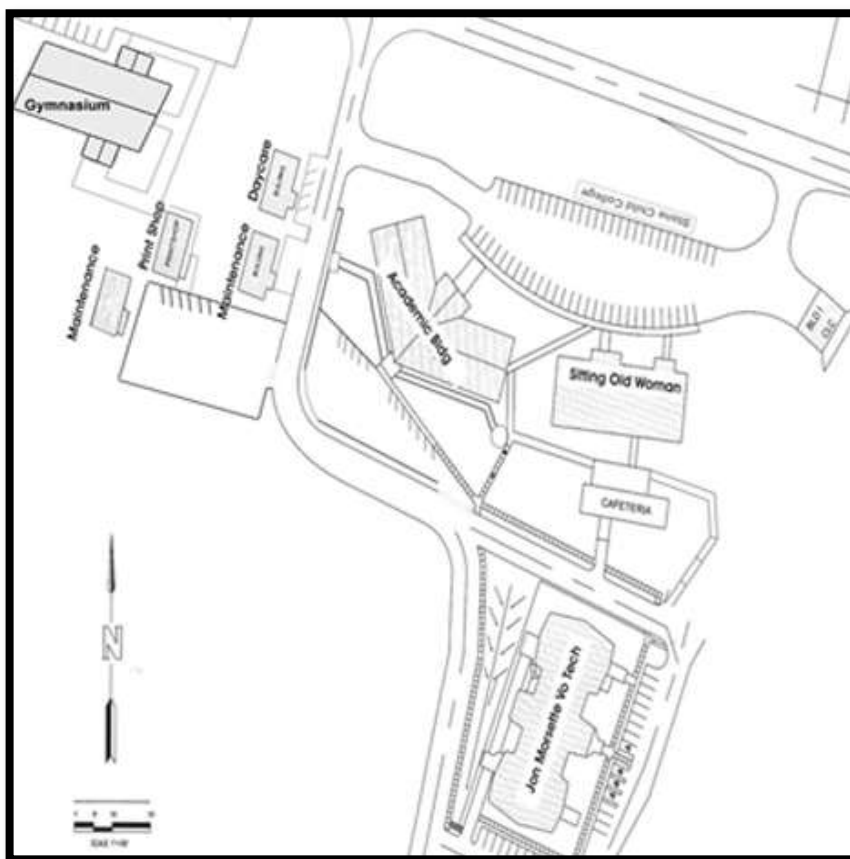
The Chippewa Cree Tribe

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, 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 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 authors. 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 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 April15, 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 STATEMENT

Stone Child College (SCC) is 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.

CORE VALUES

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

VISION

"Making our Dreams Happen with Academic Excellence, Culture and Commitment"

GUIDING PRINCIPLES

To provide further specificity to the Mission Statement, the SCC Board of Directors has committed the college to the following principles:
1. Preserve and promote the languages, cultures, and histories of the Chippewa Cree.
2. Assist tribal organizations in staff development, planning, research, and other needed services.
3. Collaborate with other institutions and agencies in furthering the interests of the college and community.
4. Continually assess institutional programs and student achievement for increased efficiency and effectiveness.
5. Maintain a student-centered, life-long learning oriented environment, including opportunities for leadership and community service.

Updated July 12, 2016

Chief Rocky Boy

Chief Little Bear

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 on the SCC website. 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. For more information please refer to the U.S. Department of Education website at https://www2.ed.gov/fund/grants-apply.html?src=pn .

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.

Types of Available Financial Aid at Stone Child College

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.

Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. 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.fafsa.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
*This policy is separate from the Stone Child College Return of Funds Policy

The US Department of Education and Stone Child College requires institutions to apply Return of Title IV Funds policy and grant disbursement and repayment policy for students withdrawing from Stone Child College who receive Title IV financial aid. Withdrawal from institution refers to any student who officially or unofficially leave the school or any student who fails to return to school from a Leave of Absence. If you withdraw from the institution and have received financial aid, any refundable amount of your institutional charges (tuition and fees) may be returned to the appropriate financial aid sources. The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The calculated amount of Return of Title IV funds is determined by the following procedures, as set by regulation.

Stone Child College has 45 days from the date the school determines to be your withdrawal date to return all unearned funds. Stone Child College is required to notify the student if they owe a repayment via written notice. A student or parent must be advised within 14 days from the date the written notice was sent to accept any post-withdrawal disbursements. If a response is not received or funds are declined, Stone Child College will return any earned funds it is holding to the Title IV program. Post-withdrawal disbursement must occur within 180 days of the date the student withdrew.

The amount of assistance you have earned is determined on a pro-data 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.[11]

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.

Please find below the responsibilities of Stone Child College and the student.
Stone Child College's responsibility to the student is as follows:
1. Provide student with Return of Title IV Policy
2. Identify students who are affected by this policy

3. Determine calculation of Return of Title IV funds
4. Return any Title IV funds that are due

Students Responsibilities include the following:
1. Based on the calculation of Return of Title IV Funds, the student will return any funds that were disbursed and were ineligible for
2. Provide notification of withdrawal in writing
3. At any time, a student does have the right to rescind the notice of withdrawal by doing so in writing.

Definitions

Official Withdrawal:

Occurs when the student notifies an instructor, financial aid administrator, or school Registrar in writing of their withdrawal and/or completes an official withdrawal notification form with the Registrar's Office. The date on the withdrawal form or the written notification will be the official withdrawal date.

Unofficial Withdrawal:

Occurs when a student fails to return to school from an approved leave of absence. The withdrawal date will be determined by the last day of physical attendance. Any unearned funds will be returned within 45 days of the determined official withdrawal date.

Failure to return from a Leave of Absence:

A student who does not return to Stone Child College on the scheduled return date from an approved leave of absence will be withdrawn 10 days after the scheduled return date.

*Please note that the Return of Title IV Funds regulation does not dictate Stone Child College's refund policy. There is no relationship between the student's incurred institutional charges and Title IV funds earned. 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://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 the establishment of Satisfactory Academic Progress policy and procedures for measuring student academic progress for financial aid eligibility purposes. To be eligible for federal student aid programs and most scholarships a student must meet Satisfactory Academic Progress Policy standards regardless of whether the student has received financial aid previously. **Violation of or deficiency in any one of these standards will result in loss of financial aid eligibility.**

Federal law requires that financial aid recipients are making satisfactory progress in a course of study which leads to a degree, certificate, or transfer program. The following standards must be met by all degree/certificate seeking students to remain eligible for financial aid.

1. A minimum of a 2.0 cumulative GPA must be maintained by the student.
2. A student must be progressing towards completion of a degree/certificate. While progressing towards completion the student must maintain a minimum 67% for all attempted credits. (Successful completion of credit hours include all grades of A, B, C, D, and P. Unsuccessful completion hours include F, I, and W.) 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. The completion rate is calculated by dividing the cumulative number of credit hours a student has successfully completed by the number of credit hours a student has attempted. (For example a student has attempted 56 credit hours and has successfully completed 42 credit hours, 42/56=75% completion rate.)
3. There is a Maximum Timeframe requirement for all students who receive financial aid. A student must be able to complete their degree/certificate program within 150% of the average length of their program. (A student pursuing an associate's degree that is 60 credits long would need to complete the degree within 90 attempted credits.) The maximum timeframe includes all attempted credits and transfer credits accepted by the college. If a student changes their degree/certificate program prior to completion may do so, however all credits completed for the previous program will still be counted towards the maximum timeframe requirement.

All attempted credit, including periods without Title IV assistance and withdraws, will be counted when calculating a student's maximum time frame.

Satisfactory Academic Progress Definitions

Good Standing
A student who is meeting all of the Standards of Satisfactory Academic Progress

Warning
Students who fail to meet a Satisfactory Academic Progress standard for the first time will be placed on warning status and will remain eligible to receive financial aid for one additional semester. Students must meet all standards at the end of the one semester warning period. If the student fails to meet SAP standards they will then move into Suspension

Suspension
Students who fail to meet one or more of the Standards of Satisfactory Academic Progress while on Warning status. They will then be placed on Suspension and will no longer be eligible for financial aid.
Students who cannot complete their degree/certificate program within the maximum timeframe will be placed on Suspension status.

Students who have been placed on Suspension may submit a written appeal to the Financial Aid Office. The appeal will be reviewed and either approved or denied, submitting an appeal does not guarantee approval.

Probation
Students who have been placed on Suspension and who have successfully appealed are then placed on Probation for one semester of enrollment. Once placed on probation the student does regain eligibility of their financial aid if
1. The student is able to meet ALL of the Standards of Satisfactory Academic Progress by the end of the enrolled semester they are on probation.
2. The student is on an education plan leading to graduation when followed guarantees that the student is able to meet ALL Standards of Satisfactory Academic Progress by a definite point of time.

Once a student meets all of the Standards of Satisfactory Academic Progress while on Probation Status will move to Good Standing at the end of the enrolled Probation Semester. If the standards are not met by the end of the enrolled semester the student is then moved back to Suspension.

Progress is measured at the end of every semester.

Exceptions/Appeals
In order for an appeal to be considered, the student must either be able to meet the Standards of Satisfactory Academic Progress by the end of the next enrolled semester or be placed on an education plan and meet SAP by a specific point in time.
The circumstances of an appeal will include but are not limited to : injury to student, illness of the student, death of an immediate family member, or in a case of undue hardship. Students who are placed on Suspension as a result of incompletes (I) or missing grades may also appeal. The student must present written evidence or documentation showing why an exception in requested. Decisions will be made by the Financial Aid Officer. The Financial Aid Officers decision may be appealed to the Dean of Student Services at the student's discretion.

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.

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.

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, 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.

CHILDCARE (406-395-5898)

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

LIBRARY

The library provides learning and information resources which support the mission and goals of SCC. The library has access to 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://www.stonechild.edu/images/PDFs/Campus_Safety/2018_Annual_Security_Report_NSP.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. Unauthorized use or possession of fire arms, other weapons, explosives, firecrackers, or chemicals within or upon the grounds, buildings or college facilities.
9. 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. 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 SCC Grievance 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 Chippewa Cree Law Enforcement Agency 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.

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
(b) forcible or non-forcible sex offenses
(c) robbery
(d) aggravated assault
(e) burglary; and
(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://www.stonechild.edu/images/PDFs/Campus_Safety/2018_Annual_Security_Report_NSP.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://www.stonechild.edu/images/PDFs/Campus_Safety/2018_Annual_Security_Report_NSP.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 service is administering and recording of the ACCUPLACER test. Tests given through this service include math, reading and writing, and a Career Interest Inventory test is administered by the EEO Counselor.

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, 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 31st 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 records students' attendance 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 referrals.

COMPUTER USE POLICY

Overview
Stone Child College (SCC) provides computer and Internet resources to students, faculty, and staff, as well as the community, as a means of enhancing learning, efficiency, and productivity. Technology allows students to access resources beyond the boundaries of our physical campus, so that learning may become more global and students,

faculty, and staff can be more efficient in the production of their assignments and work tasks. These resources enhance productivity by providing avenues of immediate communication on a global scale. In order to provide this resource to all persons affiliated with the college, a set of standards must be established for its management.

Purpose
This policy is to establish parameters of acceptability for use of the College computing facilities and resources by College faculty, staff, students and other SCC network users.

Acceptable Use
For use to be acceptable, acceptable use must demonstrate awareness and sensitivity towards the intent of the College in granting users' access, the co-existing privileges of other users, privacy interests and freedom from harassment or annoyance, the intellectual property rights of others, and the ownership and confidentiality of data.

The Internet
The Internet, as an information resource, enables SCC to provide information beyond the confines of its campus. It allows access to ideas, information, and commentary from around the world. While the Internet offers a wealth of material that is personally, culturally, and professionally enriching to individuals of all ages, it also enables access to some material that may be offensive or disturbing to others, inaccurate, or illegal under U.S. law. SCC cannot police the global network and takes no responsibility for its content. Rather, all users must take responsibility for their own actions and activities on the Internet. The use of the Internet must be consistent with the mission of SCC, the policies of the College, and State and Federal Law. Access to the Internet over college computers is a privilege granted to users, and the College reserves the right to suspend this privilege if a user violates any acceptable use clause.

User Accounts
All user accounts, including email, are the property of SCC. As such, any information associated with these accounts is not private. SCC reserves the right to monitor and record all network activity including e-mail, with or without notice, and therefore users should have no expectations of privacy in the use of these resources. Accounts on any College-owned computer equipment is limited to employees and current students. Access to College networks is restricted to SCC faculty, currently enrolled students and SCC staff. Community members and others who do not meet the aforementioned requirements are allowed temporary "guest" access at the SCC Library. All authorized users are solely responsible for managing their files (including the files that constitute an online course) and their email. Accounts may be deleted when employment is terminated, when student status has ended or at the discretion of the Administration of the College and /or the discretion of the Administrator of the network. The college is under no obligation to recover or protect user files from deleted accounts.
Each individual user is responsible for the proper use of their assigned account, including password protection. Users must not share their computer account information with others who have not received College authorization. In the event of disciplinary action, the fact that someone else used your account will not be an excuse for violations of this Acceptable Use Policy. User accounts assigned to another person will not be used without written permission of the system administrator.

Use of Copyrighted Material
Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by SCC is strictly prohibited. Unauthorized

copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, copyrighted movies, and the installation of any copyrighted software for which SCC or the end user does not have an active license is strictly prohibited. Violations of "Use of Copyrighted Material" clause can result in the loss of computer access, suspension, or dismissal.

