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

### Summer 2014
- Compass Testing…Ongoing
- Pre-Registration…May 5-9, 2014
- Registration…May 27-30, 2014
- First Block Session June 2-13, 2014
- Second Block Session June 16-27, 2014
- Independence Day** Observed
- Third Block Session July 7-18, 2014
- Fall 2014 Pre Registration July 21-25, 2014

### SUMMER 2015
- Compass Testing…Ongoing
- Pre-Registration May 4-8, 2015
- Registration May 26-29, 2015
- First Block Session June 1-12, 2015
- Second Block Session June 15-26, 2015
- Independence Day** Observed
- Third Block Session July 6-17, 2015
- Fall 2015 Pre-Registration…July 21-24, 2015

### Fall 2014
- Compass Testing…Ongoing
- Pre-Registration…July 21-25, 2014
- Orientation…August 25, 2014
- Registration…August 18-26, 2014
- Classes Begin…August 27, 2014
- Labor Day**…September 1, 2014
- Last Day to Add a Class…September 12, 2014
- Native American Day**…Observed
- Mid-terms…October 13-17, 2014
- Veteran’s Day (Observed)**
- Thanksgiving Break**…November 27-28, 2014
- Last Day to Withdraw…December 5, 2014
- Spring 2015 Pre-Registration…December 8-12, 2014
- Finals Week…December 8-12, 2014
- Grades Due in Registrar’s Office…December 15, 2014
- Christmas Break**…Observed

### Fall 2015
- Compass Testing…Ongoing
- Pre-Registration…July 21-24, 2015
- Orientation…August 25, 2015
- Registration…August 17-25, 2015
- Classes Begin…August 26, 2015
- Labor Day**…September 7, 2015
- Last Day to Add a Class…September 18, 2015
- Native American Day**…Observed
- Mid-terms…October 19-23, 2015
- Veteran’s Day (Observed)**
- Thanksgiving Break**…November 26-27, 2015
- Last Day to Withdraw…December 4, 2015
- Spring 2016 Pre-Registration…December 7-11, 2015
- Finals Week…December 7-11, 2015
- Grades Due in Registrar’s Office…December 16, 2015
- Christmas Break**…Observed

### Spring 2015
- Compass Testing…Ongoing
- Pre-Registration…December 10-14, 2014
- Orientation…January 12, 2015
- Registration…January 5-9, 2015
- Classes Begin…January 14, 2015
- Martin Luther King, Jr. Day**…Observed
- Last Day to Add a Class…February 6, 2015
- Mid-terms…March 9-13, 2015
- Spring Break*…TBA
- Easter Break**…Observed
- Chief Rocky Boy’s Birthday (Observed)**…Observed
- Last Day to Withdraw…April 17, 2015
- Summer 2015 Pre-Registration…May 4-8, 2015
- Finals Week…May 4-8, 2015
- Graduation…May 8, 2015
- Grades Due in Registrar’s Office…May 13, 2015

### Spring 2016
- Compass Testing…Ongoing
- Pre-Registration…December 7-11, 2015
- Orientation…January 12, 2016
- Registration…January 5-9, 2016
- Classes Begin…January 13, 2016
- Martin Luther King, Jr. Day**…Observed
- Last Day to Add a Class…January 29, 2016
- Mid-terms…March 7-11, 2016
- Spring Break TBA
- Easter Break*…Observed
- Chief Rocky Boy’s Birthday**…Observed
- Last Day to Withdraw…April 22, 2016
- Summer 2016 Pre-Registration…May 2-6, 2016
- Finals Week…May 2-6, 2016
- Graduation…May 6, 2016
- Grades Due in Registrar’s Office…May 11, 2016

* = SCC Open/No Classes
** = SCC Closed/No Classes
Each student is responsible for knowing the information appearing in this catalog. Failure to read the regulations will not be considered an excuse for noncompliance. Students should consult the Student Handbook for additional information. Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, academic calendar, and other regulations affecting the student body set forth in this catalog are in accordance with information available at the time of publication. Stone Child College reserves the right to change these conditions when necessary. Therefore, this document should not be considered a contract between the student and the institution.

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 or call 425-558-4224, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education (June 2012).

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

Campus Map
The Chippewa Cree Tribe

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

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

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

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

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

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

The Rocky Boy’s Indian Reservation lies in the shadows and scenic area of the Bears Paw Mountains of north-central Montana and includes country of rolling foothills and prairie land. The Rocky Boy’s Indian Reservation is located 30 miles south of the city of Havre, which is a farming and railroad community of approximately 12,000 people. The principal use of lands within the reservation is grazing and dry land farming. There are no light industries or businesses located on the reservation except for small family-owned enterprises. Even though the reservation is isolated from larger metropolitan areas, community residents are avid participants in church, cultural activities, school-related activities, stick games, and attending basketball games. This extreme isolation however, also accounts for the rich cultural heritage continuing on the Rocky Boy’s Indian Reservation. Currently there are 6,842 Chippewa Cree tribal members with 4,053 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 is 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 offices of the President, Dean of Academics, Foundations & Research Department, IT Department and other administrative staff. All classrooms are equipped with computers that are networked together and have internet access.

Sitting Old Woman Center houses the Library, Business Office, Student Services Department and Bookstore. Sitting Old Woman Center is located to the east of the main building and was completed in 2002. 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 arts forms and enhances them with technology.

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

Vision
“Making our dreams happen with academic excellence, culture, and commitment.”

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

Guiding Principles
To provide further specificity to the Mission Statement, the SCC Board of Regents has committed the college to the following principles:
1. SCC will provide Chippewa Cree language, culture and history preservation and promotion to the students and community.
2. SCC will provide tribal organizations with training in staff development, planning, research and other needed services.
3. SCC will provide opportunities for collaborating with other institutions and agencies in furthering the interests of the college and community.
4. SCC will contribute to increased efficiency of programs and student achievement through continual assessment.
5. SCC will provide the students with a life-long learning oriented environment focused on students, leadership and community service.
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 off a federally-recognized tribes within the United States must provide certification of American Indian blood quantum 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 COMPASS 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 COMPASS test. A student admitted on the basis of Ability to Benefit must complete the following conditions:

- **Step1:** Pass a standardized admissions, COMPASS, test that measures the student’s aptitude to successfully complete the course of study. If the student does not meet the cut scores established by the Department of Education, Math: 25, Reading:62, Writing:32
- **Step2:** If the student fails the COMPASS test mentioned in Step 1, they will be required to enroll in college introductory coursework.
- **Step3:** 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 completed 8th grade level).

**Admissions Procedures**

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

- A complete Application for Admission form
- Sign a Drug & Alcohol Compliance Policy
- Submit a completed Declaration of Major Form
- Submit release of information form
- Submit a copy of the Certification of Indian Blood, if applicable
- COMPASS testing. Allow 1 to 2 hours to complete this test.
- Submit proof of immunization against measles, mumps and rubella (2 doses)
- Submit proof of TB skin test results
- A request to have official high school transcripts or GED test results sent to the Admissions/Registrar’s office at least one month before registering.
- Transfer students must request one official copy of their transcripts from previously-attended colleges to be sent directly to the Admissions/Registrar’s office.
- High School graduates, transfer students, and GED students are not eligible for Federal Student Aid until a copy of the High School diploma, transcript, or GED has been received.

All applicants born after January 1st, 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.
A full listing of current tuition, fees, and other college-related expenses is available at either the Admissions/Registrar’s or Business Office and will be posted. The fees listed in this catalog are current at the time of printing. All fees are approved by the Board of Regents of Stone Child College (SCC) and are subject to change any time without notice.

### Tuition and Fees Schedule

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<th>Building Fee</th>
<th>Computer Fee</th>
<th>Activity Fee</th>
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### 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 the 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 $15.00 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 $45.00 per unit. CEUs will not be counted towards financial aid and do not apply towards degree programs.

DEFERMENT
Payments must be made even though 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 regards 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

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

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

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

http://studentaid.ed.gov/PORTALSWebApp/students/english/publications.jsp

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

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

A Federal Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor’s or professional degree. The maximum Pell Grant for the 2014-2015 award year is scheduled to be $5,750 which would be $2,865 per semester. A student can receive two full 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 Pell Grant funds from more than one school at a time. 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:
1. Student must be Federal PELL Eligible.
2. Estimated Family Contribution (EFC) is calculated with students having the lowest EFC given top priority.
3. The student's unmet need is calculated with the highest unmet need 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 work study must make Satisfactory Academic Progress for the semester they are on work study. Students interested in 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 distributed by the Business Office. If you have specific questions regarding charges, distribution of checks, or release processes, please contact the Business Office.

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

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

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

If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. Your school may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition, fees and books. The school needs your permission to use the Post-withdrawal grant 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 fun. If your school is not required to return all of the excess funds, you must return the remaining amount.

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

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any program funds that the school was required to return. If you don’t already know what your school’s refund policy is, you can ask your school for a copy. 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 on the Web 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 Pell Grant funding. Since the maximum amount of 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 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 Pell Grant scheduled awards that you received for each award year. You can log on to the National Student Loan Data System.
Standards of Satisfactory Academic Progress (SAP) for Financial Aid Recipients

Federal regulations require colleges to establish “satisfactory progress” requirements for students receiving federal financial aid. Satisfactory academic progress is defined as progression in a regulated manner toward fulfilling requirements for a college degree or certificate in a program of study. Successful completion of classes means passing grades must be earned. Grades of F, W, I and N do not count towards successful completion. It is the student’s responsibility to find out more about student rights and the responsibilities of the institution. This information can be obtained from the Financial Aid Officer.

Federal law requires that financial aid recipients are making satisfactory progress in a course of study which leads to a degree, certificate, or transfer program. The following standards describe the minimum eligibility requirements for federal financial aid.

1. Stone Child College offers 61-68 credit hour, 2-year degree programs and 17-38 credit hour 1-year certificate programs.
2. A minimum cumulative grade point average of 2.0 must be maintained. A requirement for graduation at Stone Child College is that a student completes at least 64-68 credits with a cumulative grade point average of 2.0. All final Stone Child College grades in the students’ program of study will be considered in computing GPA.
3. Also, students must have a cumulative completion rate of 67% for all attempted credits. This means that 67% is the minimum percentage of credit hours to be earned/completed each semester in order for the student to graduate within the maximum time frame.
4. SAP is measured at the end of every semester.
5. Students can repeat courses up to three times and still receive financial aid for the courses. They are considered attempted credit hours.

Financial Aid Grade Point Average Requirements

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

Exceptions/Appeals

Under special circumstances, financial aid probation and suspension may be waived. These circumstances will include but are not limited to: injury to student, illness of the student, death on an immediate family member, or in a case of undue hardship. The student must present written evidence or documentation showing why an exception is requested. Decisions will be made by the Financial Officer. The Financial Aid Officer’s decision may be appealed to the Dean of Student Services at the student’s discretion. The Dean of Student Services decisions are final.

Verification Policy

1. If an asterisk is placed next to the student’s Estimated Family Contribution (EFC) number on their Student Aid Report, the student will have to submit the verification form with the needed documents. Documents can include; a copy of their tax forms from the preceding year, income verification from their employers, and/or documents from Social Services/Human Resources.
2. The student will also be notified of all responsibilities, deadlines and consequences of failing to complete any required action. A copy of this letter will be in the student’s financial aid file.
3. If students do not submit their necessary verification forms with the accompanying documents, they will not be eligible to receive Title IV (Federal PELL Grant) funds for that semester.