General Provisions
Damage or destruction of equipment, software, or data belonging to the College or to other users, including the unauthorized adding, altering, or deleting files on College workstations and/or servers.

Altering of system settings or Internet browser settings on college owned computers without express permission of an instructor or a member of the SCC IT Department staff.

Reproduction of materials protected by copyright.

Violating software license agreements.

Violating or attempting to violate computer system or network integrity, including attempts to bypass network security functions, or to obtain restricted passwords for system administration.

Using College technological resources to harass others.

Users are advised not to reveal the address, phone number, or other personal details about themselves or others. Engaging in unlawful or malicious activities.

Use of social networking sites (Facebook, YouTube, Twitter, etc.) is strictly prohibited.

Sending, receiving, or accessing pornographic materials.

Utilizing the Internet and/or College equipment for unauthorized material/commercial gain or profit.
Using the Internet or any College technological resource for any activity prohibited by Federal, State or International law.

Attempting to utilize computing resources for which you do not have access.

Sharing your personal password with others.

Using another person's password.

Impersonating another user via any form of electronic messaging.

Use proxies or other means to bypass the content filtering systems in place and or defeat any settings that prevent the access of material deemed and flagged as inappropriate by the blocking devices.

The production of and/or intentional dissemination of self-replicating or similar nuisance programs (e.g. virus, Trojan horse), whether or not they are destructive in nature.

Destroying, deleting, erasing, or concealing College files or other College data, or otherwise making such files or data unavailable or inaccessible to the College or to other authorized users of College systems.
Disable or modify any running tasks or services.

Use remote accessing software or hardware to take control of any network attached device or workstation.
Remove License decals or inventory control tags attached to the systems.

Damage caused by the intentional misuse or vandalism of equipment will be charged to the person who committed the act.

Email
Email provided by the college is to be used for college/educational purposes only. Any use of "all campus" email lists is restricted to business purposes only. The misuse of email can post many legal, privacy and security risks, thus, it is important for users to understand the appropriate use of electronic communications.

Purpose
The purpose of this email policy is to ensure the proper use of email system and make users aware of what deems as acceptable and unacceptable use of its email system. This policy outlines the minimum requirements for use of email within Network.

Scope
This policy covers appropriate use of any email sent from an SCC email address and applies to all employees, vendors, and agents operating on behalf of SCC.

General Provisions
All use of email must be consistent with SCC policies and procedures of ethical conduct, safety, compliance with applicable laws and proper business practices.

An SCC email account should be used primarily for SCC business related purposes; personal communication is permitted on a limited basis, but non-SCC related commercial uses are prohibited.

Email should be retained only if it qualifies as an SCC business record. Email is an SCC business record if there exists a legitimate and ongoing business reason to preserve the information contained in the email.

The SCC email system shall not to be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about race, gender, hair color, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Employees who receive any emails with this content from any SCC employee should report the matter to their supervisor immediately.

Users are prohibited from using third-party email systems and storage servers such as Google, Yahoo, and MSN Hotmail etc. to conduct SCC business, to create or memorialize any binding transactions, or to store or retain email on behalf of SCC. Such communications and transactions should be conducted through proper channels using SCC-approved documentation.

SCC employees shall have no expectation of privacy in anything they store, send or receive on the company's email system.

SCC may monitor messages without prior notice. SCC is not obliged to monitor email messages.

Maintenance
The responsibility for maintaining the campus computing environment rests with the SCC IT Department. In order to ensure the smooth functioning of computer equipment, all students, faculty and staff must observe the following:

Only authorized software may be installed on any College computer. The SCC IT Department is responsible for determining what software may or may not be installed, based on technical specifications and licensing.

Only authorized SCC IT Department personnel or their assigned agents may repair College computer equipment. Maintenance requests for labs should be submitted in a timely fashion, i.e. at least two weeks in advance. A list of all required software and proof of licensing should be provided to the technician at that time.

Right of Appeal
Any student, faculty or staff member in violation of these guidelines may appeal their case to the relevant College Administrator. Students who have lost the privilege to use computer resources may appeal to the relevant College Administrator to have their access re-instated. Faculty and staff may appeal to their Dean or Director.

Right of Free Speech
The purpose of this document is not to restrict access to information or to restrict personal expression. The guidelines stated herein are to insure the health of the network for educational purposes and to conduct the business of the college. You may disagree with any or all information resource guidelines, either publicly or privately, in accordance with your First Amendment rights. However, you may not violate any published guidelines for any reason or cause. Questions regarding these guidelines should be submitted to the Director of SCC IT Department.

An employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Disclaimer
The College accepts NO RESPONSIBILITY for any damages to or loss of data due directly or indirectly to the use of SCC computing resources or any consequential loss or damage. It makes representation of NO WARRANTY, expressed or implied, regarding the computing resources offered, or their fitness for any particular use or purpose. The College's liability in the event of any loss or damage shall be LIMITED TO THE FEES AND CHARGES, IF ANY, PAID TO THE COLLEGE for use of the computing resources, which resulted in a said loss or damage.

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 be 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 includes, 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

A credit is 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. In this catalog, credits given for a course are indicated in parentheses following the course title in the course description section of each program.

CURRICULUM

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

DEPARTMENTAL ACADEMIC 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.

Grade	Interpretation	Grade Points
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.

PLAGIARISM

Stone Child College defines plagiarism as portraying or presenting another's words or ideas as one's own. Plagiarism can be intentional or unintentional. SCC believes that there are various levels of plagiarism and therefore, the consequences are increased for more significant or severe levels.
The first level of plagiarism is considered least severe. There may be no awareness or intent on the part of the student and the cause of the plagiarism may be a genuine misunderstanding. This includes poor or insufficient citations or a misuse

of sources and no prior incidences of plagiarism. The student may acknowledge that the work is someone else's and the citation may not have been available.

Consequences for the least severe cases of plagiarism include: (a) participating in an online tutorial (such as the one at: http://www.cws.illinois.edu/workshop/writers/citation/); (b) correcting the errors and resubmitting the paper or receiving a failing grade for the assignment; and (c) placing a copy of the incident in the student's academic file.

The next level of plagiarism is considered severe. Behaviors at this level include copying segments of work found from the internet, another student, print materials, or other sources without any citations *and* having an awareness of the problem. It also includes providing work to another student to use as theirs.

Consequences for severe cases of plagiarism include: (a) participating in an online tutorial (such as the one at: http://www.cws.illinois.edu/workshop/writers/citation/) and writing a summary of how to properly cite future work; (b) rewriting the assignment with the citations or removal of the material; (c) meeting with the Academic Dean and the Department Head to explain the circumstances which led to the plagiarism, what was learned from the incident, and what will be done to prevent any future plagiarism; and (d) placing a copy of the incident in the student's academic file. The Academic Dean may provide additional consequences, such as failure of the assignment or course.

The most serious level of plagiarism is extremely severe. Extremely severe cases of plagiarism include students who: (a) plagiarize large amounts (25 words of more) or entire works of material; (b) have repeated offenses of plagiarism; or (c) create work for another student to use as his/her own; or (d) purchase work to use as one's own. These students have a full awareness of the offense.

Consequences for severe cases of plagiarism will be referred to the Academic Dean for resolution. The student, instructor, Department Head, and the Academic Dean will meet to review the plagiarized work and determine the consequences, which may include: (a) failure of the course; (b) applying the consequences for intermediate cases of plagiarism; and (c) in extreme cases, suspension or expulsion. SCC students have the right to due process, as explained in the SCC Catalog (2018) on page 31.

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 to complete 15 classroom hours per semester credit. Summer session class offerings is also dependent on funding and student/community demand.

Degrees, Majors and Certificate Programs

BACHELOR OF SCIENCE DEGREE PROGRAMS
Teacher Education
Elementary Education

ASSOCIATE OF ARTS DEGREE PROGRAMS
General Studies
Liberal Arts
Math
Native American Studies
Studio Arts
Teacher Education
Early Childhood Education
Elementary Education

ASSOCIATE OF SCIENCE DEGREE PROGRAMS
Human Services
Addiction Studies
Rural Public Health
Science
Allied Health
General Science
Business
General Business
Office Administration
Computer Science
Information Systems
Natural Resource Studies
Natural Resource/Geospatial Technology

CERTIFICATE PROGRAMS
Accounting
Information Management
Building Trades
Pre-Engineering
Pre-Nursing
Rural Public Health

ENDORSEMENTS
Historical Trauma
Peer Mentoring
Certified Nursing Assistant

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 Program at Stone Child College provides a common educational foundation and supports the preservation and appreciation of the history, language, and culture of the Chippewa Cree people. The SCC General Education Assessment Plan is designed to measure student learning around the general education coursework and to outline SCC's plan to use this assessment information to improve programs of study, educational performance, and institutional effectiveness. The data from the General Education Assessment Plan are analyzed in order to provide SCC faculty, staff, and administration *evidence* of its institutional and student outcomes. SCC believes that assessment is a process to determine how well student learning goals have been achieved and to explore what strategies would improve all students' educational performance.

LEARNER OUTCOMES:
As a result of completing the general education program and coursework, SCC students will:
1. Demonstrate the fundamental skills of effective written communication;
2. Demonstrate the skills of effective oral communication
3. Demonstrate the fundamental skills of mathematical reasoning;
4. Exhibit the fundamental skills of scientific inquiry;
5. Demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree;
6. Apply appropriate technology skills across the curriculum;
7. Demonstrate the ability to engage and reflect upon their intellectual and creative development within the arts, humanities and social sciences;
8. Demonstrate knowledge of the nature of interpersonal relationships and positive communication, and apply this knowledge to on-the-job situations (for certificate programs with 30 semester credits or more).

GENERAL EDUCATION COURSE OPTIONS:
General Education Assessment Structure
The emphasis of the General Education Assessment Plan at SCC centers on course-embedded assessments in General Education courses. These assessments consist of critical assignments, such as essays, research papers, or pre-and post-tests, which are collected and analyzed by faculty each semester. These assessments are evaluated by the instructor of the General Education course using a consistent rubric, which evaluates student performance relative to each of the learning outcomes. The levels of progress are measured on all student evaluations for critical assessments according to **"unacceptable, developing, proficient, or exemplary."** Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed. Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the student to receive additional preparation in the underdeveloped area. Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the student has succeeded in meeting the stated expectations of the assessment. Exemplary (3) is defined to be a proficient student who has developed beyond expectations in 50% or more of the essential elements being assessed.

The SCC General Education Program differentiates between the certificate, associate and bachelor degree levels. The Learner Outcomes remain consistent, but the *level* at which the student demonstrates his or her learning is increased for the

more advanced degree seeking student. Following Bloom's Taxonomy for Learning, students working beyond the associate degree will be expected to apply the content within their program or area of study and approach the content of the general education curriculum at a more advanced level. The expectation (benchmark) for associate degree seeking students is that 80% of the rubric scores for each of the Learner Outcomes will be at least a 2 (Proficient). The expectation (benchmark) for the bachelor degree seeking students is that 90% will obtain at least a 2, with 50% of them attaining a 3 (Exemplary).

CERTIFICATE PROGRAM GENERAL EDUCATION COURSE OPTIONS
COMMUNICATION
3 credits
- WRIT 101 College Writing I 3 credits OR
- WRIT 100 Introduction to College Composition 3 credits

HUMAN RELATIONS
3 credits
- COMX 101 Communication and Human Relations in the Workplace 3 credits

COMPUTER SCIENCE
3 credits
- CAPP 120 Introduction to Computers 3 credits

LANGUAGE
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

MATHEMATICS
3 credits
- M 111 Technical Mathematics 3 credits OR
- M 121 College Algebra 3 credits OR

TOTAL CERTIFICATE PROGRAM GENERAL EDUCATION CREDITS 15

ASSOCIATE DEGREE GENERAL EDUCATION COURSE OPTIONS:
COMMUNICATION
9 credits
- WRIT 101 College Writing I 3 credits
- WRIT 201 College Writing II 3 credits
- COMX 111 Public Speaking 3 credits

COMPUTER SCIENCE
3 credits
- CAPP 120 Introduction to Computers 3 credits OR
- EDU 270 Instructional Technology 3 credits (for education majors)

FINE ARTS
3 credits
- ART 110 Art Appreciation 3 credits
- MUS 110 Music Appreciation 3 credits

NATIVE AMERICAN STUDIES
3 credits
- NAS 101 History of Indians 3 credits

HUMANITIES
(any HUM 200 or above)
Choose 3 credits
- HUM 201 Humanities 3 credits
- HUM 213 Chippewa-Cree Religion and Philosophy 3 credits
- HUM 220 Cultural Anthropology 3 credits
- HUM 245 History of Rock and Roll 3 credits
- NAS 262 Contemporary Issues in American Indian Life 3 credits

LANGUAGE
Choose 3 credits
- NASX 100 Cree Language I 3 credits
- NASX 105 Cree Language II 3 credits
- NASX 115 Chippewa Language I 3 credits

MATHEMATICS
Choose one course (3-4 credits)
- M 121 College Algebra 3 credits
- M 130 Mathematics for Elementary Teachers 1 4 credits
- M 131 Mathematics for Elementary Teachers II 4 credits