4. If there are discrepancies with the already processed application and the income verification documents submitted, changes will be made accordingly with the updated ISIR’s. If the Financial Aid Officer becomes aware that a student has misrepresented facts on the student’s financial aid application, or has committed forgery or fraud, an appointment with the student and/or the parent(s) must be made. If fraud is established, the case must be referred to the Dean of Student Services, and if necessary, referral will be made to the U.S. Department of Education Inspector General. The student will not be eligible for further financial aid at SCC. Arrangements for repayment of any over award must be made with the Financial Aid Officer in conjunction with the Business Manager before further disbursements can be made.

**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.

- You have the responsibility to keep copies of all correspondence regarding your financial aid, whether it is from the Financial Aid Office and 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 progress.

**ADDITIONAL INFORMATION**

Our goal is to provide information for you the student, to enable you to meet your educational objectives and longer 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 which is located in the Kennewash building. Office hours are 8:00 a.m. to 4:30 p.m. Monday thru Thursday and 8:00 a.m. to 3:00 p.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.
Message from the Dean of Student Services:
“Welcome to Stone Child College. Student Services provides a variety of services to the students at Stone Child College, such as tutoring/mentoring programs, library services, recruitment and retention activities, financial aid assistance, and registration/admission services. Student Services staff members are wholly committed to providing these services to the students and are readily available to assist students.

It is the goal of Student Services to recruit and retain students and to make the transition from high school to college a smooth and easy process. Traditional and non-traditional students are encouraged to attend Stone Child College and participate in classroom activities as well as extra-curricular activities. Stone Child College is a community and family-orientated tribal college and all students are encouraged to learn about the Chippewa Cree traditions and culture taught in the classrooms.

It is the mission of Stone Child College to provide an opportunity for personal development through education, cultural and community activities, and we at Stone Child College have committed ourselves to accomplishing this task. I encourage all students to study, stay in college, and graduate from Stone Child College.”

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

Student Support Services offers a wide variety of educational services such as COMPASS Testing, Computer-aided services, tutoring/mentoring, library services, career information, cultural enrichment activities, and life skills for ass 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:

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

All students participating must meet or maintain academic requirements of 9 or more credits and a 2.00 GPA or higher and must 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 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.
CAFETERIA
SCC contracts with an independent contractor to provide food services. Students and staff are allowed to make charges and repay through payroll deductions. The cafeteria is located behind the Old Sitting Woman Center and has regular business hours, which are posted on the door.

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, study skills, and may want a general introduction to unfamiliar disciplines.

COMPASS TESTING
Compass testing is required for all freshman students, first-time students, Ability to benefit students and those students requesting the test. Compass 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.

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:

1. Assistance in identifying and understanding their problems.
2. Referral to community counseling resources available.
3. Skills necessary to manage personal challenges including fear, anxiety, substance abuse, and relationships.
4. Drug and alcohol counseling and referral.
5. Career counseling, with EEO coordinator.

DAYCARE (406-395-5117/406-395-5919)
SCC provides a daycare facility that is for students, staff and community members on the Rocky Boy Indian Reservation. Daycare is offered for children between the ages of 0-13. SCC students are given preference for daycare services at no cost. Staff and community members can apply for their children to attend and pay an hourly rate for daycare services. Daycare policies and procedures handbook and applications are available at the daycare facility.

LIBRARY
The library provides learning and information resources which support the mission and goals of SCC. The library has the following academic goals:

1. To provide reference and research materials for student and faculty that supports the curriculum and educational programs at SCC.
2. To assist students in developing and applying college level research skills.
3. To provide resource sharing with other public libraries and tribal college libraries.
4. 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.
5. To provide state-of-the-art library services by integrating technology with on-line databases and Internet resources.
6. 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 the library materials borrowed from the library. Those students that withdraw must obtain clearance from the library stating that they do not have any outstanding library materials.

The library has access to CD-ROM databases, on-line databases, and the Internet. Students can use these resources for information retrieval.
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 his/her program counselor or academic advisor. Placement assistance will include, but not be limited to:
1. Assistance with letters of application, resumes, application forms, and letters of recommendation.
2. Mock interviews and assistance with arranging interviews with prospective employers.
3. Job search throughout the community, on-line and throughout the United States.
4. Information concerning employment opportunities with local, state and federal agencies.

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

Academic Information
The academic catalog contains all the necessary information regarding academic regulations, specific registration instructions, and 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.” The Family Educational Rights and Privacy act of 1974, 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, to officials of other institutions where students seek enrollment, to persons or organizations providing students with financial aid, to accrediting agencies, and to persons in compliance with a judicial order, and to 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 to include the following: 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 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. Students may not inspect and review the following as outlined by the Act: 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. Students’ 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 students of the date, place, and time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' 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 with the education records statements commenting on the information in the 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 2.00 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. Complete an Exit Evaluation Survey in related field of study completed 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 also 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 will be charged $3.00 per copy after the first copy is issued. To expedite services, an additional $3.00 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, all students 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:


**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 through the setting of standards of scholarship and conduct and through the regulations of the use of its instructional facilities. The following areas of misconduct are subject to disciplinary action:
1. All forms of dishonesty including cheating, plagiarism, and knowingly furnishing false information to the college, forgery, alteration or use of SCC documents as instruments of identifications 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 a SCC sponsored event.
4. Theft of or damage to SCC property or property of a Rocky Boy community member on college premises.
5. Failure to comply with directions of SCC officials acting in performance of their duties.
6. Violation of published SCC regulations including those relating to entry and use of institutional facilities, the rules of this code of conduct and any other regulations which may be enacted.
7. Use of alcohol or drugs on campus or appearing on campus under the influence as demonstrated by impaired appropriate conduct.
8. Computer theft or abuse of computers.

The following are steps that a person must follow to report an incident:
1. A charge is filed with the CSO within 7 days of the incident.
2. The CSO makes 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 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 his/her own choosing from within SCC. Any party to the proceedings may request the privilege of presenting witnesses subject to the right of cross examination by the other parties. Production of records and other exhibits may be required and a record will be kept of the proceedings.

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

In 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 a the SCC Grievance Committee, all decisions made by the committee are final.

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

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

SCC maintains an open campus. Instructors regulate access to their offices, the classrooms and laboratories.
III. A statement of current policies concerning campus law enforcement, including:
(a) the enforcement authority of security personnel, including their working relationship with federal, state and local police agencies; and
(b) policy which encourages accurate and prompt reporting of all crimes to the campus police and the appropriate police agencies.

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

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

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

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 are available, of the following criminal offenses reported to campus security authorities or local police agencies:

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

Programs presented to staff and faculty have the most recent statistics on reportable crimes on campus and the surrounding area. Statistics are represented on incidents of a more minor nature, such as; petty theft and campus accidents. The institution will prepare an annual report on campus crimes and incidents which will cover the preceding two years for which information is available. See “Student Right to Know,” section 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 do 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, see “Student Right to Know,” section. 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 and 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 programs 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 participate in a college sponsored activity may be placed on probation, be suspended, or be expelled from further attendance at SCC.

A "controlled substance" is defined in 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 might 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: http://www.doj.mt.gov/svor.

STUDENT GOVERNMENT

The Student Government, made up of elected student officers and an advisor, 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:
1. Serve as a voice for the students.
2. Help the student officers develop leadership skills.
3. Act as liaison between students, faculty, staff, and Board of Regents.
4. 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 Computerized Adaptive Placement, Assessment, and Support System (COMPASS). Tests given through this service include Math and English tests, and a Career Interest Inventory test is administered by the EEO Counselor.

TRANSPORTATION

Transportation is provided for all students on the Rocky Boy 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 SCHOLARSHIP 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 1st of each academic year. The second deadline date is June 30th of each academic year and all supporting documents must be completed. Student selection for the higher education program is done the SCC Board of Regents meeting held in July of each academic year.

TUTORING
Tutoring services include individual, group, and peer tutoring 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. A student is either Present or Absent for class. Your instructors will mark you for whichever applies.
2. To be counted present for the class missed, the following apply:
   * PRIOR notice must be given to the instructors if you know you are not going to be in class.
   * ALL work must be completed and submitted to the instructors up to the day you will be absent.
   * Work not submitted will not be considered.
3. Written medical, emergency, cultural absence must be submitted to the attendance office for program use only.
4. No last minute notices to instructors will be allowed. Revert to #3 for program attendance.

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.
5. Provide tutoring/mentoring referral.

Computer Use Policy
The SCC computer policies include but are not limited to following:
1. Theft and/or abuse of computers (software or hardware), computer capabilities and/or changing control panel settings.
2. Unauthorized use of computing facilities to interfere with the work of another student, faculty or staff.
3. Use of computing facilities to send harassing or abusive messages.
4. Use of Internet for pornography in any form.
5. Unauthorized file transfer.
6. Unauthorized downloading of music, movies, or otherwise restricted information is prohibited.
7. Intentional modification or destruction of college files.

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

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

Course Challenges
Students may request to receive credit for a course by special examination. Procedures and general guidelines for course challenges are as follows:
1. A student who requests to challenge a course must complete challenge requirements before the last day to add. Prerequisites apply for all courses taken on a challenge basis. Some courses are not challengeable and challenged courses must also 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. Suspension can 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 obligations 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 the 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 the 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 bring complaint and has 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 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 the 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 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 this decision, 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 still not satisfied with this decision, 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 still not satisfied with this decision, 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 final decisions.

If the objection concerns anything else, such as rules, financial aid (other than Federal PELL Grant), policies start with:
1. Your advisor or coordinator; do this verbally within five (5) days and if not satisfied with the decision, see #2.
2. The Dean of Student Services; do this in writing within five (5) days of decision by the advisor. The Dean of Students will respond in writing within five (5) working days. If still not satisfied with this decision, 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 still not satisfied with this decision, 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 final decisions.

**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 needing assistance with note-taking, reading, taping, or access to classrooms should contact the Student Services office.

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.

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 disables students; however, all attempts will be made to accommodate the needs of the disabled student/students on campus.

**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 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 four 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.
1. 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.
2. Theft or damage to college property or property of any student, or staff member, or any visitor to the campus.
3. Obstruction or disruption of teaching, research, administration, or other college activities, including its public service functions and other authorized activities.
4. Dishonesty, such as knowingly furnishing false information to SCC.
5. Forgery, alteration, or misuse of college or personal identification records.
6. Failure to comply with directions of college officials acting in the performance of their duties.
7. The possession or use of illegal drugs on campus.
8. Violation of the SCC’s drug and alcohol policy.
9. Creating, maintaining, or participation 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.
10. Destroying, altering or damaging college data.
11. Computer theft or computer abuse.

Waiver of Regulations
Rules and regulations in this catalog have been adopted jointly by the faculty, administration, and Board of Regents and are subject to modification and revision by them. If a student feels that extenuating circumstances might justify the waiver of a college regulation he/she 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.


Audit

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 $2.00 per credit hour fee, plus a $35.00 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 9:00 a.m. to 7:00 p.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 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 above grades is received. Instructors make the final determination on all grades.

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

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 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B - Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C - Average</td>
<td>2</td>
</tr>
</tbody>
</table>
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 3.00 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 3.00 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 3.50 to 4.00 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 toward a SCC. However, courses that satisfy the requirements of a degree program cannot be taken on a pass/fail basis. Students must register for a pass/fail course before the last day to add. Exceptions for extreme circumstances may be made at the discretion of the Dean of Academics. Prerequisites apply to all courses taken on the pass/fail basis.