NATURAL SCIENCES
(any laboratory science)
Choose 4 credits
- BIOS 101 General Biology with Lab 4 credits
- BIOS 110 Introduction to Zoology with Lab 4 credits
- BIOS 114 Introduction to Botany with Lab 4 credits
- BIOH 101, 102 Foundations of Human Biology with Lab 4 credits
- BIOS 190 Ethnobotany with Lab 4 credits
- BIOS 200 General Ecology with Lab 4 credits
- CHMY 141, 142 General Chemistry I with Lab 4 credits
- CHMY 143, 144 General Chemistry II with Lab 4 credits
- CHMY 200 Biological Chemistry with Lab 4 credits
- ESCI 150 Atmospheric Science with Lab 4 credits
- ESCI 210 Introduction to Soil Science with Lab 4 credits

- PHSX 205N Fundamentals of Physics I 3 credits
- PHSX 206N Fundamentals of Physics I Lab 1 credits
- PHYS 120 Foundation of Physical Science with Lab 4 credits

SOCIAL SCIENCE
3 credits
- PSYX 100 Introduction to Psychology 3 credits OR
- PSYX 106 Applied Psychology 3 credits

TOTAL ASSOCIATE DEGREE GENERAL EDUCATION CREDITS 34-35

BACHELOR DEGREE GENERAL EDUCATION COURSE OPTIONS:

Courses within the major which incorporate content and assessments of the SCC General Education Learner Outcomes

Learner Outcomes, Designated Courses and Degrees, and Indicators of Evidence

Learner Outcomes	Related courses for the **certificate programs** and indicators of what the students will be able to do	Related courses for **associate degree** and indicators of what the students will be able to do	Related courses for **bachelor degree** and indicators of what the students will be able to do
1. Demonstrate the fundamental skills of effective written communication	WRIT 101 College Writing 1 or WRIT 100 Intro to College Composition See Learner Outcome #8 for assessment.	WRIT 201 College Writing II Students will compose a research paper using APA or MLA style and meeting the traits of writing as outlined on the SCC Writing Rubric.	EDU 460: Action Research in Education Students will summarize their action research findings in a formal research paper and present them to their peers and faculty.
2. Demonstrate the skills of effective oral communication	See outcome 8.	COMX 111 Public Speaking Students will speak effectively in front of an audience.	EDU 460: Action Research in Education Students will summarize their action research findings and present them to their peers and faculty.
3. Demonstrate the fundamental skills of mathematical reasoning;	M 111: Technical Math 1. Students will be required to find the *means, extremes, the product of the means, and*	M 121 College Algebra 1. Students will be required to determine the equation of a line given certain criteria. In order to accomplish this task,	EDU 420 Teaching and Assessing K-8 Mathematics Students will demonstrate knowledge,

the product of the extremes. Student will be given a proportion in which they will have to use the appropriate procedures to calculate the desired quantities.

2. Students will be required to find the missing rise of a roof given the pitch and run. Students will solve an application problem that requires them to find the rise of the roof. The pitch (ratio) of the roof will be predetermined as will the run (length) of the roof. Based on this information that is given, students will have to use appropriate procedures and calculations to determine the rise (length) of the roof.

3. Students will be required to solve an algebraic equation for a given variable. Students will have to use the appropriate procedure and follow the correct order of operations in order to find a solution that will satisfy the given equation.

4. Students will be required to solve an application problem. The application problem will include known variables and at least one unknown variable. Students will be required to find the value of the unknown variable. These types of tasks

students will have to interpret what is given, what formula(s) to use based on what is given, and to write the proper equation.

2. Students will be required to graph a parabolic curve given certain criteria. Based on data that is given to students, they will have to create a parabolic curve that will fit the criteria given to them. They will have to correctly use formulas to calculate the vertex and, if they exist, the x-intercepts.

M 131 Mathematics for Elementary Teachers II
1. Students will be required to complete a task that involves permutations or combinations. Students will be given a problem which requires them to interpret the situation as one that either involves combinations or permutations. Once that decision has been made, students will then have to calculate the answer using either permutations or combinations.

2. Students will be required to determine the equation of a line given certain criteria. In order to accomplish this task, students will have to interpret what is given, what formula(s) to use

understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

		based on what is given, and to write the proper equation. 3. Students will be given certain information about a loan and they will have to calculate the compound interest of that loan. 4. Students will be required to calculate the standard deviation of a given data set on the final exam.	
4. Exhibit the fundamental skills of scientific inquiry;	N/A	BIOS 101 General Biology with Lab CHMY 142 General Chemistry I Lab Students will demonstrate the ability to solve problems and conduct research using the methods of scientific inquiry.	EDU 430 Teaching and Assessing K-8 Science Students will demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana
5. Demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree;	NASX 100 Cree Language I Students will demonstrate an appreciation and understanding of Native American history and	NASX 100 Cree Language I Students will demonstrate an appreciation and understanding of Native American history and	EDU 311 Cultures, Diversity and Educational Ethics Students will demonstrate an understanding of and ability to integrate history,

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	cultures, particularly the history, language, and culture of the Chippewa-Cree though written papers summarizing their learning about the language, history and culture of the Chippewa-Cree.**	cultures, particularly the history, language, and culture of the Chippewa-Cree through written papers summarizing their learning about the language, history and culture of the Chippewa-Cree.**	cultural heritage, and contemporary status of American Indians and tribes in Montana by teaching these concepts in age-appropriate lessons to K-8 students.
6. Apply appropriate technology skills across the curriculum.	CAPP 120 Introduction to Computers Students will demonstrate competency using computers and other forms of technology to build industry-related skills.	CAPP 120 Introduction to Computers EDU 270 Instructional Technology Students will create a portfolio to demonstrate competency using computers and other forms of technology, including word processing, electronic spreadsheets, database systems, and graphic software.	EDU 480 Clinical Experience Level 2 Students will use technology effectively to support instruction
7. Students will demonstrate the ability to engage and reflect upon their intellectual and creative development within the arts, humanities and social sciences.	N/A	ART 110 Art Appreciation Students will create a winter count story synthesizing the elements of the arts, humanities, and social sciences to tell their personal, cultural journey.	EDU 480 Clinical Experience Level 2 Students will create a lesson and write reflections on their teaching of the arts, humanities and social sciences.
8. Students will demonstrate knowledge of the nature of interpersonal relationships and positive communication, and apply this knowledge to on-the-job situations.	COMX 101 Communication and Human Relations in the Workplace Students will give a short, class presentation on a human relations topic and will compose an essay meeting the traits of writing as outlined on the SCC Writing Rubric.	N/A	N/A

In addition to data collected on student performance, students will also be required to write a reflective review of the general education learner outcome. This review will be evaluated using the following template and rubric.

Stone Child College Student Assessment of General Education Learner Outcomes (GELO) and Performance

A student-directed critical reflection and review of general education learner outcomes and educational performance

Name:
Course:
Date:
Instructor:

General Education Learner Outcome:
- I.   General Education Learner Outcome (GELO)
  - a. The GELO for this course <u>WAS</u> or <u>WAS NOT</u> (please circle one) meaningful to my education because:
  - b. The GELO <u>WAS</u> or <u>WAS NOT</u> (please circle one) relevant to the course because:
  - c. The GELO <u>WAS</u> or <u>WAS NOT</u> (please circle one) well supported through instruction and assignments. Please explain:

- II. Educational Performance
  - a. I expected the following from this course:
  - b. I did the following to ensure success in this course: (for example, attended class consistently, submitted timely and quality assignments, used feedback from the instructor, asked critical questions, participated in group work or classroom discussions, etc.)
  - c. I gained the following skills from this course that will assist me in my educational or career goals:
  - d. I gained the following information from this course that will assist me in my educational or career goals:
  - e. In regards to my learning and performance in this course, I feel_____ because:

- III. Applicability of GLEO to Service, Culture, and Continued Growth
  - a. Please identify ways in which the GELO will contribute to the good of those you will serve in your career.
  - b. Please identify ways in which the GELO will support your capacity to serve your culture.
  - c. Please identify ways in which you will continue to grow and learn more deeply about the GELO.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Students will write a minimum of 3 paragraphs using the guided template, "Student Assessment of Outcomes and Performance" and thoughtfully respond to each question or statement in the 3 main areas: General Education Learner Outcome, Educational Performance, and Commitment to Continuous Learning and the Content.	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.	Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.	Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

AA General Studies – *Liberal Arts*

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)	
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	**34 CREDITS**
COMX 111: Public Speaking (3 credits)	
M 121: College Algebra (3 credits)	
NAS 101: History of Indians in the U.S. (3 credits)	
ART 110: Art Appreciation (3 credits)	
NATURAL SCIENCE ELECTIVE (4 credits)	
NASX 100 Cree Language 1 (3 credits)	
HUM 213 Chippewa-Cree Religion and Philosophy (3 credits)	
PSYX 100 Introduction to Psychology (3 credits)	
PROFESSIONAL CORE	
HUM 290: Liberal Arts Capstone (3 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)	**27 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**

Stone Child College
Associate of Arts LIBERAL ARTS

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation	3		
WRIT 101 College Writing I	3		
CAPP 120 Intro to Computers	3		
M 121 College Algebra	3		
HUM 201 Humanities	3		
Total credits	**15**		
Spring – Year 1			
COMX111 Public Speaking	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
NAS 101 History of Indians in US	3		
PSYX 100 Intro to Psychology	3		
WRIT 201 College Writing II	3		
Total credits	**15**		
Fall – Year 2			
ART 201 Native American Art History	3		
BIOS 101 General Biology or NATURAL SCIENCE ELECTIVE	4		
HUM 140 Story Telling	3		
MUS 110 Music Appreciation	3		
PSYX 106 Applied Psychology	3		
Total credits	**16**		
Spring – Year 2			
HUM 213 CC Religion & Philosophy	3		
HUM 290 Liberal Arts Capstone	3		
Degree electives	3		
Degree electives	3		
Degree electives	3		
Total credits	**15**		
TOTAL DEGREE CREDITS	*61*		

AA General Studies – Math

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 Requirements.

GENERAL EDUCATION	
M 145: Mathematics for Liberal Arts (4 credits)	
CAPP 120: Introduction to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	
COMX 111: Public Speaking (3 credits)	**35 CREDITS**
NAS 101: History of Indians in the U.S. (3 credits)	
ART 110: Art Appreciation or MUS 110: Music Appreciation (3 credits)	
NATURAL SCIENCE ELECTIVE (4 credits)	
NASX 100 Cree Language 1 (3 credits)	
HUM Elective (3 credits)	
PSYX 100 Introduction to Psychology or PSYX 106 Applied Psychology (3 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 171: Calculus I (5 credits)	
M 172: Calculus II (5 credits)	
M 290: Capstone: Mathematics (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
TOTAL CREDIT REQUIREMENTS	**63 CREDITS**

Stone Child College
Associate of Arts MATHEMATICS

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation OR MUS 110 Music Appreciation	3		
WRIT 101 College Writing I	3		
CAPP 120 Intro to Computers	3		
M 121 College Algebra	3		
COMX 111 Introduction to Public Speaking	3		
Total credits	15		
Spring – Year 1			
CSCI 110 Introduction to Visual Basic	3		
M 151 Pre-Calculus	3		
STAT 216 Statistics	3		
PSYX 100 Intro to Psychology or PSYX 106 Applied Psychology	3		
WRIT 201 College Writing II	3		
Total credits	15		
Fall – Year 2			
M 145 Math 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 credits	15		
Spring – Year 2			
M 172 Calculus II	3		
M 290 Mathematics Capstone	3		
NASX 100 Cree Language 1	3		
Natural Science Elective (BIOS 101 or CHMY 141/142).	4		
Open elective	3		
Total credits	18		
TOTAL DEGREE CREDITS	*63*		

AA General Studies – *Native American Studies*

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 Requirements.

GENERAL EDUCATION	
HUM 213: Chippewa Cree Religion & Philosophy (3 credits)	
PSYX 100: Introduction to Psychology (3 credits)	
M 121: College Algebra (3 credits)	
CAPP 120: Introduction to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	**34 CREDITS**
COMX 111: Public Speaking (3 credits)	
NAS 101: History of Indians in the U.S. (3 credits)	
ART 110: Art Appreciation or MUS 110: Music Appreciation (3 credits)	
NATURAL SCIENCE ELECTIVE (BIOS 101 or CHMY) (4 credits)	
NASX 100 Cree Language 1 (3 credits)	
PROFESSIONAL CORE	
HUM 140: Storytelling (3 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)	**31 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 taken from BIOH, BIOS, CHMY, CAPP, CSCI, ESCI, MATH, PHSX (4 credits)	
SOCIAL STUDIES – Courses taken from ECNS, GEOG, GS, HIST, HS, NAS, PSYX and SOCI (6 credits)	
TOTAL CREDIT REQUIREMENTS	**65 CREDITS**

Stone Child College
Associate of Arts NATIVE AMERICAN STUDIES

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation OR MUS 110 Music Appreciation	3		
WRIT 101 College Writing I	3		
CAPP 120 Intro to Computers	3		
M 121 College Algebra	3		
NAS 101 History of Indians in the US	3		
Total credits	**15**		
Spring – Year 1			
COMX 111 Introduction to Public Speaking	3		
HUM 140 Storytelling	3		
HUM 213 Chippewa Cree Religion & Philosophy	3		
PSYX 100 Intro to Psychology	3		
WRIT 201 College Writing II	3		
Social Science Elective (SOC, HIST, GEOG, HS, ECON, or GS)	3		
Total credits	**18**		
Fall – Year 2			
NASX 100 Cree Language 1	3		
NAS 145 Chippewa/Cree History & Culture	3		
NAS 166 Musical Heritage of RB	3		
NAS 255 Indian Law	3		
NATURAL SCIENCE ELECTIVE (BIOS 101 or CHMY 141/142)	4		
Total credits	**16**		
Spring – Year 2			
NASX 105 Cree Language II	3		
NAS 290 Native American Studies Capstone	3		
Social Science Elective (SOC, HIST, GEOG, HS, ECON, or GS)	3		
Natural Science Elective (PHYS, ESCI, CSC, or MA)	4		
NAS 253 OR PSYX 265	3		
Total credits	**16**		
TOTAL DEGREE CREDITS	**65**		

AA General Studies – *Studio Arts*

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 Requirements.