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

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

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

**Academic Suspension**

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

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

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

**Semester**

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

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

Cory Sangrey-Billy
Dean of Academics

Degrees, Majors and Certificate Programs

ASSOCIATE OF ARTS DEGREE PROGRAMS
General Studies
- Health Promotion Option
- Health Care Administration Option
- Liberal Arts Option
- Math Option
- Natural Resource Studies Option
  - Natural Resource/Geospatial Technology Concentration
  - Water Quality Concentration
- Native American Studies Option
- Studio Art Option
- Teacher Education Option
  - Elementary Education Concentration
  - Early Childhood Education Concentration
  - Health & Physical Education Concentration

Human Services
- Addiction Studies Option
- Rural Behavioral Health Option

ASSOCIATE OF SCIENCE DEGREE PROGRAMS
Applied Science
- General Science Option
- Allied Health Option

Business
- Hospitality Option
- General Business Option
- Office Administration Option

Computer Science
- Information Systems Option

CERTIFICATE PROGRAMS
- Accounting/Information Management - 1 Year
- Building Trades - 1 Year/2 Year
- Rural Health Certificate - 1 Year
- Hospitality/Customer Relations – 1 Year
- Pre-Engineering - 1 Year
- Pre-Nursing - 1 Year
- Certified Nursing Assistant-1 Semester
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

<table>
<thead>
<tr>
<th>Department</th>
<th>#</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>ART 125</td>
<td>Freehand Drawing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ART 130</td>
<td>Studio Art</td>
<td>3</td>
</tr>
<tr>
<td>ART</td>
<td>WRIT 075</td>
<td>Building Vocabulary Skills</td>
<td>1</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>ENGL 012</td>
<td>Reading I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENGL 013</td>
<td>Reading II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>WRIT 100</td>
<td>Intro to English Composition</td>
<td>3</td>
</tr>
<tr>
<td>GENERAL STUDIES</td>
<td>GS 100</td>
<td>Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>HUM 100</td>
<td>Intro to Humanities</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>M 059</td>
<td>Math Fundamentals I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M 060</td>
<td>Math Fundamentals II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M 061</td>
<td>Basic Mathematics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M 081</td>
<td>Beginning Algebra I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M 082</td>
<td>Beginning Algebra II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M 090</td>
<td>Introductory Algebra</td>
<td>1</td>
</tr>
<tr>
<td>OFFICE ADMINISTRATION</td>
<td>OFAD 100</td>
<td>Keyboarding I</td>
<td>3</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>PSYX 106</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>ESCI 100</td>
<td>Environmental Measurements</td>
<td>3</td>
</tr>
</tbody>
</table>
**PHILOSOPHY:**
The General Education coursework is designed to provide a common educational foundation and help preserve and build appreciation of the history, language, and culture of the Chippewa Cree people.

**LEARNER OUTCOMES:**
Students will:
1. Demonstrate the fundamental skills of written communication
2. Develop the skills of oral communication
3. Demonstrate the fundamental skills of computation
4. Exhibit the fundamental skills of scientific inquiry
5. Examine Native American history and culture
6. Apply appropriate computer skills across curriculum.

**ASSOCIATE DEGREE GENERAL EDUCATION COURSE OPTIONS:**

<table>
<thead>
<tr>
<th>Department</th>
<th>#</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT</td>
<td>101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>WRIT</td>
<td>201</td>
<td>College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>COMX</td>
<td>111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPP</td>
<td>120</td>
<td>Intro to Computers</td>
<td>3</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td>110</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS</td>
<td>110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAS</td>
<td>101</td>
<td>History of Indians in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>201</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>213</td>
<td>Chippewa and Cree Religion &amp; Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>220</td>
<td>Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>NAS</td>
<td>262</td>
<td>Contemporary Issues in American Indian Life</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
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<td></td>
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<tr>
<td>NASX</td>
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<tr>
<td>NASX</td>
<td>105</td>
<td>Cree Language II</td>
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<tr>
<td>NASX</td>
<td>115</td>
<td>Chippewa Language I</td>
<td>3</td>
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<td>MATHEMATICS</td>
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<tr>
<td>M</td>
<td>121</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>M</td>
<td>145</td>
<td>Mathematics for Liberal Arts</td>
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<tr>
<td>NATURAL SCIENCES</td>
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<tr>
<td>BIOS</td>
<td>101</td>
<td>General Biology with Lab</td>
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<tr>
<td>BIOS</td>
<td>110</td>
<td>Intro to Zoology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOS</td>
<td>114</td>
<td>Intro to Botany with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOH</td>
<td>101</td>
<td>Found. Of Human Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOS</td>
<td>190</td>
<td>Ethnobotany with Lab</td>
<td>4</td>
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<tr>
<td>BIOS</td>
<td>200</td>
<td>General Ecology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY</td>
<td>141/142</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY</td>
<td>143/144</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY</td>
<td>200</td>
<td>Biological Chemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESCI</td>
<td>150</td>
<td>Atmospheric Science with Lab</td>
<td>4</td>
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<tr>
<td>ESCI</td>
<td>210</td>
<td>Intro to Soil Science with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHSX</td>
<td>205N</td>
<td>Fundamentals of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSX</td>
<td>206N</td>
<td>Fundamentals of Physics I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS</td>
<td>120</td>
<td>Foundation of Physical Science with Lab</td>
<td>4</td>
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<tr>
<td>SOCIAL SCIENCE</td>
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<tr>
<td>PSYX</td>
<td>106</td>
<td>Applied Psychology</td>
<td>3</td>
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<tr>
<td>PSYX</td>
<td>100</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL GENERAL EDUCATION CREDITS** 34-35
**AA General Studies – Health Promotion Option**

**PHILOSOPHY:**
The Health Promotion program at Stone Child College prepares students for a career in the health care profession with the capabilities to implement programs in disease prevention and wellness programs in the health care system. Students can also continue their education and enter a baccalaureate degree program in the area of Health Promotion.

The Health Promotion program is dedicated to providing authentic learning opportunities for students interested in working in the health and fitness field. The program is established to provide students with a background in the health, fitness and business fields.

**EXPECTED LEARNER OUTCOMES:**
Students will:
1. Describe the purpose, role and scope of disease and wellness programs.
2. Demonstrate the fundamental skills of college level writing.
3. Demonstrate oral communication, both public speaking and small group work.
4. Recognize and interpret Chippewa-Cree culture, language(s), and history.
5. Build knowledge of current health issues.

**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.

<table>
<thead>
<tr>
<th><strong>GENERAL EDUCATION</strong></th>
<th>34 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Natural Sciences: BIOS 101: General Biology (4 credits) or BIOH 101: Found of Human Biology (3 credits) BIOH 102: Found of Human Biology Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>General Education Social Science: SOCI 100: Intro to Sociology (3 credits)</td>
<td></td>
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<thead>
<tr>
<th><strong>PROFESSIONAL CORE</strong></th>
<th>13 CREDITS</th>
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<tbody>
<tr>
<td>Health/Physical Education Required Courses:</td>
<td></td>
</tr>
<tr>
<td>HPE115: First Aid and CPR (2 credits), HPE 120: Nutrition (2 credits) HPE 233: Foundations of Health and Physical Education (2 credits), HPE 274: Personal and Community Health (3 credits), HPE 285: Principles of Health and Wellness (3 credits), HPE +100 (1 credit)</td>
<td></td>
</tr>
<tr>
<td>Select one of the three options:</td>
<td></td>
</tr>
<tr>
<td>Education and Human Services (12 credits)</td>
<td>12/13 CREDITS</td>
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<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Pre-Professional option courses (13 credits):</td>
<td></td>
</tr>
<tr>
<td>STAT 216: Statistics(4 credits), CHMY 141/142: Intro to General Chemistry/Lab (4 credits)</td>
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<tr>
<td>Business (12 credits)</td>
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</table>

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<thead>
<tr>
<th><strong>TOTAL CREDIT REQUIREMENTS</strong></th>
<th>59/60 CREDITS</th>
</tr>
</thead>
</table>
**AA General Studies – Liberal Arts Option**

**PHILOSOPHY:**
The Liberal Arts program at Stone Child College nourishes the student's interest and literacy in communications, cross-cultural humanities, natural sciences, fine arts, and social sciences. The program offers a quality educational base to the Rocky Boy community, either as a 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 program 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.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>General Education Mathematics: M 121 College Algebra or M 145 Math for Liberal Arts</td>
<td>34 CREDITS</td>
</tr>
<tr>
<td><strong>PROFESSIONAL CORE</strong></td>
<td></td>
</tr>
<tr>
<td>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 (12 credits)</td>
<td>27 CREDITS</td>
</tr>
<tr>
<td>SOCIAL SCIENCES - Courses must be selected from at least two of the following areas: AD, HS, BUS, GS, HIST, NAS (social science or politics emphasis), PSYX, or SOCI (9 credits)</td>
<td></td>
</tr>
<tr>
<td>HUM 290: Liberal Arts Capstone (3 credits)</td>
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<tr>
<td>TOTAL CREDIT REQUIREMENTS</td>
<td>61 CREDITS</td>
</tr>
</tbody>
</table>
PHILOSOPHY:
The mathematics program 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 with require algebra, geometry, calculus, statistics, or 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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>35 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: M 145: Math for Liberal Arts (4 credits)</td>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>28 CREDITS</th>
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<tbody>
<tr>
<td>CSCI 110: Visual Basic (3 credits)</td>
<td></td>
</tr>
<tr>
<td>M 121: College Algebra (3 credits)</td>
<td></td>
</tr>
<tr>
<td>M 151: Pre-calculus (3 credits)</td>
<td></td>
</tr>
<tr>
<td>M171: Calculus I (5 credits)</td>
<td></td>
</tr>
<tr>
<td>STAT 216: Intro to Statistics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>M 172: Calculus II (5 credits)</td>
<td></td>
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<tr>
<td>Electives (3 credits)</td>
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<tr>
<td>M 290: Mathematics Capstone (3 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL CREDIT REQUIREMENTS</th>
<th>63 Credits</th>
</tr>
</thead>
</table>
PHILOSOPHY:
The Natural Resources curriculum provides students who are passionate and curious about the natural world training and knowledge that will (1) Prepare graduates to obtain employment in tribal Natural Resource programs, (2) 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 solid Intro to geospatial technology.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Demonstrate an understanding of the principles of gravitation as well as how gravitation applies in the deployment of satellite systems used by Natural Resource Managers.
2. Demonstrate an understanding of Electromagnetic radiation and describe the role Electromagnetic radiation plays in GPS and Geospatial technology.
3. Demonstrate skill in the use of Dimensional Analysis to solve problems in Chemistry and Physics.
4. Describe photosynthesis on the physical, chemical, biological, and geospatial levels.
5. Perform physical and chemical experiments where data is: collected, summarized, and analyzed. Then, draw conclusions from the experimental data.
6. Know the basic Geographical and Information Systems concepts underlying Geographic Information Systems.
7. Perform spatial Joins, Queries, and Geo-processing and Editing of map objects using GIS.
8. Know the theoretical principles underlying GPS systems.
9. Know how to use GPS systems to acquire geographic data and perform necessary data procession steps necessary to use GPS generated data in a GIS.
10. Perform all steps of a GIS project from inception to presentation of results using presentation software.
**COURSE REQUIREMENTS:**
Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>General Education Natural Sciences: BIOS 101: General Biology (4 credits)</td>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
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</thead>
<tbody>
<tr>
<td>CHMY 141: General Chemistry I (3 credits)</td>
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<tr>
<td>CHMY 142: General Chemistry I Lab (1 credit)</td>
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</tr>
<tr>
<td>CHMY 143: General Chemistry II (3 credits)</td>
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</tr>
<tr>
<td>CHMY 144: General Chemistry II Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>NR 131: Geographic Information Systems I (3 credits)</td>
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<tr>
<td>NR 201: Geographic Information Systems II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NR 220: GPS Principles and Practices (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NR 290: Natural Resource/Geospatial Technology Capstone (3 credits)</td>
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<tr>
<td>PHSX 205N: Fundamentals of Physics I (3 credits)</td>
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<td>PHSX 206N: Fundamental of Physics I Lab (1 credit)</td>
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<td>PHSX 207N: Fundamentals of Physics II (3 credits)</td>
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<td>PHSX 208N: Fundamental of Physics II Lab (1 credit)</td>
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<tr>
<td>Electives* (6 credits)</td>
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**TOTAL CREDIT REQUIREMENTS**

<table>
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<tr>
<th>68 CREDITS</th>
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*Electives select from the following list of courses:
- BIOS 114: Intro 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 (1 credit)
- CSCI 150: Intro to AUTOCAD (3 credits)
- ENGI 120: Surveying I (3 credits)
- ESCI 100: Environmental Measurement (3 credits)
- ESCI 150: Atmospheric Science (4 credits)
- ESCI 210: Intro to Soil Science (4 credits)
- M 151: Precalculus (3 credits)
- M 171: Calculus I (3 credits)
- STAT 216: Intro to Statistics (3 credits)
**PHILOSOPHY:**
The Water Quality Option provides students who are passionate and curious about the natural world training and knowledge that will provide the entry level skills and opportunities to continue with their education in the areas of forestry, fish and wildlife management, water quality, biology, soil and/or range conservation. Students will learn in the areas of natural resources, environmental issues and traditional culture values.