GENERAL EDUCATION	
ART 110: Art Appreciation (3 credits)	
M 121: College Algebra (3 credits)	
CAPP 120: Introduction to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	
COMX 111: Public Speaking (3 credits)	**34 CREDITS**
NAS 101: History of Indians in the U.S. (3 credits)	
PSYX 100 Intro to Psychology	
NATURAL SCIENCE ELECTIVE (4 credits)	
NASX 100 Cree Language 1 (3 credits)	
HUM Elective (3 credits)	
PROFESSIONAL CORE	
ART 145: Two Dimensional Design (3 credits)	
ART 120: Drawing I (3 credits)	
ART 121: Introduction to Painting (3 credits)	
ART 150: Introduction to Beading (3 credits)	**30 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 160: Matte Making (3 credits)
ART 215: Ceramics (3 credits)

ART 250: Beading II (3 credits)
ART 106 2D Design
ART 255: Painting II (3 credits)

ART 231 Graphic Design
NASX 105 Cree Language II
Oher electives with advisor approval

Stone Child College
Associate of Arts STUDIO ARTS

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation	3		
WRIT 101 College Writing I	3		
ART 120 Introduction to Drawing	3		
M 121 College Algebra	3		
COMX 111 Introduction to Public Speaking	3		
Total credits	15		
Spring – Year 1			
ART 121 Introduction to Painting	3		
ART 150 Introduction to Beading	3		
NASX 100 Cree Language 1	3		
WRIT 201 College Writing II	3		
NATURAL SCIENCE ELECTIVE	4		
Total credits	16		
Fall – Year 2			
Degree Electives	3		
Degree Electives	3		
CAPP 120 Intro to Computers	3		
Humanities Elective	3		
PSYX 100 Intro to Psychology	3		
Degree Electives	3		
Total credits	18		
Spring – Year 2			
ART 221 Painting I	3		
NAS 101 History of Indians in the US	3		
ART 201 Native American Art History	3		
ART 290 Art Capstone	3		
ENG 150 Intro to Lit	3		
Total credits	15		
TOTAL DEGREE CREDITS	*64*		

Associate of Arts – Early Childhood Education

PHILOSOPHY:

The Early Childhood Education program 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:

As a result of successfully completing the Early Childhood Education Associate Degree Program, students will be able to:

1) Demonstrate knowledge of maintaining a healthy, safe, supportive, and challenging learning environment for each child by applying knowledge of child development and an understanding of the multiple influences on children's development;
2) Build relationships with families and community members that are respectful, supportive, and reciprocal and encourage involvement in the learning and development of children;
3) Utilize authentic and appropriate assessments in a relationship with families in order to advance positive outcomes for each child;
4) Build and implement meaningful and culturally relevant curriculum using knowledge of each child's background, abilities, and interests and ample knowledge of the content;
5) Utilize a variety of developmentally appropriate approaches to connect with children and families to advance each child's development and learning;
6) Demonstrate the skills and dispositions of an early childhood professional.

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 213: Chippewa Cree Religion & Philosophy (3 credits)	
M 130: Math for Elementary Teachers I (4 credits)	
ART 110: Art Appreciation (3 credits)	**35 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)	
EDU 270: Instructional Technology (3 credits)	
NAS 101: History of Indians in the U.S. (3 credits)	
PROFESSIONAL CORE	**30 CREDITS**
EDEC 108: Introduction to Early Childhood and Environments (2 credits)	

EDEC 130: Health, Safety, and Nutrition in ECE (3 credits)	
EDEC 210: Meeting the Needs of Families (3 credits)	
EDEC 220 Creating an Environment for Early Childhood Learning (2 credits)	
EDEC 230: Guiding the Young Child with Lab (3 credits)	
EDEC 265: Leadership & Professionalism in ECE (3 credits)	
EDEC 282: Early Childhood Curriculum I w/Lab (3 credits)	
EDEC 283: Early Childhood Curriculum II w/Lab (3 credits)	
EDEC 295: Early Childhood Practicum (3 credits)	
EDU 220: Human Growth & Development (3 credits)	
HPE 115: First Aid & CPR (2 credits)	
TOTAL CREDIT REQUIREMENTS	**65 CREDITS**

Stone Child College
Associate of Arts Early Childhood Education

Required Courses:	Credits	Grade	Term
Fall – Year 1			
EDEC 108 Introduction to Early Childhood Education	2		
WRIT101 College Writing I	3		
EDEC 130 Health, Safety, and Nutrition in Early Childhood Education	3		
COMX 111 Introduction to Public Speaking	3		
PSYX 100 Introduction to Psychology	3		
HPE 115 First Aid and CPR	2		
Total credits	**16**		
Spring – Year 1			
ART 110 Art Appreciation	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
PSYX 100 Intro to Psychology	3		
BIOS 101 General Biology with Lab	4		
WRIT 201 College Writing II	3		
Total credits	**16**		
Fall – Year 2			
M130 Math for Elementary Teachers I	4		
EDEC 210 Meeting the Needs of Families	3		
EDEC 220 Creating an Environment for Early Childhood Learning	2		
EDEC 281 Early Childhood Curriculum I with Lab	3		
EDEC 230 Guiding the Young Child with Lab	3		
Total credits	**15**		
Spring – Year 2			
NAS 101 History of Indians in the US	3		
HUM 213 Chippewa and Cree Religion and Philosophy	3		
EDEC 265 Leadership and Professionalism in ECE	3		
EDEC 283 Early Childhood Curriculum II w/lab	3		
EDU 270 Instructional Technology	3		
Total credits	**18**		
TOTAL DEGREE CREDITS	*65*		

Associate of Arts and Bachelor of Science – Elementary Education

PHILOSOPHY:

The overall purpose or mission of the Elementary Education Program is to develop culturally responsive and competent teachers to meet the challenges of contemporary education. Certain requirements are of major importance: (1) a broad background in General Education in the traditional liberal arts; (2) in-depth content preparation in specific teaching fields; (3) mastery of professional education knowledge, skills, and dispositions, and (4) demonstration of the competencies of the Initial Conceptual Framework's Guiding Principles.

In order to accomplish these objectives, the prospective teacher must acquire a scholarly mastery of the field to be taught and the ability to use methods of critical inquiry. This implies that prospective teachers acquire a bank of knowledge and scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: a) knowledge and understanding of the process of human development and behavior; b) competence in the techniques of instruction; c) knowledge of school organization and administration; d) an understanding of education as a social institution in historical and philosophical perspective; e) knowledge, understanding and experience in culturally diverse settings; and f) an ability to effectively work with a diverse group of learners to ensure that they become successful citizens who are college and/or career ready.

To guide its work in teacher preparation, the Department has delineated the following Guiding Principles as the essential elements of effective educator preparation;

1) All learning begins with a focus on the learner and the learning process; one must know the previous experiences, cultures, languages, learning needs, and backgrounds of each learner in order to effectively create student-centered, engaging, and supportive learning environments and opportunities.
2) Program content is essential in the preparation of successful K-8 pre-service teachers; the SCC Education Department provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, creative arts, and health enhancement curricula.
3) To be effective and compassionate educators, pre-service teachers must develop the scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: a) knowledge and deep understanding of the process of human development and behavior; b) competence in the techniques of instruction and assessment; c) knowledge of school organization and administration; d) an understanding of education as a social institution in historical, social justice, and philosophical perspectives; e) experience in culturally diverse settings; and f) an ability to work with diverse groups of learners.
4) Professional responsibilities for teachers include: a) the ability to continue to grow professionally; b) the ability and dispositions to engage in collaboration with multiple stakeholders including families, community members, and other professionals; and c) the ability to evaluate and reflect upon the outcomes of one's teaching using a variety of data from multiple sources to best meet the needs of all learners.

EXPECTED LEARNER OUTCOMES:

Candidates completing the Bachelor of Science in Elementary Education Degree (K-8), will demonstrate skills, dispositions and knowledge in relationship to the following principles based on the 11 Montana Teaching Standards and Montana Professional Educator Preparation Program Standards (PEPPS; 10.58.501).

The candidate will:

(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) be able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner decision making;

(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

(i) engage in ongoing professional learning and use evidence to continually evaluate the candidates' practice, particularly the effects of the candidate' choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and

(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana. (Montana Educator Licensure Standards cited from www.opi.mt.gov/pdf/arm/57chapter.pdf and Montana Professional Educator Preparation Program Standards (PEPPS).

All Stone Child College candidates will be required to build a Reflective Practice and Professional Growth Plan throughout the program which will provide evidence of the candidate's attainment of the skills, knowledge, and experiences necessary to be a successful professional educator. This professional plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators.

Other Information:

On July 20, 2017 the Northwest Commission on Colleges and Universities granted approval for Stone Child College to offer a bachelors degree in elementary education. The program was granted provisional accreditation by the Montana Board of Public Education on November 3, 2017. Therefore, qualified candidates may be referred for elementary licensure in Montana. Graduation from SCC with a bachelors degree in elementary education is **not** the only requirement for licensure. Licensure information may be found at http://opi.mt.gov/Class2STL .

COURSE REQUIREMENTS for the Associate of Arts Degree:

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)	
BIOS 101: General Biology with Lab (4 credits)	
COMX 111: Public Speaking (3 credits)	
EDU 270: Instructional Technology (3 credits)	
M 130: Mathematics for Elementary Teachers I (4 credits)	
MUS 110: Music Appreciation (3 credits)	**35 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)	
EDU 220: Human Growth & Child Development (3 credits)	
EDU 225: Introduction to Educational Psychology (3 credits)	
EDU 235: Introduction to Indian Education (3 credits)	
ESCI 150: Atmospheric Science w/ Lab (4 credits)	
HPE 285: Principles of Health and Wellness (3 credits)	
M 131: Mathematics for Elementary Teachers II (4 credits)	
PHSX 121 Fundamentals of Physics 1 w/ Lab (4 credits)	
PSCI 210: American Government (3 credits)	**30 CREDITS**
TOTAL CREDIT REQUIREMENTS	**65 CREDITS**

COURSE REQUIREMENTS for the Bachelor of Science Degree:

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	**3 CREDITS**
GPHY 310: Human Geography (3 credits)	
PROFESSIONAL CORE	**59 CREDITS**
EDU 301: Language, Literacy & Texts	
EDU 307: Curriculum, Planning and Assessment	
EDU 305: Parent Partnerships and Community Collaboration	
EDU 309: Guiding Social Development and Class Management	
EDU 350: Methods of PE and Health Enhancement with 10 hr. field experience	
EDU 311: Cultures, Diversity and Ed Ethics – includes field trip to MSDB	
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	
EDU 337: Teaching Exceptional Learners	
EDU 344 Methods: Teaching Reading and Language Arts	
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	
EDU 380: Clinical Experience Level 1- Seminar + 8 hr. per week field (grades K-3)	
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	
EDU 430 Methods: Teaching and Assessing K-8 Science	
EDU 440 Methods: Teaching Creative Arts	
EDU 460: Action Research in Education	
EDU 480: Clinical Experience Level 2- Seminar + 8 hr. per week field (grades 4-8)	
EDU 490: Student Teaching for Elementary Education	
EDU 495: Reflective Practice and Research in Education	
TOTAL CREDIT REQUIREMENTS IN ADDITION TO A.A.	**62 CREDITS**

Stone Child College
Associate of Arts and
Bachelor of Science in Elementary Education (K-8)

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation	3		
WRIT101 College Writing I	3		
NASX 100 Cree I	3		
EDU 200 Intro to Education	3		
ESCI 150 Atmospheric Science with lab	4		
Total credits	**16**		
Spring – Year 1			
MUS 110 Music Appreciation	3		
COMX 111 Public Speaking	3		
PSYX 100 Intro to Psychology	3		
BIOS 101 General Biology with Lab	4		
WRIT 201 College Writing II	3		
Total credits	**16**		
Fall – Year 2			
M130 Math for Elementary Teachers I	4		
PHSX 121 Fundamentals of Physics I w/lab	4		
EDU 235 Introduction to Indian Education	3		
EDU 225 Intro to Education Psychology	3		
HPE 285 Principles of Health and Wellness	3		
Total credits	**17**		
Spring – Year 2			
M131 Math for Elementary Teachers II – College Algebra	4		
PSCI 210 American Government/History	3		
NAS 101 History of Indians in U.S.	3		
EDU 220 Human Growth and Development	3		
EDU 270 Instructional Technology	3		
Total credits	**16**		