**EXPECTED LEARNER OUTCOMES:**
Students will:
1. Develop a knowledge-base sufficient to prepare graduates to obtain employment in tribal Water Quality programs.
2. Develop a knowledge-base sufficient to provide the relevant educational foundation for transfer to and succeed in a four-year Water Quality program.
3. Increase their understanding of the chemical principles underlying water quality.
4. Use Geographical Information Systems.
5. Use and knowledge of water quality standards, laws and policies.
6. Develop knowledge of the economics of surface and subsurface water flow, quality and potential flow patterns.
7. Use of instruments relating to water quality analysis.

**COURSE REQUIREMENTS:**
Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>38 CREDITS</th>
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<tbody>
<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits)</td>
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</tr>
<tr>
<td>General Education Natural Sciences: CHMY 141: College Chemistry I (3 credits)</td>
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</tr>
<tr>
<td>and CHMY 142: College Chemistry I Lab (1 credit) and BIOS 101: General Biology</td>
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<tr>
<td>with Lab (4 credits)</td>
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<tr>
<th>PROFESSIONAL CORE</th>
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<tr>
<td>BIOH 120: Elementary Microbiology(3 credits)</td>
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<tr>
<td>BIOH 121: Elementary Microbiology Lab (1 credit)</td>
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</tr>
<tr>
<td>CHMY 143: College Chemistry II (3 credits)</td>
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<tr>
<td>CHMY 144: College Chemistry II Lab (1 credit)</td>
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<tr>
<td>ESCI 150: Atmospheric Science with Lab (4 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 115: First Aid and CPR (2 credits)</td>
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<tr>
<td>STAT 216: Intro to Statistics (3 credits) or M 151: Pre-calculus (3 credits)</td>
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<tr>
<td>NR 120: Intro to Water and Wastewater (4 credits)</td>
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<tr>
<td>NR 125: Intro to Groundwater (3 credits)</td>
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</table>

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<thead>
<tr>
<th>TOTAL CREDIT REQUIREMENTS</th>
<th>62 CREDITS</th>
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</table>
**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.

**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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Humanities: HUM 213: Chippewa and Cree Religion &amp; Philosophy (3 credits)</td>
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<tr>
<td>General Education Social Science: PSYX 100: Intro to Psychology (3 credits)</td>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
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<tbody>
<tr>
<td>NAS 253: History of Tribal Government or Rocky Boy (3 credits) or PSYX 265: Social Psychology (3 credits)</td>
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</tr>
<tr>
<td>HUM 140: Storytelling (3 credits)</td>
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</tr>
<tr>
<td>NAS 145: Chippewa Cree History and Culture (3 credits)</td>
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</tr>
<tr>
<td>NAS 166: Musical Heritage of Rocky Boy Reservation (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NAS 255: Indian Law (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NAS 290: Native American Studies Capstone (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NASX 105: Cree Language II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES – Courses must be taken from HIST, NAS, GEOG, PSYX, HS, ECNS, GS, and SOCI (6 credits)</td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCES – Courses must be taken from PHYS, PHSX, ESCI, CAPP, CHMY, BIOH, BIOS, CSCI, and MATH (3 credits)</td>
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<thead>
<tr>
<th>TOTAL CREDIT REQUIREMENTS</th>
<th>64 CREDITS</th>
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</table>
**AA General Studies – Studio Art Option**

**PHILOSOPHY:**
The Studio Art Option is an associate degree program committed to the development of accomplished visual artists who are rooted in Northern Plains Native American cultural life, especially in the culture of the Chippewa-Cree. The program is designed to prepare students to be basically skilled and disciplined in both contemporary and traditional art media, to be effective in writing and critical thinking, and to be prepared either to pursue art professionally or to transfer to a four year program for continued intensive development as artists.

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 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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>General Education Fine Arts: ART 110: Art Appreciation (3 credits)</td>
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<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits)</td>
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</tr>
<tr>
<td><strong>PROFESSIONAL CORE</strong></td>
<td>30 CREDITS</td>
</tr>
<tr>
<td>ART 201: Native American Art History (3 credits)</td>
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<tr>
<td>ART 121: Intro to Painting (3 credits)</td>
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<tr>
<td>ART 111: Intro to Drawing I (3 credits)</td>
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<tr>
<td>ART 106: 2-Dimensional Design (3 credits)</td>
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<tr>
<td>ART 150: Intro to Beading (3 credits)</td>
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<tr>
<td>LIT 115: Intro to Literature (3 credits)</td>
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<tr>
<td>ART 290: Art Capstone (3 credits)</td>
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<tr>
<td>Electives (9 credits)</td>
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<tr>
<td><strong>TOTAL CREDIT REQUIREMENTS</strong></td>
<td>64 CREDITS</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Electives:</td>
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<tr>
<td>NASX 100 Cree Language II (3 credits)</td>
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<tr>
<td>ART 211 Drawing I (3 credits)</td>
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<tr>
<td>ART 221 Painting I (3 credits)</td>
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<tr>
<td>ART 255 Painting II (3 credits)</td>
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<tr>
<td>ART 250 Beading II (3 credits)</td>
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<tr>
<td>ART 215 Ceramics (3 credits)</td>
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<tr>
<td>ART 160 Matte Making (3 credits)</td>
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</table>
**PHILOSOPHY:**
The Teacher Education program at Stone Child College provides students the opportunity to receive formal instruction in a variety of courses and academic disciplines leading to completion of both the General Education and Professional Core program requirements. The Teacher Education program is intended to introduce students to the basic concepts of academic instruction, classroom organization, classroom preparation, and teaching and learning strategies.

The Teacher Education program has been designed specifically to 1) meet the needs of students seeking a degree as a para-educator; to become a teacher’s aide or classroom assistant or 2) provide a preliminary education experience that will transfer to a baccalaureate degree teacher education program.

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

The teacher education program has a current articulation with MSU-Northern ensuring that students can transfer knowing they are well-prepared to succeed and that all courses required at SCC will be accepted at MSU-Northern.

**EXPECTED LEARNER OUTCOMES:**
Students will:
1. Perform communication skills needed in the school environment.
2. Incorporate Chippewa and Cree language, history, and culture into lesson plans.
3. Demonstrate mathematical skills used in the elementary school environment.
4. Describe the purpose, role, and scope of K-12 education in the U.S.
5. Identify educational learning theories and understand how they apply to student learning.
6. Recognize the physical, cognitive, and social-emotional stages of development of children and adolescents.
7. Value concepts of good health and wellness important in the teaching profession.
8. Demonstrate the principles of general biology.
9. Investigate the principles of physical science.
10. Apply technology used in the teaching profession.
COURSE REQUIREMENTS:
Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in the appropriate sections with these specific courses required for completion of General Education.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>PROFESSIONAL CORE</th>
<th>TOTAL CREDIT REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110: Art Appreciation (3 credits) or MUS 110: Music Appreciation (3 credits)</td>
<td>EDU 200: Intro to Education (3 credits)</td>
<td>38 CREDITS</td>
</tr>
<tr>
<td>BIOS 101: General Biology with Lab (4 credits)</td>
<td>EDU 220: Human Growth &amp; Child Development (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CAPP 120: Intro to Computers (3 credits)</td>
<td>EDU 225: Intro to Educational Psychology (3 credits)</td>
<td>28 CREDITS</td>
</tr>
<tr>
<td>WRIT 101: College Writing I (3 credits)</td>
<td>EDU 270: Instructional Technology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>WRIT 201: College Writing II (3 credits)</td>
<td>HIST 150: US History (3 credits)</td>
<td></td>
</tr>
<tr>
<td>LIT 115: Intro to Literature (3 credits)</td>
<td>HPE 285: Principles of Health and Wellness (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HUM:Humanities 200+ (3 credits)</td>
<td>PSCI 210: American Government (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HUM 213: CC Religion and Philosophy or HUM 220: Cultural Anthropology or NAS 262: Contemporary Issues in American Indian Life</td>
<td>M 121: College Algebra (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NAS 101: History of Indians in U.S. (3 credits)</td>
<td>M 130: Mathematics for Elementary Teachers I (4 credits)</td>
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<tr>
<td>NASX 100: Cree Language I (3 credits) or NASX 115: Chippewa Language I (3 credits)</td>
<td></td>
<td>66 CREDITS</td>
</tr>
<tr>
<td>PHYS 120: Foundations of Physical Science (4 credits)</td>
<td></td>
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</tbody>
</table>
AA General Studies – Teacher Education Option

Early Childhood Education

PHILOSOPHY:
The Early Childhood program is designed to provide basic education in areas needed to meet the requirements for educating children ages birth through five. Students will learn to create a child centered environment which encourages cooperation and collaboration among children and their families and the Education Team.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Promote child development and learning by knowing young children’s needs and understanding the multiple influences on development and learning.
2. Build participation of families and communities in the learning and development of children.
3. Understand and apply theory regarding various topics in early children education.
4. Demonstrate how to set-up and maintain a healthy, safe environment.
5. Build meaningful curriculum using knowledge and resources to design and implement problem-solving creative, academic and social competence.

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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>35 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: M 145: Mathematics for Liberal Arts (4 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Social Sciences: PSYX 100: Intro to Psychology (3 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>30 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD 160: Family Group Dynamics (3 credits)</td>
<td></td>
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<tr>
<td>EDU 225: Intro to Educational Psychology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 220: Human Growth &amp; Child Development (3 credits)</td>
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</tr>
<tr>
<td>EDEC 100: Intro to Early Childhood (3 credits)</td>
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<tr>
<td>EDEC 105: Early Childhood Program Management (3 credits)</td>
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<tr>
<td>EDEC 107: Educating the Exceptional Child (3 credits)</td>
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<tr>
<td>EDEC 195: Field Experience in Early Childhood (3 credits)</td>
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<tr>
<td>EDEC 220: Early Childhood Curriculum &amp; Environment (3 credits)</td>
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<tr>
<td>EDEC 230: Guiding the Young Child (3 credits)</td>
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</tr>
<tr>
<td>LIT 282: Literature for Children and Adolescents (3 credits)</td>
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</tr>
</tbody>
</table>

| TOTAL CREDIT REQUIREMENTS | 65 CREDITS |
AA General Studies – Teacher Education Option

Health and Physical Education

PHILOSOPHY:
The Teacher Education program at Stone Child College provides students the opportunity to receive formal instruction in a variety of courses and academic disciplines which lead to the completion of both the General Education and Professional Core program requirements. The Health and Physical Education program is intended to introduce student to the basic concepts of academic instruction, classroom organization, classroom preparation, and teaching and learning strategies.