Required Courses:	Credits	Grade	Term
Fall - Year 3			
GPHY 310 Human Geography	3		
EDU 301 Language, Literacy & Text for Children	3		
EDU 307 Curriculum, Planning and Assessment	3		
EDU 305 Parent Partnerships and Community Collaboration	2		
EDU 309 Guiding Social Development and Classroom Management	3		
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	3		
Total credits	**17**		
Spring - Year 3			
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	2		
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	3		
EDU 337 Teaching Exceptional Learners	3		
EDU 344 Methods: Teaching Reading and Language Arts	3		
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama)	3		
EDU 380 Clinical Experience Level 1- Seminar + 8 hr. per week field (Grades K-3)	2		
Total credits	**16**		
Current First Aid Card w/CPR (Must complete at least one semester prior to student teaching.)			
Fall – Year 4			
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	3		
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	3		
EDU 430 Methods: Teaching and Assessing K-8 Science	3		
EDU 460 Action Research in Education	3		
EDU 480 Clinical Experience Level 2- Seminar + 8 hr. per week field (Grades 4-8)	3		
Total credits	**15**		
Spring – Year 4			
EDU 490 Student Teaching for Elementary Education	12		
EDU 495 Reflective Practice and Research in Education	2		
Total credits	**14**		
TOTAL DEGREE CREDITS	***127***		

Practicum hours: 260 before student teaching

AS Human Services – *Addiction Studies*

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. Demonstrate and document skills in the addiction field.
2. Demonstrate counseling skills to work with addiction issues
3. Demonstrate self-knowledge and personal growth
4. Identify the pharmacology and physiology of psychoactive drugs
5. Apply principles of addiction professional ethical behavior
6. Distinguish multi-cultural and diversity competency skills needed to work with individuals and groups.
7. 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)	**31 CREDITS**
HUM 213: Chippewa Cree Religion & Philosophy (3 credits)	
M 121: College Algebra (3 credits)	
PSYX 100: Introduction to Psychology (3 credits)	
CAPP 120: Introduction to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
WRIT 201: College Writing II (3 credits)	
COMX 111: Public Speaking (3 credits)	
NASX 100 Cree Language 1 (3 credits)	
ART 110: Art Appreciation or MUS 110: Music Appreciation (3 credits)	
PROFESSIONAL CORE	
AD 155: Introduction to Addiction Studies (3 credits)	**39 CREDITS**
AD 160: Family Group Dynamics (3 credits)	
AD 170: Multi-Cultural Counseling (3 credits)	
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: Co-occurring Disorders (3 credits)	
PSYX 270: Abnormal Psychology (3 credits)	
SOCI 101: Introduction to Sociology (3 credits)	
TOTAL CREDIT REQUIREMENTS	**70 CREDITS**

Stone Child College
Associate of Science ADDICTION STUDIES

Required Courses:	Credits	Grade	Term
Fall – Year 1			
M 121 College Algebra	3		
WRIT 101 College Writing I	3		
CAPP 120 Intro to Computers	3		
COMX 111 Introduction to Public Speaking	3		
SOC 101 Intro to Sociology	3		
ART 110 Art Appreciation or MUS 110 Music Appreciation	3		
Total credits	**18**		
Spring – Year 1			
PSYX 100 Introduction to Psychology	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
HUM 213 Chippewa Cree Religion and Philosophy	3		
BIOH 101 & 102 Foundations of Human Biology with Lab	4		
WRIT 201 College Writing II	3		
Total credits	**16**		
Fall – Year 2			
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		
AD 165 Gambling Disorders	2		
Total credits	**18**		
Spring – Year 2			
AD 160 Family Group Dynamics	3		
AD 170 Multi-Cultural Counseling	3		
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 credits	**18**		
TOTAL DEGREE CREDITS	*70*		

AA Human Services – *Rural Public Health*

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)	**29 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**

Stone Child College
Associate of Science RURAL PUBLIC HEALTH

Required Courses:	Credits	Grade	Term
Fall – Year 1			
M 121 College Algebra	3		
WRIT 101 College Writing I	3		
CAPP 120 Intro to Computers	3		
COMX 111 Introduction to Public Speaking	3		
HUM Elective	3		
Total credits	**15**		
Spring – Year 1			
PSYX 100 Introduction to Psychology	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
ART 110 Art Appreciation or MUS 110 Music Appreciation	3		
HPE 285: Principles of Health and Wellness **or** HS 228: Native and Holistic Healing **or** NAS 282: Bishkanewin Ishkode Personal Healing from Historical Trauma	3		
WRIT 201 College Writing II	3		
NAS 100 History of Indians in the US	3		
Total credits	**18**		
Fall – Year 2			
AD 150 Addiction, Trauma, Grief and Loss	3		
BIOH 101 & 102 Human Biology with Lab	4		
SOC 101 Intro to Sociology	3		
HS 172 or NAS 281	3		
PSYX 220 or NAS 220	3		
Total credits	**16**		
Spring – Year 2			
HS 220 Intro to Rural Public Health	3		
HS 272 Professional Behavior, Ethics & Case Management	3		
HS 285 Behavioral Health Facilitator Training	2		
PSYX 131 Human Development	3		
STAT 216 Introduction to Statistics	3		
Total credits	**14**		
TOTAL DEGREE CREDITS	*63*		

AS Science – Allied Health

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	
ART 110: Art Appreciation (3 credits) **or** MUS 110: Music Appreciation (3 credits)	
BIOS 101: General Biology with Lab (4 credits)	
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)	**34 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	
BIOH 160: Allied Health Seminar (1 credit)	
BIOH 221: Infectious Diseases (3 credits)	**38 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 or PSYX 131 Lifespan Development (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
Electives* (8 credits)	
Certificate – Certified Nursing Assistant (7 credits)	
TOTAL CREDIT REQUIREMENTS	**67 CREDITS**

*Eight credits of electives are required 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)
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 (3 credits)
PHSX 121; Fundamentals of Physics I with lab (4 credits)
BIOH 150: Medical Terminology (3 credits)
PHSX 122: Fundamentals of Physics II with Lab (4 credit)

Stone Child College
Associate of Science ALLIED HEALTH

Required Courses:	Credits	Grade	Term
Fall – Year 1			
BIOH 160 Allied Health Seminar	1		
WRIT101 College Writing I	3		
M 121 College Algebra	3		
Humanities Elective	3		
PSYX 100 Introduction to Psychology	3		
NAS 101 History of Indians in the US	3		
Total credits	**16**		
Spring – Year 1			
COMX 111 Introduction to Public Speaking	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
BIOS 101 General Biology with Lab	4		
WRIT 201 College Writing II	3		
CAPP 120 Introduction to Computers	3		
Total credits	**16**		
Fall – Year 2			
ART 110 Art Appreciation	3		
BIOH 221 Infectious Diseases	3		
BIOH 201 & 202 Anatomy & Physiology I w/ Lab	4		
CHMY 141 & 142 General Chemistry1 w/ lab	4		
Electives (BIOH 150, BIOH 120 &121, BIOS 190, BIOS 200, PHSX 121)	4		
Total credits	**18**		
Spring – Year 2			
BIOH 211 & 212 Anatomy & Physiology II w/ lab	4		
BIOH 295 Allied Health Capstone	3		
EDU 220 Human Growth & Development or PSYX 131 Lifespan Dev't	3		
Electives (BIOS 110, BIOS 114, BIOH 101 & 102, CHMY 143 & 144)	4		
STAT 216 Intro to Statistics	3		
Total credits	**17**		
TOTAL DEGREE CREDITS	*67*		

AS Science – *General Science*

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	
ART 110: Art Appreciation (3 credits) **or**	
MUS 110: Music Appreciation (3 credits)	
BIOS 101: General Biology with Lab (4 credits)	
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**	**34 CREDITS**
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	
BIOS 290: Science Capstone (3 credits)	
CHMY 141: General Chemistry I (3 credits)	**30 CREDITS**
CHMY 142: General Chemistry Lab I (1 credit)	
PHSX 121: Fundamentals of Physics I with lab (4 credits)	
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 122: Fundamentals of Physics II with Lab (4 credits)

Stone Child College
Associate of Science GENERAL SCIENCE

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation or MUS 110 Music Appreciation	3		
WRIT101 College Writing I	3		
M 121 College Algebra	3		
Humanities Elective	3		
COMX 111 Introduction to Public Speaking	3		
NASX 100 Cree Language or NASX 115 Chippewa Language	3		
Total credits	**18**		
Spring – Year 1			
NAS 101 History of Indians in the US	3		
BIOS 101 General Biology with Lab	4		
WRIT 201 College Writing II	3		
PSYX 100 Introduction to Psychology	3		
CAPP 120 Introduction to Computers	3		
Total credits	**16**		
Fall – Year 2			
PHSX 121 Fundamentals of Physics I with Lab	4		
CHMY 141 & 142 General Chemistry1 w/ lab	4		
Electives (BIOS 200, BIOH 120 & 121, BIOH 201 & 202, and M170)	8		
Total credits	**16**		
Spring – Year 2			
BIOS 290 Science Capstone	3		
Electives (BIOS 110, BIOS 114, BIOH 211 & 212, CHMY 143 & 144, CHMY 200, and ESCI 210)	8		
STAT 216 Intro to Statistics	3		
Total credits	**14**		
TOTAL DEGREE CREDITS	***64***		

AS Business – General Business

PHILOSOPHY:

The General Business Program 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/terminology.
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 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	
WRIT 101 College Writing I (3 credits)	
WRIT 201 College Writing II (3 credits)	
COMX 111 Public Speaking (3 credits)	
CAPP 120 Introduction to Computers (3 credits)	
ART 110 Art Appreciation (3 credits)	
NAS 101 History of Indians (3 credits)	
M 121: College Algebra (3 credits)	
HUM Elective (3 credits)	
• HUM 201 Humanities	
• HUM 213 Chippewa-Cree Religion and Philosophy	
• HUM 220 Cultural Anthropology	**34 CREDITS**
• HUM 245 History of Rock and Roll	
• NAS 262 Contemporary Issues in American Indian Life	
NASX Elective (3 credits)	
• NASX 100 Cree Language I	
• NASX 105 Cree Language II	
• NASX 115 Chippewa Language I	
NATURAL SCIENCES Elective (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 Elective (3 credits) • PSYX 100 Introduction to Psychology 3 • PSYX 106 Applied Psychology 3	
PROFESSIONAL CORE	**30 CREDITS**
ACTG 201: Principles of Accounting I (3 credits)	
ACTG 202: Principles of Accounting II (3 credits)	
ACTG 205: Computerized Accounting I (3 credits)	
BUS 100: Introduction to Business (3 credits)	
BUS 110: Business Math (3 credits)	
BUS 120: Business Communications (3 credits)	
BUS 210: Business Law (3 credits)	
ECNS 203: Microeconomics (3 credits)	
STAT 216: Introduction to Statistics (3 credits)	
Electives* (3 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 140: Personal Finance (3 credits)
BUS 150: Introduction to Marketing (3 credits)
BUS 170: Introduction to Management (3 credits)
BUS 205 Workplace Ethics/Conflict Resolution (3 credits)
BUS 270: Indianpreneurship (3 credits)
CAPP 266: Microsoft Excel (3 credits)

Stone Child College
Associate of Science GENERAL BUSINESS

Required Courses:	Credits	Grade	Term
Fall – Year 1			
BUS 100 Introduction to Business	3		
WRIT101 College Writing I	3		
ACTG 201 Accounting 1	3		
CAPP 120 Introduction to Computers	3		
BUS 110 Business Math	3		
Total credits	15		
Spring – Year 1			
NAS 101 History of Indians in the US	3		
HUM Elective	3		
WRIT 201 College Writing II	3		
ACTG 202 Accounting II	3		
NASX Elective	3		
Total credits	15		
Fall – Year 2			
COMX 111 Introduction to Public Speaking	3		
ART 110 Art Appreciation	3		
PSYX 106 or PSYX 100	3		
Business Elective	3		
M 121 College Algebra	3		
BUS 210 Business Law	3		
Total credits	18		
Spring – Year 2			
ACTG 205 Computerized Accounting I	3		
ECNS 203 Microeconomics	3		
Science elective	4		
STAT 216 Intro to Statistics	3		
BUS 120 Business Communication	3		
Total credits	16		
TOTAL DEGREE CREDITS	*64*		

AS Business – *Office Administration*

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	
WRIT 101 College Writing I (3 credits)	
WRIT 201 College Writing II (3 credits)	
COMX 111 Public Speaking (3 credits)	
CAPP 120 Introduction to Computers (3 credits)	
ART 110 Art Appreciation (3 credits)	
NAS 101 History of Indians (3 credits)	
M 121: College Algebra (3 credits)	
HUM Elective (3 credits)	
• HUM 201 Humanities	
• HUM 213 Chippewa-Cree Religion and Philosophy	**34 CREDITS**
• HUM 220 Cultural Anthropology	
• HUM 245 History of Rock and Roll	
• NAS 262 Contemporary Issues in American Indian Life	
NASX Elective (3 credits)	
• NASX 100 Cree Language I	
• NASX 105 Cree Language II	
• NASX 115 Chippewa Language I	
NATURAL SCIENCES Elective (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 Elective (3 credits) • PSYX 100 Introduction to Psychology 3 • PSYX 106 Applied Psychology 3	
PROFESSIONAL CORE	
ACTG 201: Principles of Accounting I (3 credits)	
ACTG 205: Computerized Accounting I (3 credits)	
BUS 100: Introduction to Business (3 credits)	
BUS 110: Business Math (3 credits)	
BUS 120: Business Communications (3 credits)	**30 CREDITS**
CAPP 151: MS Applications (3 credits)	
CAPP 158: MS Access (3 credits)	
CAPP 266: MS Excel (3 credits)	
CSCI 185: Web Development (3 credits)	
OFAD 215: Professional Office Procedures and Tribal Perspectives (3 credits)	
TOTAL CREDIT REQUIREMENTS	**64 CREDITS**

Stone Child College
Associate of Science OFFICE ADMINISTRATION

Required Courses:	Credits	Grade	Term
Fall – Year 1			
BUS 100 Introduction to Business	3		
WRIT101 College Writing I	3		
CAPP 151 MS Applications	3		
CAPP 120 Introduction to Computers	3		
BUS 110 Business Math	3		
Total credits	15		
Spring – Year 1			
NAS 101 History of Indians in the US	3		
HUM Elective	3		
WRIT 201 College Writing II	3		
OFAD 215 Professional Office Procedures and Tribal Perspectives	3		
NASX Elective	3		
Total credits	15		
Fall – Year 2			
COMX 111 Introduction to Public Speaking	3		
ART 110 Art Appreciation	3		
PSYX 106 or PSYX 100	3		
ACTG 201 Accounting 1	3		
M 121 College Algebra	3		
CAPP 158 MS Access	3		
Total credits	18		
Spring – Year 2			
ACTG 205 Computerized Accounting I	3		
CSCI 185 Web Development	3		
Science elective	4		
CAPP 266 MS Excel	3		
BUS 120 Business Communication	3		
Total credits	16		
TOTAL DEGREE CREDITS	*64*		

AS Computer Science – *Information Systems*

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	
ART 110: Art Appreciation (3 credits) **or** MUS 110: Music Appreciation (3 credits)	
BIOS 101: General Biology with Lab or CHMY 141: General Chemistry (4 credits)	
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)	**34 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)	

PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	**33 CREDITS**
ACTG 205: Computerized Accounting 1 (3 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	**67 CREDITS**

Stone Child College
Associate of Science INFORMATION SYSTEMS

Required Courses:	Credits	Grade	Term
Fall – Year 1			
CSCI 155 Introduction to Java	3		
WRIT101 College Writing I	3		
COMX 111 Introduction to Public Speaking	3		
CAPP 120 Introduction to Computers	3		
M 121 College Algebra	3		
NASX Elective	3		
Total credits	**18**		
Spring – Year 1			
NAS 101 History of Indians in the US	3		
HUM Elective	3		
WRIT 201 College Writing II	3		
CSCI 141 Introduction to Networking	3		
ART 110 Art Appreciation or MUS 110 Music Appreciation	3		
PSYX 106 or PSYX 100	3		
Total credits	**18**		
Fall – Year 2			
ACTG 201 Principles of Personal Accounting	3		
CAPP 151 MS Applications	3		
CSCI 161 PC Hardware Maintenance	3		
CSCI 241 Introduction to Visual Basics	3		
CAPP 158 MS Access	3		
Total credits	**15**		
Spring – Year 2			
ACTG 205 Computerized Accounting I	3		
CSCI 185 Web Development	3		
Science elective	4		
CAPP 266 MS Excel	3		
CSCI 221 Intro to Systems Analysis and Design	3		
Total credits	**16**		
TOTAL DEGREE CREDITS	*67*		

Associate of Science – Natural Resource/Geospatial Technology Program

PHILOSOPHY:

The 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. perform physical and chemical experiments where data is collected, summarized and analyzed; then draw conclusions from the experimental data.
3. know the basic Geographical and Information Systems concepts underlying Geographic Information Systems.
4. perform spatial Joins, Queries, and Geo-processing and Editing of map objects using GIS.
5. 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.
6. 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	
ART 110: Art Appreciation (3 credits) **or** MUS 110: Music Appreciation (3 credits)	**34 CREDITS**
BIOS 101: General Biology with Lab	
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)	
PROFESSIONAL CORE	**34 CREDITS**
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)	
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 121: Fundamentals of Physics I with Lab (4 credits)	
PHSX 122: 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)

Stone Child College
Associate of Science NATURAL RESOURCE/GEOSPATIAL TECHNOLOGY

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation or MUS 110 Music Appreciation	3		
WRIT101 College Writing I	3		
NAS 101 History of Indians in the US	3		
CAPP 120 Introduction to Computers	3		
M 121 College Algebra	3		
HUM Elective	3		
Total credits	18		
Spring – Year 1			
NASX Elective	3		
BIOS 101 General Biology	4		
WRIT 201 College Writing II	3		
COMX 111 Introduction to Public Speaking	3		
PSYX 106 or PSYX 100	3		
Total credits	16		
Fall – Year 2			
CHMY 141 & 142 General Chemistry and lab	4		
NR 201 Graphic Information Systems	3		
PHSX 121 Fundamentals of Physics 1 with lab	4		
Electives	6		
Total credits	17		
Spring – Year 2			
NR 131 Geographic Information Systems	3		
NR 220 GPS Principles and Practices	3		
CHMY 143 & 144 General Chemistry II with lab	4		
PHSX 122 Fundamentals of Physics II with lab	4		
NR 290 Natural Resource Capstone	3		
Total credits	17		
TOTAL DEGREE CREDITS	68		

Certificate – *Accounting*

PHILOSOPHY:

The Accounting Certificate Program is designed to meet the demands of the modern business office. This certificate enables the student to be an integral part of the accounting process.

EXPECTED LEARNER OUTCOMES:

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

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	**15 CREDITS**
WRIT 101: College Writing I (3 credits)	
NASX Elective (3 credits)	
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
M 121 College Algebra (3 credits)	
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	**15 CREDITS**
ACTG 202: Principles of Managerial Accounting (3 credits)	
ACTG 205: Computerized Accounting I (3 credits)	
ACTG 275: Payroll Accounting (3 credits)	
BUS 110: Business Math (3 credits)	
TOTAL CREDIT REQUIREMENTS	**30 CREDITS**

Stone Child College
One year Certificate ACCOUNTING

Required Courses:	Credits	Grade	Term
Fall – Year 1			
BUS 110 Business Math	3		
WRIT 101 College Writing I	3		
ACTG 201 Accounting 1	3		
CAPP 120 Introduction to Computers	3		
NASX Elective	3		
Total credits	**15**		
Spring – Year 1			
ACTG 275 Payroll Accounting	3		
M 121 College Algebra	3		
ACTG 205 Computerized Accounting I	3		
COMX 101 Communication and Human Relations in the Workplace	3		
ACTG 202 Accounting II	3		
Total credits	**15**		
TOTAL DEGREE CREDITS	*30*		

Certificate – *Information Management*

PHILOSOPHY:

The 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.

EXPECTED LEARNER OUTCOMES:

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

COURSE REQUIREMENTS:

GENERAL EDUCATION	
CAPP 120: Introduction to Computers (3 credits)	**15 CREDITS**
WRIT 101: College Writing I (3 credits)	
NASX Elective (3 credits)	
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
M 121: College Algebra	
PROFESSIONAL CORE	
ACTG 201: Principles of Financial Accounting (3 credits)	**15 CREDITS**
OFAD 210: Calculator Applications (3 credits)	
OFAD 212: Records Management (3 credits)	
OFAD 215: Professional Office Procedures and Tribal Perspectives (3 credits)	
CAPP 151: MS Applications (3 credits)	
TOTAL CREDIT REQUIREMENTS	**30 CREDITS**

Stone Child College
One year Certificate INFORMATION MANAGEMENT

Required Courses:	Credits	Grade	Term
Fall – Year 1			
WRIT 101 College Writing I	3		
ACTG 201 Accounting 1	3		
CAPP 120 Introduction to Computers	3		
CAPP 151 MS Applications	3		
NASX Elective	3		
Total credits	**15**		
Spring – Year 1			
OFAD 210 Calculator Applications	3		
OFAD 212 Records Management	3		
OFAD 215 Professional Office Procedures and Tribal Perspectives	3		
COMX 101 Communication and Human Relations in the Workplace	3		
M 121 College Algebra	3		
Total credits	**15**		
TOTAL DEGREE CREDITS	***30***		

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	
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
CAPP 120: Introduction to Computers (3 credits)	**15 CREDITS**
WRIT 101: College Writing I or WRIT 100 Intro to College Comp (3 credits)	
M 111: Technical Mathematics (3 credits)	
NASX 100: Cree Language I (3 credits)	
PROFESSIONAL CORE	
CSCI 150: Intro to AutoCad (3 credits)	
CARP 100: Building Trades (3 credits)	
CARP 101: Welding I (3 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)	**46 CREDITS**
CARP 170: Exterior Finishing (3 credits)	
CARP 200: Carpentry Field Practicum II (4 credits)	
CARP 205: Metal Building Construction (2 credits)	
CARP 220: Interior Finishing (3 credits)	
CARP ***: Blueprint Reading	
CARP 270: Advanced Carpentry Field (4 credits)	
CARP Electives (8 credits)	
TOTAL CREDIT REQUIREMENTS	**61 CREDITS**

Stone Child College
Two year Certificate BUILDING TRADES

Required Courses:	Credits	Grade	Term
Fall – Year 1			
CARP 115 Tools, Construction, Carpentry	3		
WRIT 101 College Writing I or WRIT 100 Intro to College Comp.	3		
CAPP 120 Introduction to Computers	3		
CARP 101 Welding	3		
CARP 100 Building Trades	3		
NASX Elective	3		
Total credits	**18**		
Spring – Year 1			
COMX 101 Communication and HR in the Workplace	3		
CARP 220 Interior Finishing	3		
CARP 120 Carpentry Field Practicum I	4		
CARP 160 Rough Layout & Framing	3		
Total credits	**13**		
Fall – Year 2			
M 111 Technical Math	3		
CARP 200 Carpentry Field Practicum II	4		
CARP 170 Exterior Finishing	3		
CSCI 150 Intro to AutoCad	3		
CARP **** Blueprint Reading	3		
Total credits	**16**		
Spring – Year 2			
CARP 270 Advanced Carpentry Field Practicum	4		
CARP 205 Metal Building Construction	2		
Electives	8		
Total credits	**14**		
TOTAL DEGREE CREDITS	*61*		

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 pre-calculus 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)	
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
M 121: College Algebra (3 credits)	
NASX 100: Cree Language I (3 credits)	
PROFESSIONAL CORE	
PHSX 121 Fundamentals of Physics I w/lab (4 credits)	**17 CREDITS**
PHSX 122 Fundamentals of Physics II w/lab (4 credits)	
CSCI 150: Introduction to AutoCAD (3 credits)	
ENGI 120: Surveying I (3 credits)	
M 151: Precalculus (3 credits)	
TOTAL CREDIT REQUIREMENTS	**32 CREDITS**

For students who wish to transfer to a four-year program, it is recommended to complete M 170: Calculus I (5 credits) in addition to the required courses.

Required Courses:	Credits	Grade	Term
Fall – Year 1			
M 121 College Algebra	3		
WRIT 101 College Writing I	3		
PHSX 121 Fundamentals of Physics I/with lab	4		
CAPP 120 Introduction to Computers	3		
COMX 101Communication and HR in the Workplace	3		
Total credits	**16**		
Spring – Year 1			
NASX Elective	3		
CSCI 150 Intro to AutoCAD	3		
ENGI 120 Surveying I	3		
PHSX 122 Fundamentals of Physics II w/lab	4		
M 151 Pre-Calculus	3		
Total credits	**16**		
TOTAL DEGREE CREDITS	*32*		

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. develop a personal wellness care plan using the nursing process.

COURSE REQUIREMENTS:

GENERAL EDUCATION	
WRIT 101: College Writing I (3 credits)	**15 CREDITS**
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
M 121: College Algebra (3 credits)	
NASX 100: Cree Language 1 (3 credits)	
CAPP 120: Introduction to Computers (3 credits)	
PROFESSIONAL CORE	
BIOS 101: General Biology with Lab (4 credits)	**21 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 (2 credits)	
TOTAL CREDIT REQUIREMENTS	**35 CREDITS**

For students transferring for to associate or bachelors degree, it is recommnended to also take SOCL 101, WRIT 201, PSYX 100 and BIOH 120/121.

Stone Child College
One year Certificate PRE-NURSING

Required Courses:	Credits	Grade	Term
Fall – Year 1			
M 121 College Algebra	3		
WRIT 101 Writing I	3		
BIOH 201/202 Anatomy & Physiology I with lab	4		
CHMY 141 & 142 General Chemistry I with lab	4		
NASX Elective	3		
Total credits	**17**		
Spring – Year 1			
CAPP 120 Introduction to Computers	3		
COMX 101Communication and HR in the Workplace	3		
BIOS 101 General Biology	4		
HPE 120 Nutrition	2		
NURS 115 Intro to Nursing	2		
BIOH 211 & 212 Anatomy & Physiology II with lab	4		
Total credits	**18**		
TOTAL DEGREE CREDITS	***35***		

Certificate – *Rural Public Health/Peer Mentoring*

PHILOSOPHY:

The Rural Public Health/Peer Mentoring Certificate is designed to educate students to be effective peer mentors in the Rocky Boy community. This curriculum is designed to address addiction, mental health, trauma, and family peer support.