The Teacher Education program has been designed specifically to 1) meet the needs of students seeking a degree as a para-educator; to become a teacher’s aide or classroom assistant or 2) provide a preliminary education experience that will transfer to a baccalaureate degree in Health and Physical teacher education.

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

EXPECTED LEARNER OUTCOMES:
Students will:
1. Create lesson plans incorporating Chippewa Cree language, history, and culture.
2. Solve problems which require algebraic methods for solution and applications in the K-12 classrooms.
3. Recognize the purpose, role, and scope of K-12 education in the U.S.
4. Identify educational learning theories and how they apply to student learning.
5. Distinguish the physical, cognitive and social-emotional development of children and adolescents.
**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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ART 110: Art Appreciation (3 credits) or MUS 110: Music Appreciation (3 credits)</td>
<td></td>
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<tr>
<td>BIOS 101: General Biology with Lab (4 credits)</td>
<td></td>
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<tr>
<td>CAPP 120: Intro to Computers (3 credits)</td>
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<tr>
<td>WRIT 101: College Writing I (3 credits)</td>
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<tr>
<td>WRIT 201: College Writing II (3 credits)</td>
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<tr>
<td>HUM 200 or higher (3 credits)</td>
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<tr>
<td>M 121: College Algebra (3 credits)</td>
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<tr>
<td>NAS 101: History of Indians in U.S. (3 credits)</td>
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<tr>
<td>NASX 100: Cree Language I (3 credits) or NASX 115: Chippewa Language I (3 credits)</td>
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<tr>
<td>PSYX 100: Intro to Psychology (3 credits)</td>
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<tr>
<td>COMX 111: Intro to Public Speaking (3 credits)</td>
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<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>32 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>BIOH201: Anatomy and Physiology I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH202: Anatomy and Physiology I Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>EDU 200: Intro to Education (3 credits)</td>
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</tr>
<tr>
<td>EDU 220: Human Growth &amp; Child Development (3 credits)</td>
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</tr>
<tr>
<td>EDU 225: Intro to Educational Psychology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 270: Instructional Technology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HIST 150: U.S. History (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 100+: Health and Physical Education (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 115: First Aid &amp; CPR (2 credits)</td>
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</tr>
<tr>
<td>HPE 233: Foundations of Health and Physical Education (2 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 274: Personal and Community Health (3 credits)</td>
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<tr>
<td>HPE 285: Principles of Health and Wellness (3 credits)</td>
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</tbody>
</table>

**TOTAL CREDIT REQUIREMENTS** | **66 CREDITS** |
AA Human Services – Addiction Studies Option

PHILOSOPHY:
This curriculum is designed to fulfill the educational requirements needed to work in the addiction field. The program emphasizes addiction issues in Native Communities and gives students the unique opportunity to study these in a tribal college setting.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Create a written case file that meets professional standards in the addiction field.
2. Prepare and present an addiction counseling lecture.
3. Demonstrate counseling skills needed to work with addiction issues.
4. Demonstrate self-knowledge and personal growth.
5. Identify the pharmacology and physiology of psychoactive drugs.
6. Apply principles of addiction professional ethical behavior.
7. Distinguish multi-cultural and diversity competency skills needed to work with individuals and groups.
8. Know current theories of addiction counseling.
9. Understand the multiple and complex issues addiction counselors must be aware of.
10. Satisfy the Montana state education component to become eligible for a Licensed Addiction counselor.

COURSE REQUIREMENTS:
Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in appropriate sections of the catalog. These specific General Education requirements are required.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>35 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>General Education Humanities: HUM 213: Chippewa and Cree Religion &amp; Philosophy (3 credits)</td>
<td></td>
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<tr>
<td>General Education Math: M 145: Mathematics for the Liberal Arts (4 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Natural Science: BIOH 101: Fund of Human Biology (3 credits) &amp; BIOH 102: Fund of Human Biology Lab (1 credit)</td>
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<tr>
<td>General Education Social Sciences: PSYX 100: Intro to Psychology (3 credits)</td>
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</tbody>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>35 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>AD 155: Intro to Addiction Studies (3 credits)</td>
<td></td>
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<tr>
<td>AD 160: Family Group Dynamics (3 credits)</td>
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<tr>
<td>AD 170: Multi-Cultural Counseling (1 credit)</td>
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<tr>
<td>AD 195: Addiction Counseling (3 credits)</td>
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<tr>
<td>AD 250: Addiction Treatment Modalities (3 credits)</td>
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<tr>
<td>AD 265: Case Management (3 credits)</td>
<td></td>
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<tr>
<td>AD 275: Group Dynamics (3 credits)</td>
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<tr>
<td>AD 283: Addiction Assessments (2 credits)</td>
<td></td>
</tr>
<tr>
<td>AD 284: Pharmacology &amp; Physiology of Addiction (3 credits)</td>
<td></td>
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<tr>
<td>AD 285: Ethics and Confidentiality (1 credit)</td>
<td></td>
</tr>
<tr>
<td>AD 290: Human Services Addiction Studies Capstone Co-occurring Disorders(3 credits)</td>
<td></td>
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<tr>
<td>PSYX 270: Abnormal Psychology (3 credits)</td>
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<tr>
<td>SOCI 101: Intro to Sociology (3 credits)</td>
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</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 70 CREDITS
PHILOSOPHY:
The Rural Health Behavioral Health option prepares students with introductory knowledge to work in the field. The emphasis of this degree is doing basic research and transfer to other institutions at the junior level into a human services program.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Apply critical thinking skills within the context of professional behavioral health practice.
2. Understand the value base of the profession and its ethical standards.
3. Demonstrate understanding of basic behavioral health research.
4. Use communication skills differently across client population’s 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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: STAT 216: Intro to Statistics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Natural Sciences: BIOH 101: Found of Human Biology (3 credits), BIOH 102: Found of Human Biology Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>General Education Social Sciences: PSYX 100: Intro to Psychology (3 credits)</td>
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</tbody>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>27 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS220: Intro to Behavioral Health (3 credits)</td>
<td></td>
</tr>
<tr>
<td>AD150: Intro to Addiction, Trauma, Grief and Loss (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYX 240: Lifespan Development (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 285: Principles of Health and Wellness (3 credits)</td>
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<tr>
<td>HS 285: Behavioral Health Facilitator Training (2 credits)</td>
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<tr>
<td>SOCI 101: Intro. to Sociology (3 credits)</td>
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<tr>
<td>HS 282: Multicultural Counseling (3 credits)</td>
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<tr>
<td>PSYX 220: Intro. to Psychology Research (3 credits)</td>
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<tr>
<td>STAT 216: Intro. to Statistics (3 credits)</td>
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<tr>
<td>HS 295: Research Capstone (1 credit)</td>
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</tbody>
</table>

TOTAL CREDIT REQUIREMENTS: 61 CREDITS
AA General Studies – Health Care Administration Option

PHILOSOPHY:
The Health Care Administration option is designed to provide an understanding of the general concepts in health care administration. Students will learn about the structure of various health care systems, health program planning, evaluation concepts, financial management and be prepared for entry-level employment positions such as: physician’s office managers, health care organization supervisors and other related administrative assignments in the health services environment.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Describe the components of Health Care Systems.
2. Explain procedures for health program planning and evaluation.
3. Explain the major differences between Indian Health Service, Tribal and Urban Indian Health programs.
4. Demonstrate the fundamental skills of college level writing.
5. Solve problems which require basic principles of accounting for solution.

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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Computer Science: CAPP 120: Intro to Computer (3 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits)</td>
<td></td>
</tr>
<tr>
<td>General Education Social Science: PSYX 100: Intro to Psychology (3 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>30 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 150: Introduction to Health Care Systems (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HPE 200: Introduction to Tribal Health Services Administration (3 credits)</td>
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<tr>
<td>HPE 240: Health Program Planning and Evaluation (3 credits)</td>
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<tr>
<td>BIOH 150: Medical Terminology (3 credits)</td>
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<tr>
<td>BUS 100: Introduction to Business (3 credits)</td>
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<tr>
<td>BUS 110: Business Math (3 credits)</td>
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<tr>
<td>CSCI 161: PC Hardware Maintenance (3 credits)</td>
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<tr>
<td>CSCI 185: Web Development (3 credits)</td>
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<tr>
<td>CSCI 221: Intro to Systems Analysis (3 credits)</td>
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<tr>
<td>CSCI 110: Visual Basic (3 credits)</td>
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<tr>
<th>TOTAL CREDIT REQUIREMENTS</th>
<th>64 CREDITS</th>
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</thead>
</table>

AS Applied Science – General Science Option

PHILOSOPHY:
The General Science program 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 ways of knowing 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
- General Education Natural Sciences: BIOS 101: General Biology (4 credits)
- General Education Social Sciences: PSYX 100: Intro to Psychology (3 credits)

PROFESSIONAL CORE
- BIOS 290: Science Capstone (4 credits)
- CHMY 141: General Chemistry I (3 credits)
- CHMY 142: General Chemistry I Lab (1 credit)
- PHSX205N: Fundamentals of Physics I (3 credits)
- PHSX 206N: Fundamentals of Physics I lab (1 credit)
- STAT 216: Intro to Statistics (3 credits)
- Electives* (16 credits)

TOTAL CREDIT REQUIREMENTS
34 CREDITS
31 CREDITS
65 CREDITS

*Electives select from the following list of courses:
BIOH 101: Found of Human Biology (3 credits)
BIOH 102: Found of Human Biology Lab (1 credit)
BIOH 110: Intro to Zoology (4 credits)
BIOH 114: Intro to Botany (4 credits)
BIOH 200: General Ecology (4 credits)
BIOH 120: Elementary Microbiology (3 credits)
BIOH 121: Elementary Microbiology Lab (1 credit)
BIOH 201: Anatomy and Physiology I (3 credits)
BIOH 202: Anatomy and Physiology I Lab (1 credit)
BIOH 211: Anatomy and Physiology II (3 credits)
BIOH 212: Anatomy and Physiology II Lab (1 credit)

CHMY 143: General Chemistry II (3 credits)
CHMY 144: General Chemistry II Lab (1 credit)
CHMY 200: Biological Chemistry (4 credits)
ESCI 210: Intro to Soil Science (4 credits)
PHSX207N & 208N: Fundamentals of Physics II with Lab (4 credits)
M 171: Calculus I (5 credits)
AS Applied Science – Allied Health Option

PHILOSOPHY:
The Allied Health program 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:
Student 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:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>30 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>General Education Social Sciences: PSYX 100: Intro to Psychology (3 credits)</td>
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</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>37 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 101: General Biology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOS 160: Allied Health Seminar (1 credit)</td>
<td></td>
</tr>
<tr>
<td>BIOH 221: Infectious Diseases (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH201: Human Anatomy and Physiology I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH202: Human Anatomy and Physiology I Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>BIOH211: Anatomy and Physiology II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH212: Anatomy and Physiology II Lab (1 credit)</td>
<td></td>
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<tr>
<td>BIOH 295: Allied Health Capstone (3 credits)</td>
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<tr>
<td>CHMY 141: General Chemistry I (3 credits)</td>
<td></td>
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<tr>
<td>CHMY 142: General Chemistry I Lab (1 credit)</td>
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</tr>
<tr>
<td>EDU 220: Human Growth &amp; Child Development (3 credits)</td>
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<tr>
<td>STAT 216: Intro to Statistics (3 credits)</td>
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<tr>
<td>Electives* (8 credits)</td>
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</table>

TOTAL CREDIT REQUIREMENTS 67 CREDITS

*Electives select from the following list of courses:
BIOH 101: Found of Human Biology (3 credits) CHMY 143: General Chemistry II (3 credits)
BIOH 102: Found of Human Biology Lab (1 credit) CHMY 144: General Chemistry II Lab (1 credit)
BIOS 110: Intro to Zoology (4 credits) HPE 120: Nutrition (2 credits)
BIOS 114: Intro to Botany (4 credits) NURS 115: Intro to Nursing (1 credit)
BIOH 120: Elementary Microbiology (3 credits) PHSX205N: Fundamentals of Physics I (3 credits)
BIOH 121: Elementary Microbiology Lab (1 credit) PHSX 206N: Fundamentals of Physics I lab (1 credit)
BIOH 150: Medical Terminology (3 credits) PHSX207N: Fundamentals of Physics II (3 credits)
BIOS 190: Ethnobotany (4 credits) PHSX 208N: Fundamentals of Physics II lab (1 credit)
BIOS 200: General Ecology (4 credits)
**PHILOSOPHY:**
The Hospitality two-year Associate Degree is designed to provide a broad exposure to Customer Relations and Hospitality operations. Students will be prepared to work in for-profit and non-profit organizations. Students will receive on-the-job training internships and enhanced communications skills, as well as basic skills in customer relations, casino operations, and hospitality. Students graduating with an AS Degree will have the skills necessary to become proficient in working with the general public in both tribal and non-tribal settings.

**EXPECTED LEARNER OUTCOMES:**
Students will:
1. Demonstrate appropriate level knowledge of basic business principles.
2. Demonstrate knowledge of general business terminology.
3. Demonstrate application of math skills appropriate to their degree program.
4. Demonstrate fundamental skills in written business communications.
5. Demonstrate the appropriate level technological skills used in the business environment.
6. Develop basic skills in customer service and hospitality.
7. Develop appropriate level knowledge of marketing and sales.

**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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: MA 121: College Algebra (3 credits) or BUS 110: Business Math (3 credits)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>30 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100: Introduction to Business (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BUS 120: Business Communications (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BUS 150: Intro to Marketing (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BUS 180: Special Topics--Customer Service/Hospitality Training Internship (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BUS 186: Intro to Customer Relations/Hospitality Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BUS 240: Supervision in Hospitality Seminar (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NAS 284: American Indians and the Gaming Industry (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>OFAD 210: Calculator Applications for Business using the ten-key (3 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives* (6 credits)</th>
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</thead>
<tbody>
<tr>
<td>TOTAL CREDIT REQUIREMENTS</td>
</tr>
</tbody>
</table>

*Electives selected from the following list of courses:
- ACTG 201: Principles of Financial Accounting (3 credits)
- ACTG 205: Computerized Accounting I (3 credits)
- BUS 210: Business Law
- BUS 270: Entrepreneurship (3 credits)
- CSCI 111: Microsoft Applications (3 credits)
- OFAD 215: Professional Office Procedures (3 credits)
- OFAD 212: Records Management (3 credits)
AS Business – General Business Option

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

**EXPECTED LEARNER OUTCOMES:**
Students will be able to:
1. Demonstrate appropriate level knowledge of basic business principles.
2. Apply basic generally accepted accounting principles (GAAP).
3. Apply basic computerized accounting skills.
4. Demonstrate knowledge of general business terminology.
5. Demonstrate application of fundamental business math skills.
6. Demonstrate fundamental skills in written business communications.
7. Demonstrate the appropriate level technological skills used in the business environment.

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

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>PROFESSIONAL CORE</th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits) or BUS 110: Business Math (3 credits)</td>
<td>ACTG 201: Principles of Financial Accounting (3 credits)</td>
<td><strong>34 CREDITS</strong></td>
</tr>
<tr>
<td></td>
<td>ACTG 202: Principles of Managerial Accounting (3 credits)</td>
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<tr>
<td></td>
<td>ACTG 205: Computerized Accounting I (3 credits)</td>
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<tr>
<td></td>
<td>BUS 100: Intro to Business (3 credits)</td>
<td><strong>30 CREDITS</strong></td>
</tr>
<tr>
<td></td>
<td>BUS 120: Business Communications (3 credits)</td>
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<td></td>
<td>BUS 210: Business Law (3 credits)</td>
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<td></td>
<td>BUS 290: Business Capstone (3 credits)</td>
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<td></td>
<td>Electives* (9 credits)</td>
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</tr>
<tr>
<td><strong>TOTAL CREDIT REQUIREMENTS</strong></td>
<td></td>
<td><strong>64 CREDITS</strong></td>
</tr>
</tbody>
</table>

*Electives select from the following list of courses:
- ACTG 206: Computerized Accounting II (3 credits)
- ACTG 275: Payroll Accounting (3 credits)
- BUS 150: Intro to Marketing (3 credits)
- BUS 170: Intro to Management (3 credits)
- BUS 270: Entrepreneurship (3 credits)
- CAPP 151: MS Office (3 credits)
- CAPP 266: Microsoft Excel (3 credits)
- CAPP 158: MS Access (3 credits)
- ECNS 203: Microeconomics (3 credits)
- STAT 216: Intro to Statistics (3 credits)
**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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>PROFESSIONAL CORE</th>
<th>TOTAL CREDIT REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits) or BUS 110: Business Math (3 credits)</td>
<td>ACTG 201: Principles of Financial Accounting (3 credits)</td>
<td>34 CREDITS</td>
</tr>
<tr>
<td></td>
<td>ACTG 205: Computerized Accounting I (3 credits)</td>
<td>27 CREDITS</td>
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<tr>
<td></td>
<td>BUS 100: Intro to Business (3 credits)</td>
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<tr>
<td></td>
<td>BUS 120: Business Communications (3 credits)</td>
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<td></td>
<td>BUS 290: Business Capstone (3 credits)</td>
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<td></td>
<td>CAPP 151: MS Office (3 credits)</td>
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<td></td>
<td>OFAD 212: Records Management (3 credits)</td>
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<tr>
<td></td>
<td>OFAD 215: Professional Office Procedures (3 credits)</td>
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<tr>
<td></td>
<td>Electives* (3 credits)</td>
<td>61 CREDITS</td>
</tr>
</tbody>
</table>

*Electives select from the following list of courses:
- BUS 170: Intro to Management (3 credits)
- BUS 210: Business Law (3 credits)
- CAPP 266: Microsoft Excel (3 credits)
- CAPP 158: Microsoft Access (3 credits)
- CSCI 185: Web Development (3 credits)
- OFAD 210: Calculator Calculations for Business (3 credits)
AS Computer Science – Information Systems Option

PHILOSOPHY:
The computer instructor will maintain a learning environment in the classroom modeled after a traditional learning lodge, Ki-ski-no-ah-mah-to-wi-kah-mi-k, where all students are "all my relations,"kah-ki-yoni-wah-ko-mah-kah-nah-k. In this learning lodge, the concept of networking is similar to the concentric circles of self, family, clan, band, and tribe united by the four directions.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Utilize computer skills, such as spreadsheets, databases, word processing and presentation software to organize, manage, interpret and communicate information.
2. Demonstrate appropriate level knowledge of the terminology of computers and information systems.
3. Demonstrate basic knowledge of personal computer repair and maintenance.
4. Demonstrate basic knowledge of networking.
5. Demonstrate fundamental knowledge of information systems.
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.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>34 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>General Education Computer Science: CAPP 120: Intro to Computer (3 credits)</td>
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<tr>
<td>General Education Mathematics: M 121: College Algebra (3 credits)</td>
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<tr>
<td>General Education Social Science: PSYX 100: Intro to Psychology (3 credits)</td>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>30 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 201: Principles of Financial Accounting (3 credits)</td>
<td></td>
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<tr>
<td>CAPP 151: MS Office (3 credits)</td>
<td></td>
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<tr>
<td>CAPP 158: Microsoft Access (3 credits)</td>
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<tr>
<td>CAPP 266: Microsoft EXCEL (3 credits)</td>
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<tr>
<td>CSCI 141: Intro to Networking (3 credits)</td>
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<tr>
<td>CSCI 1111: Intro to Java (3 credits)</td>
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<tr>
<td>CSCI 161: PC Hardware Maintenance (3 credits)</td>
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<tr>
<td>CSCI 185: Microsoft Expression Web Development (3 credits)</td>
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<tr>
<td>CSCI 221: Intro to Systems Analysis and Design (3 credits)</td>
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<tr>
<td>CSCI 110: Intro to Visual Basic (3 credits)</td>
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</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 64 CREDITS
**Certificate – Rural Health**

**PHILOSOPHY:**
This curriculum is designed to give students an opportunity to explore Native Community issues in a tribal college setting. The goal of this program is to educate students about healing individuals and communities using traditional and western approaches.

**EXPECTED LEARNER OUTCOMES:**
Students will:
1. Explore intergenerational trauma and its effects on Native individuals and Native Communities.
2. Examine Native Cree practices to heal individuals.
3. Learn about traditional Cree practices to work with and heal Rural Indigenous Communities.
4. Practice western skills of communication and counseling.
5. Understand the importance of case management in reservation settings.

**COURSE REQUIREMENTS:**
Students will complete the GENERAL EDUCATION and the PROFESSIONAL CORE degree requirements as outlined in appropriate sections of the catalog. These specific General Education requirements are required.