EXPECTED LEARNER OUTCOMES:

Students will:

1. Explore intergenerational trauma and its effects on Native individuals and Native communities
2. Explore traditional Cree practices to work with and heal rural indigenous communities
3. Practice skills of communication and counseling
4. Demonstrate an understanding of the importance of case management in reservation settings

COURSE REQUIREMENTS:

GENERAL EDUCATION	
M 121: College Algebra (3 credits)	**15 credits**
COMX 101: Communication and Human Relations in the Workplace (3 credits)	
NASX 100: Cree Language I (3 credits)	
CAPP 100: Intro to Computers (3 credits)	
WRIT 101: College Writing I (3 credits)	
PROFESSIONAL CORE	
AD 150: Introduction to Addiction, Trauma, Grief and Loss (3 credits)	**19 CREDITS**
HPE 115: First Aid & CPR (2 credits)	
HS 285: Behavioral Health Facilitator Training (2 credits)	
NAS 282: Bishkanewin Ishkode Personal Healing from Historical Trauma (3 credits)	
PSYX 131: Lifespan Development (3 credits)	
AD 160: Family Group Dynamics (3 credits)	
HS 200: Peer Mentoring Practicum (3 credits)	
TOTAL CREDIT REQUIREMENTS	**34 CREDITS**

Stone Child College
One year Certificate RURAL PUBLIC HEALTH/PEER MENTORING

Required Courses:	Credits	Grade	Term
Fall – Year 1			
M 121 College Algebra	3		
WRIT 101 Writing I	3		
AD 150 Introduction to Addiction	3		
HS 285 Behavioral Health Facilitator Training	2		
NASX Elective	3		
HPE 115 First Aid/CPR	2		
Total credits	**16**		
Spring – Year 1			
NAS 282 Bishkanewin Ishkode Personal Healing from Historical Trauma	3		
COMX 101Communication and HR in the Workplace	3		
HS 200 Peer Mentoring Practicum	3		
PSYX 131 Lifespan Development	3		
AD 160 Family Group Dynamics	3		
CAPP 120 Intro to Computers	3		
Total credits	**18**		
TOTAL DEGREE CREDITS	*34*		

Endorsement – *Historical Trauma*

PHILOSOPHY:

The Historical Trauma 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**

Endorsement – *Peer Mentoring*

PHILOSOPHY:

The Peer Mentoring Endorsement was designed to meet state standards for becoming a licensed peer mentor, which will allow for services provided to be billed through Medicare.

COURSE REQUIREMENTS:

PROFESSIONAL CORE	
AD 150: Introduction to Addiction, Trauma and Grief (3 credits)	**9 CREDITS**
HS 285: Behavior Health Facilitator Training (3 credits)	
HS 200: Peer Mentoring Practicum (3 credits)	
TOTAL CREDIT REQUIREMENTS	**9 CREDITS**

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:

HPE 115: First Aid & CPR	**2 credits**
NURS 120: Certified Nursing Assistant Training	**7 credits**
NASX 100 Cree Language 1	**3 credits**
TOTAL CREDIT REQUIREMENTS	**12 Credits**

Course Descriptions

ACCOUNTING (ACTG)

ACTG 201: PRINCIPLES OF ACCOUNTING I
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 202: PRINCIPLES OF ACCOUNTING II
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 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 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 addition. 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 165: GAMBLING DISORDERS
Prerequisite: None
This course will examine problem gambling issues. Students will gain an understanding of problem gambling and develop skills to work with problem gamblers.
2 credits (Fall)

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.
3 credits (Spring)

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: None
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: 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 I 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
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 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 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)

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 non-major course is a survey of basic biological principles including concepts in the scientific method, basic chemistry, cell biology, metabolism, genetics, reproduction at the cellular and organism level, evolution, and ecology. The laboratory and lectured discussions will integrate traditional Native American cultures and beliefs whenever possible and appropriate.
4 credits (Fall, Spring)

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 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 140: PERSONAL FINANCE
Prerequisite: None
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 Odd Years)

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 Odd Years)

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 205: WORKPLACE ETHICS/CONFLICT RESOLUTION
Prerequisite: None
This course is designed to give students a realistic look at the dynamics of the workplace. Issues, such as workplace behavior, conflicts and socialization will be discussed. Major emphasis will be placed on employee/employer and personal and professional communication parameters of the typical workplace. The correlation between the field of business ethics and traditional native values will be addressed using native literature as a resource.
3 credits (Spring)

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 270: INDIANPRENEURSHIP
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. This course will utilize the Indianpreneurship curriculum developed by the Onaben Network Member Tribes.
3 credits (Fall Odd Years)

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.
3 credits (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 (Fall)

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 studies 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 (Spring)

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.
4 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.
3 credits (Spring)

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 (Spring)

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 (Fall)

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 to 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 (CSCI & 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/Spring)

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 108: INTRODUCTION TO EARLY CHILDHOOD EDUCATION
Prerequisite: None
Introduction to Early Childhood Education and Environments provides an overview of the field of early education and the professional development of early childhood teachers. The course acquaints students to knowledge about early childhood education philosophies and theories that will help them create an educational learning environment that is culturally relevant, safe, healthy, and educationally challenging. Students will become aware of the impact that high quality early childhood education can have on the lives of children and their families when utilizing age appropriate planning, materials and equipment.
2 credits (Fall)

EDEC 130: HEALTH, SAFETY AND NUTRITION IN ECE
Prerequisite: None
Health, Safety and Nutrition in Early Childhood Education focuses on health and safety practices and procedures that are essential when teaching young children. This course includes federal, state, and local regulations and guidelines concerning abuse and neglect, emergencies, disease and poison prevention, nutrition, healthy classroom and environmental standards, and self-care.
3 credits (Fall)

EDEC 180: SPECIAL TOPICS
Prerequisite: Instructor's approval
Special topics in Early Childhood Development.
Variable credits (On demand)

EDEC 210: MEETING THE NEEDS OF FAMILIES
Prerequisite: EDEC 108
Meeting the Needs of Families introduces students to positive techniques in communicating and partnering with parents and family members, and encouraging parent involvement in multiple ways that support them, their children and the early childhood program. The course explores various cultural parenting practices and values, and changes in family structures that have occurred over the last few decades.
3 credits (Fall)

EDEC 220: CREATING AN ENVIRONMENT FOR EARLY CHILDHOOD LEARNING
Prerequisite: EDEC 108
Creating an Environment for Early Childhood Learning introduces early education students to the essential practices needed for creating safe, creative, and interesting environments for young children that are physically, emotionally, and socially engaging. Early educators must have a strong understanding of the role that the physical environment plays in order to support and foster cognitive, social, and emotional development in young children.
2 credits (Fall)

EDEC 230: GUIDING THE YOUNG CHILD and LAB
Prerequisite: EDEC 108
Guiding the Young Child and Lab provides information and opportunities for students to learn and practice positive guidance skills that support and teach children to become self-directed, and socially and emotionally healthy. The student will also develop skills and techniques for involving parents and family members in the guidance process. The course requires a field experience component in a classroom environment to demonstrate and implement the skills learned in class. Students will have the

opportunity to interact with young children and their families.
3 credits (Fall)

EDEC 265: LEADERSHIP & PROFESSIONALISM IN ECE
Prerequisite: EDEC 108
Leadership and Professionalism in ECE 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 (Spring)

EDEC 280: SPECIAL TOPICS
Prerequisite: Instructor's approval
Advanced special topics in Early Childhood Development.
Variable credits (On demand)

EDEC 282: EARLY CHILDHOOD CURRICULUM I
Prerequisite: EDEC 108
Early Childhood Curriculum I introduces the skills of curriculum development and lesson planning. Students will learn methods of developing a creative and culturally relevant curriculum for young children. This course will introduce lesson-planning skills, goal setting and standard alignment (to the Montana Early Learning Standards), selection of appropriate materials, and assessment. Students will gain experience in

planning for individual, small group and whole class activities.
3 credits (Fall)

EDEC 283: EARLY CHILDHOOD CURRICULUM II
Prerequisite: EDEC 282
Early Childhood Curriculum 2 facilitates the development and implementation of an individualized, culturally relevant curriculum designed to promote children's development in the areas of physical, cognitive, creative, social, emotional, and language. This experiential course will provide students with the opportunity to evaluate and demonstrate materials and activities, and develop an integrated learning curriculum unit that includes language and literacy, mathematics, science, health, safety, nutrition, social studies, the arts, drama, music, and movement experiences for children indoors and outdoors.
3 credits (Spring)

EDEC 295: EARLY CHILDHOOD PRACTICUM
Prerequisite: Instructor's approval
Early Childhood practicum is an opportunity for students who have completed the majority of the 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 (Spring)

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 examining the ways in which changes in societies have led to changes 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: NAS 101
This course is designed to equip educators with the essential skills, knowledge, and cultural awareness to implement Indian Education for All (IEFA) in the K-12 classroom and to assume a leadership role in IEFA programming. This course provides students with information, insights,

instructional methods and professional perspectives on the education of American Indians. The course examines Indian Education through the lens of students, teachers, cultural resource specialists and research.
3 credits (Fall)

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 & TEXTS
Prerequisite: EDU 220 or EDU 225
Language, Literacy and Texts focuses on the understanding of a balanced literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, cultures, and perceptions of the world. This course includes a survey of children's books, including cross-cultural literature, with an emphasis on their use in K-8 classroom.
3 credits (Fall)

EDU 305: PARENT PARTNERSHIPS AND COMMUNITY COLLABORATION
Prerequisite: EDU 220 or EDU 225
Parent Partnerships and Community Collaboration develops student skills and knowledge necessary to work effectively in partnership with parents, community members, and colleagues in education related endeavors. The course includes a service learning component in which the students research community needs, design a project based on one of those needs, and provide volunteer service to implement the project.
2 credits (Fall)

EDU 307: CURRICULUM, PLANNING AND ASSESSMENT
Prerequisite: Admission to TEP
Curriculum, Planning and Assessment will explore various issues and concepts relevant to building instructional frameworks for K-8 classrooms. Emphasis is on teaching in small and whole group settings. Making connections between theory and practice in instruction, assessment, management, and motivation is the focus of this course. Evaluation of student responses, interpretation of results and improvement of techniques will also be discussed, as well as, alignment of assessment to curriculum standards and essential understandings.
3 credits (Fall)

EDU 309: GUIDING SOCIAL DEVELOPMENT AND CLASSROOM MANAGEMENT
Prerequisite: Admission to TEP
Guiding Social Development and Classroom Management explores methods for guiding the development of social competence in young children. Topics include the development of self-esteem, self-discipline, and prosocial behavior resulting in meaningful learning. Strategies in classroom management will be examined including handling children's aggression and stress, and methods of working with parents on children's behavioral issues in order to allow all children to experience engaging classroom instruction.
3 credits (Fall)

EDU 311: CULTURE, DIVERSITY, AND ETHICS
Prerequisite: Admission to TEP
Cultures, Diversity and Educational Ethics provides the opportunity for candidates to define critical pedagogy and investigate how to facilitate it by broadening their perspective on teaching and learning in both the classroom and the community. The purpose of this course is to provide pre-service teachers with a background in sociological, philosophical and multicultural issues and aspects of education and schooling. It is also intended to assist candidates in examining education and schooling reflectively and critically, and in articulating and questioning their own views about education and the role of schooling in a democratic society. Included in this course is a visit to Montana School of Deaf and Blind giving students an opportunity to observe and teach diverse learners.
2 credits (Spring)

EDU 330: TEACHING AND ASSESSING SOC. STUDIES K-8 CLASSROOM
Prerequisite: Admission to TEP
Corequisite: EDU 380 Clinical Experience Level I
Teaching Social Studies in the K-8 classroom explores the central concepts related to the teaching of social sciences in K-8 school classroom settings. The course examines issues and methods associated with the teaching of history, geography, economics, civics and government, and other social science topics. Considerations for the teaching of social studies in schools that serve Native students are also analyzed and explored, as is the integration of social science content in other subject areas. Candidates will focus on creating instructional frameworks for the integration of social sciences and other related areas during clinical experience.
3 credits (Spring)

EDU 337: TEACHING EXCEPTIONAL LEARNERS
Prerequisite: Admission to TEP

Corequisite: EDU 380 Clinical Experience Level I

Teaching Exceptional Learners focuses on classroom management and the characteristics and instructional adaptations for exceptional students in the regular classroom. This course addresses the Individuals with Disabilities Education Act and subsequent reauthorizations, presents practices for working with students who are at-risk and students with disabilities in inclusive settings, and includes technological considerations. This course is designed to provide an historical and contemporary overview of the special education process while focusing on various types of learners with special needs, including students with disabilities, gifted learners, and children at risk. Topics include: legal requirements and laws, partnering with parents/families, categories of exceptionality, identification and intervention, collaboration, and research-based best practices, including Response to Intervention (RTI) and Universal Design for Learning (UDL). Students will dedicate a minimum of 10 hours during corequisite clinical working directly with one or more children who display exceptionalities. Summary of practices implemented and reflections on this experience are included in the TEP portfolio.
3 credits (Spring)

EDU 340: LITERACY ASSESSMENT, DIAGNOSIS AND INSTRUCTION

Prerequisite: Admission to the TEP program
Corequisite: EDU 380 Clinical Experience Level I

Literacy Assessment, Diagnosis and Instruction provides an introduction to formal and informal reading and writing assessments and instructional strategies to accommodate variations in the K-8 literacy program. Candidates will learn how to modify instructional strategies to meet the needs of all developmental levels of readers and writers.
3 credits (Fall)