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL CORE</strong></th>
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<tbody>
<tr>
<td>PSYX 106: Applied Psychology (3 credits)</td>
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<tr>
<td>WRIT 101: College Writing (3 credits)</td>
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<tr>
<td>COMX 101: Public Speaking (3 credits)</td>
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<tr>
<td>HS 270: Case Management (3 credits)</td>
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<tr>
<td>HS 285 Behavior Health Facilitator Training (3 credits)</td>
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<tr>
<td>AD 155: Introduction to Addiction Studies (3 credits)</td>
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<tr>
<td>HPE 115: First Aid and CPR (2 credits)</td>
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<tr>
<td>HS 160: Ethics in HIPPA Training (1 credits)</td>
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<tr>
<td>NAS 281 Biskanewin Ishkode Historical Contexts for Illness (3 credits)</td>
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<tr>
<td>NAS 282: Biskanewin Ishkode Personal Responsibility (3 credits)</td>
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<tr>
<td>NAS 283: Biskanewin Ishkode Healing within Community (3 Credits)</td>
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</table>

**TOTAL CREDIT REQUIREMENTS** 30 CREDITS
PHILOSOPHY:
The Hospitality/Customer Relations program will prepare students to work in for-profit and non-profit organizations. Basic skills in customer relations, casino operations, and hospitality will prepare the student to become proficient in working with the general public in both tribal and non-tribal settings.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Develop skills in written and oral communication.
2. Develop necessary skills in the areas of communications and customer service.
3. Develop the skills that are necessary to work at an entry-level position for customer service or hospitality, including positions in retail, hotel, and gaming industries.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>PROFESSIONAL CORE</th>
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</thead>
<tbody>
<tr>
<td>CAP 120: Introduction to Computer Applications (3 credits)</td>
<td>AD 155: Introduction to Addiction Studies (3 credits)</td>
</tr>
<tr>
<td>WRIT 101: College Writing I (3 credits)</td>
<td>BUS 100: Introduction to Business (3 credits)</td>
</tr>
<tr>
<td>NASX 100: Cree Language I (3 credits)</td>
<td>BUS 110: Business Math (3 credits)</td>
</tr>
<tr>
<td>COMX 111: Intro to Public Speaking (3 credits)</td>
<td>BUS 120: Business Communications (3 credits)</td>
</tr>
<tr>
<td></td>
<td>BUS 180: Special Topics—Customer Service/Hospitality Training Internship (3 credits)</td>
</tr>
<tr>
<td></td>
<td>BUS 186: Intro to Customer Relations/Hospitality Management (3 credits)</td>
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<tr>
<td></td>
<td>BUS 240: Supervision in Hospitality Seminar (3 credits)</td>
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<tr>
<td></td>
<td>OFAD 210: Calculator Applications for Business using the ten-key (3 credits)</td>
</tr>
<tr>
<td>12 CREDITS</td>
<td>27 CREDITS</td>
</tr>
<tr>
<td>TOTAL CREDIT REQUIREMENTS</td>
<td>39 CREDITS</td>
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</tbody>
</table>
Certificate – Accounting/Information Management

PHILOSOPHY:
Designed to meet the demands of the modern business office, this certificate enables the student to better manage information in the typical office setting and to be an integral part of the accounting process.

EXPECTED LEARNER OUTCOMES:
Students will:
1. Demonstrate appropriate level knowledge of basic business principles.
2. Apply basic generally accepted accounting principles (GAAP).
3. Apply basic computerized accounting skills.
4. Demonstrate application of fundamental business math skills.
5. Demonstrate the appropriate level technological skills used in the business accounting environment.

COURSE REQUIREMENTS:

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

TOTAL CREDIT REQUIREMENTS 42 CREDITS

*Electives select from the following list of courses:
- ACTG 206: Computerized Accounting II (3 credits)
- ACTG 275: Payroll Accounting (3 credits)
- BUS 120: Business Communications (3 credits)
- BUS 210: Business Law (3 credits)
- OFAD 215: Professional Office Procedures and Tribal Perspectives (3 credits)
Certificate – Building Trades 2 Year

PHILOSOPHY:
The building trades department 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 the 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 the basic skills in using computer aided drafting software.
3. Demonstrate carpentry skills required to:
   a. Frame floors, walls and roofing
4. Demonstrate carpentry skills required to:
   a. Apply roof shingles and siding
5. Applying mathematical and algebra skills to complete basic construction projects.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>16 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>WRIT 101: College Writing I (3 credit)</td>
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</tr>
<tr>
<td>CSCI 150: Intro to AUTOCAD (3 credits)</td>
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<tr>
<td>COMX 111: Intro to Public Speaking (3 credit)</td>
<td></td>
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<tr>
<td>M 111: Technical Mathematics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CARP 100: Building Trade (1 credit)</td>
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<tr>
<td>NASX 100: Cree Language I (3 credit)</td>
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<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>35 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>CARP 101: Welding (3 credits)</td>
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</tr>
<tr>
<td>CARP 115: Tools, Construction, Carpentry (3 credits)</td>
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<tr>
<td>CARP 120: Carpentry Field Practicum I (4 credits)</td>
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</tr>
<tr>
<td>CARP 200: Carpentry Field Practicum II (4 credits)</td>
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</tr>
<tr>
<td>CARP 160: Rough Layout and Framing (3 credits)</td>
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<tr>
<td>CARP 170: Exterior Finishing (3 credits)</td>
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<tr>
<td>CARP 205: Metal Building Construction (1 credit)</td>
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<tr>
<td>CARP 220: Interior Finishing (3 credits)</td>
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<tr>
<td>CARP 270: Advanced Carpentry Field (4 credits)</td>
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<tr>
<td>* Electives (8 credits)</td>
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</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 51 CREDITS
PHILOSOPHY:
The building trades department 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 the 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 the basic skills in using computer aided drafting software.
3. Demonstrate carpentry skills required to:
   a. Frame floors, walls and roofing
4. Demonstrate carpentry skills required to:
   a. Apply roof shingles and siding
5. Applying mathematical and algebra skills to complete basic construction projects.

COURSE REQUIREMENTS:

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<thead>
<tr>
<th>GENERAL EDUCATION</th>
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<tbody>
<tr>
<td>WRIT 101: College Writing I (3 credit)</td>
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<td>CSCI 150: Intro to AUTOCAD (3 credits)</td>
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<tr>
<td>COMX 111: Intro to Public Speaking (3 credit)</td>
<td></td>
</tr>
<tr>
<td>M 111: Technical Mathematics (3 credits)</td>
<td></td>
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<tr>
<td>CARP 100: Building Trade (1 credit)</td>
<td></td>
</tr>
<tr>
<td>NASX 100: Cree Language I (3 credit)</td>
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<tr>
<th>PROFESSIONAL CORE</th>
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<tbody>
<tr>
<td>CARP 115: Tools, Construction, Carpentry (3 credits)</td>
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<tr>
<td>CARP 120: Carpentry Field Practicum I (4 credits)</td>
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<tr>
<td>CARP 200: Carpentry Field Practicum II (4 credits)</td>
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<tr>
<td>CARP 160: Rough Layout and Framing (3 credits)</td>
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<tr>
<td>*Electives (3 credits)</td>
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</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 33 CREDITS
Certificate – Pre-Engineering

PHILOSOPHY:
In order to meet the evolving field of engineering and construction, Stone Child College offers a one-year certification program in pre-engineering assistantship. 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
   a. layout
   b. topographical leveling
   c. differential leveling
   d. transfer of elevations from one benchmark location to another
3. Solve problems which require trigonometry and calculus for solution
4. Apply fundamental physics laws and concepts.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>PROFESSIONAL CORE</th>
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</thead>
<tbody>
<tr>
<td>CAPP 120: Intro to Computers (3 credits)</td>
<td>CHMY 141: General Chemistry I (3 credits)</td>
</tr>
<tr>
<td>WRIT 101: College Writing I (3 credits)</td>
<td>CHMY 142: General Chemistry I Lab (1 credit)</td>
</tr>
<tr>
<td>WRIT 201: College Writing II (3 credits)</td>
<td>CSCI 150: Intro to AutoCAD (3 credits)</td>
</tr>
<tr>
<td>M 121: College Algebra (3 credits)</td>
<td>ENGI 120: Surveying I (3 credits)</td>
</tr>
<tr>
<td>NASX 100: Cree Language I (3 credits)</td>
<td>M 151: Pre-calculus (3 credits)</td>
</tr>
</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 31 CREDITS
PHILOSOPHY:
The Pre-Nursing certificate program is designed to provide basic education in the pre-nursing field for those students who are planning on transferring to a Montana State University – Northern for their 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:
Student will:
1. Discuss the concepts of nursing as a profession.
2. Define the identified roles and functions of the nurse.
4. Discuss verbal and nonverbal communication.
5. Develop a personal wellness care plan using the nursing process.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>15 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 101: College Writing I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>WRIT 201: College Writing II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>M 121: College Algebra (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYX 100: Intro to Psychology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCI 101: Intro to Sociology (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL CORE</th>
<th>19 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 101: General Biology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH201: Anatomy and Physiology I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH202: Anatomy and Physiology I Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>BIOH211: Anatomy and Physiology II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOH212: Anatomy and Physiology II Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>CHMY 141: General Chemistry I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CHMY 142: General Chemistry I Lab (1 credit)</td>
<td></td>
</tr>
<tr>
<td>HPE 120: Nutrition (2 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 115: Intro to Nursing (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDIT REQUIREMENTS 34 CREDITS

ADDITIONAL INFORMATION:
This degree program is offered collaboratively by MSU-Northern and Stone Child College. Upon completing the Associate of Applied Science degree in Allied Health at SCC, students will be granted 46 credits toward an Associate of Science degree in Nursing at MSU-Northern.
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 maintain maximum functional independence.
7. Meet the needs of special residents.
8. Provide basic care to residents of long term care facilities.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 115: First Aid &amp; CPR (2 credit)</td>
<td>5</td>
</tr>
<tr>
<td>PROFESSIONAL CORE</td>
<td></td>
</tr>
<tr>
<td>NURS 120: Nurses’ Aide Training (7 credits)</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL CREDIT REQUIREMENTS</td>
<td>9</td>
</tr>
</tbody>
</table>
ACCOUNTING (ACTG)

ACTG 201: PRINCIPLES OF FINANCIAL ACCOUNTING
Prerequisite: None
Students receive an Intro 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 MANAGERIAL ACCOUNTING
Prerequisite: BUS 201, M 121 or higher or BUS 110 - May take concurrently. Continuation of BUS 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 BUS 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, BUS 201, BUS 202, and BUS 260
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 180: PAYROLL ACCOUNTING
Prerequisite: BUS 201 and BUS 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: INTRO TO ADDICTION, TRAUMA, GRIEF AND LOSS
Prerequisite: None
This course will examine how addiction is entwined with trauma and grief. Trauma effects the brain and can lead to lifelong problems and addiction. Grief will be examined and processed. Resiliency skills will be addressed. 3 credits (Fall)

AD 155: INTRO 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 additions and how it relates to Native Americans will be explored. 3 credits (Fall)

AD 160: FAMILY GROUP DYNAMICS
Prerequisite: None
This course will provide information about family structure, relationships, and counseling issues in addicted and co-dependent families. Differences in Native American groups and communities will be discussed. 3 credits (Fall Odd Years)

AD 170: MULTI-CULTURAL 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. (On demand)(Variable credits)

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 (Spring Odd Years)

AD 283: ADDICTION ASSESSMENT
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 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 284: PHARMACOLOGY AND PHYSIOLOGY OF ADDICTION**
Prerequisite: AD 155
This course examines the pharmacology of psychoactive drugs and their effects on the body. 3 credits (Spring Even Years)

**AD 285: ETHICS AND CONFIDENTIALITY**
Prerequisite: AD 155
Students will gain knowledge and understanding of confidentiality, and ethical principles they need to work in the Addiction field. This course will encourage students to develop personal and professional codes of ethics. 1 credits (On demand)

**AD 290: ADDICTION STUDIES CAPSTONE – CO—OCCURRING DISORDERS**
Prerequisite: Instructor’s approval
This course is designed to give students more understanding of working with clients with substance use disorder and a mental illness. 3 credits (Spring Even Years)

**ART (ART)**

**ART 106: 2-DIMENSIONAL DESIGN**
Prerequisite: None
An Intro to the basic elements and applications of two dimensional design, covering line, shape, form, space, texture, and color. 3 credits (On demand)

**ART 110: ART APPRECIATION**

**ART 111: INTRODUCTION TO DRAWING**
Prerequisite: None
An Intro to figure and portrait drawing techniques including use of shading and proportion. 3 credits (On demand)

**ART 121: INTRODUCTION TO PAINTING**
Prerequisite: None
Intro to studio practice, materials, and techniques of painting. 3 credits (On demand)

**ART 150: INTRO TO BEADING**
Prerequisite: None
Students will be introduced to the basic bead making 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 Intro 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 Intro to traditional Native American crafts, including such projects as cradle boards, bags and par fleche, and moss bags. Chippewa Creek elders and other 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-Euro contact to modern day Native craftsmen and artists. The course will study art from various regions of the North American Continent from Arctic to Southwest to Northwest Coast to Eastern Woodlands. 3 credits (Fall)