EDU 344: TEACHING READING AND LANGUAGE ARTS

Prerequisite: Admission to the TEP program

Corequisite: EDU 380 Clinical Experience Level 1

Teaching Reading and Language Arts develops an understanding that children's books can be used as the foundation for a young reader's success in developing literacy. One course objective is to become knowledgeable readers of children's literature, with an emphasis on Native American children's literature and to develop expertise in using author studies and technology in the classroom. Literature from various genres will be explored as a tool to elicit responses from children and help them to create personal meaning from texts. Various methods for teaching language arts and reading will be discussed as candidates learn to plan and organize a balanced literacy program.
3credits (Spring)

EDU 350: METHODS OF PE AND HEALTH ENHANCEMENT

With 10 hour practicum embedded
Prerequisite: Admission to the TEP program

Candidates will develop teaching methods, techniques, and skills necessary to facilitate a comprehensive health enhancement curriculum and recognize the developmental, physical, mental, emotional, and social growth of the elementary-age child. Emphasis will be placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Candidates will participate in class activities and discussions on relative topics in the specialized field of health and physical education. During practicum hours, candidates will plan, teach, and assess physical education experiences for K-8 students demonstrating competency in this area.
3 credits (Fall)

EDU 380: CLINICAL EXPERIENCE LEVEL 1

Prerequisite: Admission to TEP
Corequisites: EDU 330, EDU 340, EDU 344, EDU 337

Clinical Experience Level 1 requires candidates to spend 8 hours per week in an early elementary setting working with a

cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, duty assignments, preparing instructional materials, etc. This extended time in a school setting provides opportunities to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons. Candidates will be required to arrange two teaching sessions that will be observed and evaluated by the course instructor. These demonstrations must be in two different subject areas and pre-arranged per instructor availability. Placements will be made by the Education Department Head, ensuring that the clinical experience meets the student's degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. All teacher licensure candidates are required to complete all program practicum field experience requirements for licensure. Performance in clinical experiences is evaluated in four ways: 1) recording attendance and adherence to Clinical Experience dress code and participation policies; 2) corresponding with cooperating teachers and campus administrators regarding your performance at the school and your willingness to complete all tasks given to you; 3) teaching demonstrations evaluations; and 4) weekly seminar participation. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These "field experiences" are a key part of our program at all levels, allowing you to see and hear and even smell what real classrooms are like. Candidates will be required to participate in a weekly seminar to discuss their experiences.
2 credits (Spring)

EDU 420: TEACHING AND ASSESSING K-8 MATHEMATICS

Prerequisite: Admission to TEP
Corequisite: EDU 480 Clinical Experience Level 2

Teaching and Assessing K-8 Mathematics focuses on learning theories and teaching strategies for grades K-8. The class is based on the ideas, goals, and recommendations of the National Council of Teachers of Mathematics (NCTM), namely that all children can and do enjoy mathematics, that children earn best by actively exploring and investigating math, and that problem solving, reasoning, and communication are important goals of mathematics teaching and learning. Furthermore, the NCTM Standards are the guide in studying the interrelationship between the process and content strands. In addition, candidates will explore classroom materials, models and technologies appropriate for use with elementary students. Additionally, the class will emphasize implementing the Montana Common Core State Standards in Mathematics. Candidates will explore classroom materials, models, and technologies appropriate and effective in guiding mathematics instruction.
3 credits (Fall)

EDU 430 METHODS: TEACHING AND ASSESSING K-8 SCIENCE
Prerequisite: Admission to TEP
Corequisite: EDU 480 Clinical Experience Level 2
Methods: Teaching and Assessing K-8 Science focuses on topics related to the effective teaching of science in K-8 classroom settings. Candidates will explore teaching methods that are aligned with state and national standards, and are oriented around inquiry-based and collaborative learning. A special focus of this class will be the infusion of culturally responsive science teaching methods and issues, as well as the integration of science learning across various disciplines. Candidates will explore implementation of methods and materials in all areas of science instruction appropriate to the development of the K-8 educator within co-requisite clinical experience.
3 credits (Fall)

EDU 440: TEACHING CREATIVE ARTS
Prerequisite: Admission to the TEP program
Corequisite: EDU 480 Clinical Experience Level 2

Teaching Creative Arts will familiarize candidates with the language of expression particular to visual art, music, dance, and drama and with basic elements of creative arts in elementary education. Classes will provide instruction in theory and teaching practices as well as hands-on experience in classroom creative activities. This course will also address standards in different art disciplines. Native American arts and elements of expression will be emphasized. Participants will create an integrated lesson plan and idea journal (which will include integrated arts and academic activities, strategies and assessment components) for use in their classroom.
3 credits (Spring)

EDU 460 ACTION RESEARCH IN EDUCATION
Prerequisite: Admission to the TEP program
Action Research in Education will allow candidates to explore and apply theory and methodology for conducting classroom based action research through the investigation of a significant question or issue related to teaching in K through 8th grade classrooms. This course serves as the prerequisite and foundation for EDU 495 taken during student teaching in which candidates gather and analyze data as they carry out their research, report results, and develop implications for their future teaching practice and continued action research.
3 credits (Fall)

EDU 480: CLINICAL EXPERIENCE LEVEL 2
Prerequisite: Admission to TEP
Corequisite: EDU 420, EDU 430, EDU 440
Clinical Experience Level 2 requires you to spend 8 hours per week in a grade 4-8 setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, duty assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons.

Placements will be made by the Dean of Education, ensuring that the clinical experience meets the student's degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. All teacher licensure candidates are required to complete all program practicum field experience requirements for licensure. Candidates will be required to arrange three teaching sessions that will be observed and evaluated by the course instructor. These demonstrations must be in three different subject areas and pre-arranged per instructor availability. Placements will be made by the Education Department Head, ensuring that the clinical experience meets the student's degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. Performance in clinical experiences is evaluated in four ways including 1) recording attendance and adherence to Clinical Experience dress code and participation policies; 2) corresponding with cooperating teachers and campus administrators regarding your performance at the school and your willingness to complete all tasks given to you; 3) teaching demonstrations evaluations; and 4) weekly seminar participation. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These "field experiences" are a key part of our program at all levels, allowing you to see and hear and even smell what real classrooms are like.
3 credits (Fall)

EDU 490 STUDENT TEACHING FOR ELEMENTARY EDUCATION
Prerequisite: Permission from Education Department Head
Corequisite: EDU 495
Student Teaching Student Teaching for Elementary Education is a 14-week full-time, off-campus, supervised activity for candidates pursuing K-8 endorsement at a location approved by the Education Department Head.
12 credits (Spring)

EDU 495 REFLECTIVE PRACTICE AND RESEARCH IN EDUCATION
Prerequisite: EDU 460
Corequisite: EDUC 490
Reflective Practice and Research in Education is a capstone course for the Teacher Education Program, and is taken along with student teaching. The course focuses on research and best practices in education with relation to classroom management, student assessment, and other topics important to high quality teaching in elementary education settings. Candidates analyze lessons learned during student teaching, engage in the development of action research, and participate in the development of a professional portfolio.
2 credits (Spring)

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 Spring

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

This course is 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
This course builds on the foundation established in the WRIT 101 course. The intent of the course is to provide students with opportunity to further develop critical thinking through research and written communication. Students will learn skills to gather information in preparation for research writing while adhering to a consistent writing standard of documentation (MLA or APA). The research and writing skills gained from this course will be valuable in a variety of academic and professional settings.
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 (GPHY)

GPHY 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)

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

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

GPHY 310: HUMAN GEOGRAPHY
Prerequisite: WRIT 201
This course introduces the scope and excitement of geography and its relevance to daily lives and roles as informed citizens. This course seeks to convey the richness and breadth of human geography and to give insight into the nature and intellectual challenges of the field of geography itself. Topics discussed in this course are: Themes and Fundamentals of Human Geography, Patterns of Diversity and Unity, Dynamic Patterns of the Space Economy, Landscapes of Functional Organization, and Human Actions and Environmental Impacts.
3 credits (Fall)

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.
3 credits (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 course 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 200: PEER MENTORING PRACTICUM
Prerequisite: none
This course is designed to provide an overview of peer mentoring. Students will be given opportunities to practice the knowledge and skills in an internship setting.
3 credits (Spring)

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 counselors to recognize, identify, listen to, and refer mental health issues. This course has been adapted to meet the needs of the Chippewa/Cree Community.
3 credits (Fall)

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 I

Prerequisite: M 095, ACCUPLACER Placement
This is a pre-service course for students majoring in elementary or early childhood 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.

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

Competed 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: NAS 281
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 tradtional medicinal pratices to heal.
3 credits (Spring)

NAS 283: BISHKANEWIN ISHKODE HEALING THE COMMUNITY
Prerequisite: NAS 282
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.
2 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 (Spring)

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 (On Demand)

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

PHYSICS (PHSX)

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)

PHSX 121: 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 122: FUNDAMENTALS OF PHYSICS II WITH LAB
Prerequisite: PHSX 121
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)

POLITICAL SCIENCE (PSCI)

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)

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 & DELEVOPMENT
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 101: COMMUNICATION & HUMAN RELATIONS IN THE WORKPLACE
Prerequisite: None
Communication & Human Relations in the Workplace will help students understand and improve upon some of the most important skills needed to succeed in a diverse range of modern workplaces. The course provides an in-depth look at the communication cycle and the many dynamics of communication and human relations. These dynamics will be applied to workplace contexts, situations, and scenarios. Students will develop oral communication skills in interpersonal, group, and public settings while improving their public speaking abilities.
3 credits (Fall, Spring)

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 Leadership, Staff, and Faculty

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Dustin Whitford	Member
Voyd St. Pierre	Member
Student Representative	Member

ADMINISTRATIVE PERSONNEL

Cory Sangrey-Billy	President
Gustin Bacon	Facilities Manager
Helen Windy Boy	Dean of Student Services
Tiffany Galbavy	Business Manager
Wanda St. Marks	Personnel
Wilma Tyner	Dean of Academics

Staff

AQUINO, Aaron
*Beginning Rancher and Farmer Project
Coordinator*

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

AZURE, Brenda
Childcare Supervisor

BACON, Barbara
Assessment Coordinator

BACON, Gus
Maintenance Supervisor

BILL, Josette
Daycare Supervisor Assistant

BILLY, Cameron
Athletic Director/Academic Coordinator

SANGREY-BILLY, Cory
President

BRIDWELL, Joy, MSLS
Librarian

GALBAVY, Tiffany
Chief Financial Officer

GARCIA, Paul
Network Systems Administrator

GOPHER, Carrie
NYCP Director

HOULE, Tiffany
Payroll Accounting

JILOT, Marquieta
Student Counselor

JILOT, Tracey
Retention Officer

JONES, Jessie
Institutional Research Analyst

RUSSETTE, Anthony
SAMHSA Coordinator

MORSETTE, Candace
TeePee Fever Grant Manager

OATS, Claudette
Financial Aid Assistant

OATS, Trevor
Custodian

PARISIAN, Gloria
 Office Manager, Student Billing

PARISIAN, Willie
Transportation

PARKER, Helen
Elder on Campus

POTTER, Denise
Receptionist

RUSSETTE, Anthony
*Outreach Specialist SAMHSA, Transformation
Health Care Montana Specialist*

**RUSSETTE, Marvin, BS Criminal Justice, AA
Addiction Studies**
NACTEP Program Coordinator

RUSSETTE, Travis
Custodian

SANGREY, Dennis
Native Youth Community Project School Liaison

SANGREY, Michael, Jr.
NSF TSIP Program Coordinator

SUNCHILD, Jolin
Financial Aid Officer

SCHMOCKEL, Richard
Security

SMALL, Jayde
Accounts Payable

ST. MARKS, Wanda
Personnel/Administrative Assistant

ST. PIERRE, Mary Ruth
Extension Program Director

SUTHERLAND, Susan
Indian Education Professional Development Project Coordinator/Adjunct Faculty Elementary Education

TOP SKY, Mary
Native Youth Community Project School Liaison

TORRES, Gaile
Registrar

TYNER, Wilma
Dean of Academics

VANDEBERG, Gerard
Curriculum Developer

WINDY BOY STAMPER, Helen
Dean of Student Services

Faculty

ARKINSON, Deborah
Business Instructor
Doctor of Business Administration, University of Phoenix, 2016; MBA, University of Phoenix, 2008; B.S. Business Management, Montana State University, Bozeman, MT 2006

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; M.Ed. Vocational Education, Montana State University- Northern, Havre, MT 1996; B.S. Business Education Broadfield, Montana State University- Northern, Havre, MT 1987

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"
Allied Health Instructor
M.A. Education, Pepperdine University, Malibu, CA 1976, B.S. Zoology, Seattle Pacific University, Seattle, WA 1966

HENRY, Shana
Education Department Mentor and Faculty
M.Ed. Curriculum and Instruction, Concordia University, Portland, OR 2019; B. S. Elementary Education, Minor in Reading, Montana State University-Northern, Havre, MT 2017; A. A. Elementary Education, Stone Child College, Box Elder, MT 2014; A. A. Liberal Arts, Stone Child College, Box Elder, MT 2007

JOHNSTONE, 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

LEEDS, Cynthia
Elementary Education Instructor
B.S. Elementary Education, Montana State University-Northern, Havre, MT 1985 Graduated with Departmental Distinction

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