**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 220: INTRO 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 255- PAINTING 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: None
ART 268: CREATING IN LEATHER AND HIDE  
Prerequisite: None  
An Intro to leather working and skin sewing, including tooling, painting, lacing, and other techniques. 3 credits (On demand)

ART 274: CLOTHING AND REGALIA WORKSHOP  
Prerequisite: Instructor’s approval  
A beginning studio class where students can work with experienced Chippewa-Cree artists in design and construction of clothing and regalia pieces such as shawls and ribbon shirts. 3 credits (On demand)

ART 280: SPECIAL TOPICS  
Prerequisite: Instructor’s approval  
Advanced special topics in Art. Variable credits (On demand)

ART 290: ART CAPSTONE  
Prerequisite: None  
An opportunity for art degree students to pull together and display the art learning and skills acquired in their courses of study. A public show for college and community will be required. 3 credits (On demand)

BIOLOGY (BIOH/BIOS)  

BIOH 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 BIOS 120. 1 credit (On demand)

BIOH 150: MEDICAL TERMINOLOGY  
Prerequisite: WRIT 101  
The goals of this course are to promote a basic knowledge of medical terminology for professional and personal development, the ability to spell and pronounce medical terms, an understanding of medical abbreviations, and an appreciation of the logical method found in medical terminology. 3 credits (Fall)

BIOH 201: HUMAN 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 201: HUMAN 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

BIOH 221: INFECTIOUS DISEASES  
Prerequisite: BIOS 101  
This course focuses on the etiology, pathogenesis, epidemiology, treatment and control of common and emerging bacterial and viral diseases of humans. In addition, microbial diseases that plague Native American reservations will be discussed. 3 credits (Fall)

BIOH 295: ALLIED HEALTH CAPSTONE  
Prerequisite: Instructor’s approval  
This course is required by students enrolled in the last semester of coursework for the Allied Health degree program. Students may: choose a subject of their choice, closely related to one of the Allied Health fields, and research it in great depth, utilizing the internet, library and local sources (interviews). The subject must be approved by the instructor. A comprehensive final oral and visual presentation (PowerPoint) of the research graded by a rubric will complete the course; or Set up and document observation hours in their chosen field. The job shadowing experience of the capstone is designed to give the students a better understanding of the career which they have chosen to pursue. When possible, the observation hours will be done at an IHS facility. 3 credits (On demand)

BIOS 101: GENERAL BIOLOGY WITH LAB  
Prerequisite: WRIT 101  
This course is a survey of basic biological principles including concepts of cell biology, metabolism, genetics, and reproduction at the cellular and organismal levels, life
systems, evolution, and ecology. The laboratory and lecture discussions will integrate traditional Native American culture and beliefs. 4 credits (Fall, Spring, Summer on demand)

**BIOS 110: INTRO 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: INTRO TO BOTANY WITH LAB**
Prerequisite: WRIT 101
This course examines the structure, function, evolutionary and ecological relationships of plants. The laboratory provides students the opportunity to study the structure and taxonomy of plants. Upon learning structure, students will learn the use of taxonomic keys for identification of local plants. 4 credits (Alternate Spring)

**BIOS 160: ALLIED HEALTH SEMINAR**
Prerequisite: None, first semester requirement for all Allied Health majors. The Allied Health Seminar introduces students to the many and varied allied health careers. In addition, it will assist students in learning how to succeed in science classes and acquaint them with the ethics involved in allied health fields. 1 credit (Fall)

**BIOS 180: SPECIAL TOPICS**
Prerequisite: Instructor’s approval
Special topics in Biology. Variable credits (On demand)

**BIOS 190: ETHNOBOTANY (TRIBAL USES OF PLANTS)**
Prerequisite: None
Many wild plants have special uses for tribal people--some of which are ceremonial, nutritional, and medicinal. This course provides the opportunity to use plants in a traditional way with adherence to cultural protocol. Fieldwork and lectures will be combined to blend the cultural and scientific perspectives. Members of culture committee will team-teach this course. Cross-referenced with NAS 190. 4 credits (On demand)

**BIOS 200: GENERAL ECOLOGY WITH LAB**
Prerequisite: BIOS 101
The scientific study of relationships that exist between organisms and their environment. Ecological concepts are the core and the basis from which Environmental Science and Natural Resource management concepts begin. Course will consist of a lecture and 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: INTRO TO BUSINESS**
Prerequisite: ACT COMPASS 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 intro 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 (Spring)

**BUS 150: INTRO TO MARKETING**
Prerequisite: ACT COMPASS 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: INTRO TO 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
Prerequisite: None
REGISTER

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: CUSTOMER RELATIONS/HOSPITALITY MANAGEMENT
Prerequisite: None
The purpose of this course is to develop the student’s ability to treat customers and coworkers 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 coworkers, attitude and behavioral changes, and the role of a team player. 2 credits (On demand)

BUS 210: BUSINESS LAW
Prerequisites: WRIT 101, WRIT 102 - May take concurrently.
Students receive an Intro 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 though basic one-on-one small item sales, to multi-item industrial sales.3 credits (On demand)

WRIT 250: PROPOSAL WRITING
Prerequisite: WRIT 102 - May take concurrently.
This course will help students build strategies and skills for successful grant seeking and address such areas as 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)

BUS 255: PERSONAL FINANCE
Prerequisite: M 121 or higher or BUS 110 - May take concurrently.
This course will cover key aspects of banks, investments, insurance, budgets, credit, and portfolio management from the viewpoint of the individual or family. 3 credits (Fall)

BUS 270: ENTREPRENEURSHIP
Prerequisite: BUS 100; Instructor’s approval
Study focuses on the basic business principles and entrepreneurial endeavors. Topics will include exploration of business opportunities, business plan development, starting up a small business, human resource development, finance and marketing.3 credits (On demand)

BUS 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 and orientate students to the construction/building trades field and related areas. It will include the identification of skills needed to be able to work in the construction/building trades field and will explore the opportunities provided by the various occupations associated with the construction trades. 1 credit (Fall)

CARP 101: WELDING I
Prerequisite: Instructor’s approval
An introductory course covering core and use of arc and oxy-fuel welding equipment, regulators, cylinders, power sources, electrodes, characteristics of operation, welding of steels and special applications. Intro 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARP 111</td>
<td>HANDING DOORS, WINDOWS</td>
<td>None</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 112</td>
<td>WEATHERIZATION</td>
<td>None</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 115</td>
<td>TOOLS, CONSTRUCTION, AND CARPENTRY</td>
<td>None</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 120</td>
<td>CARPENTRY FIELD PRACTICUM</td>
<td>None</td>
<td>4</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.4 credits (Fall)</td>
</tr>
<tr>
<td>CARP 125</td>
<td>BASIC HEATING AND COOLING</td>
<td>None</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 130</td>
<td>MAINTENANCE REPAIR</td>
<td>None</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 135</td>
<td>BASIC ELECTRICAL</td>
<td>MA 106 or higher</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 140</td>
<td>BASIC PLUMBING</td>
<td>None</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>CARP 150</td>
<td>INTRODUCTION TO FLOOR COVERING</td>
<td>None</td>
<td>3</td>
<td>This course is designed to teach the students the basic understandings of tools, equipment, adhesives, laying as well as health &amp; safety regulations. Students will also learn about and work on a variety of floor coverings such as carpet and vinyl. Variable credits (On demand)</td>
</tr>
<tr>
<td>CARP 160</td>
<td>ROUGH LAYOUT AND FRAMING</td>
<td>None</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 165</td>
<td>FIELD EXPERIENCE I</td>
<td>None</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 170</td>
<td>EXTERIOR FINISHING</td>
<td>None</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 180</td>
<td>SPECIAL TOPICS</td>
<td>Instructor’s approval</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 190</td>
<td>FIELD EXPERIENCE II</td>
<td>None</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 200</td>
<td>CARPENTRY FIELD PRACTICUM II</td>
<td>CARP 120</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
<tr>
<td>CARP 205</td>
<td>METAL BUILDING CONSTRUCTIONS</td>
<td>None</td>
<td>3</td>
<td>This course covers use and operation of hand tools, machine tools and portable electric tools commonly in use in construction. Fundamentals of residential foundation and wall construction, use of rough and finish hardware, glues and adhesives, federal, state and local building codes and safety ordinances are studied in this course.3 credits (Spring)</td>
</tr>
</tbody>
</table>
assembly procedures for metal buildings. The installation of wall panels, windows, doors, roofs, flashing and trim materials and procedures will be covered in this course. 1 credit (Fall)

CARP 210: INTRO TO FINISH CARPENTRY
Prerequisite: CARP 120
Introduces students to materials and methods for sheathing, exterior siding, stairs and roofing. The framing that was done in the building project during CARP 120 will be used to continue studies in this course. Students will apply the knowledge and skills presented during this course to enclose the structure. Students will layout and build a simple stair system. This course also covers framing with metal studs. 3 credits (On demand)

CARP 220: INTERIOR FINISHING
Prerequisite: CARP 120
Introduces students to trigonometric leveling, which is used to lay out foundations. This course covers the installation methods and materials for various roofing systems. It covers a variety of flooring applications as well as interior wall construction for residential and commercial structures. 4 credits (Spring)

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. 4 credits (Spring)

CARP 280: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Advanced special topics in Carpentry. Variable credits (On demand)

CHEMISTRY (CHMY)

CHMY 123: INTRO 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: INTRO TO ORGANIC & BIOCHEMISTRY LAB
Prerequisites: ENGL 101, M 095 or higher
A laboratory course designed to supplement and enrich CHMY 123 "Intro to Organic and Biochemistry". 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 LAB I
Prerequisites: WRIT 101, M 095 or higher
Lab course to accompany, complement and enrich CHEM 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, nuclear chemistry. 3 credits (Spring)

CHMY 144: GENERAL CHEMISTRY LAB II
Prerequisite: CHMY 141 and CHMY 142
Lab course to accompany, complement and enrich CHEM 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 Intro 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, 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: INTRO TO COMPUTERS
Prerequisite: OFAD 100 Keyboarding 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 (Spring, Summer, Fall)

CAPP 151: MS OFFICE
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 ACESS
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 include Entity Relationship Modeling, normalization, and SQL. 3 credits (Fall)

CAPP 266: MS EXCEL
Prerequisite: CAPP 120
A project-based approach will be used. Topics include: formulas and functions, charts, Web queries, what-if analysis, data tables, worksheet as a database, working with multiple worksheets and workbooks, solver, goal seeking, macros and Visual Basic for Applications (VBA), formula auditing, data validation, importing data, pivot charts, and pivot tables. 3 credits (Spring)

CSCI 117: PHOTO AND GRAPHIC SOFTWARE
Prerequisite: CAPP 120
This course is an introduction to software applications used in the graphic design industry. It includes such programs as Photoshop, Illustrator, and Quark X-press. Students will work in the computer lab to edit photo images, do vector based drawing applications, do freehand drawing on the computer and also locate free applications sites to expand their illustration capabilities. 3 credits (Spring)

CSCI 141: INTRO TO NETWORKING
Prerequisite: CAPP 120
This course introduces the student 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: INTRO TO AUTOCAD
Prerequisite: Instructor’s approval
Intro to AutoCAD is a beginner’s course that will provide students with the concepts, techniques and applications that will allow students to be able 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 practicing the commands learned. This approach is taken to familiarize students with the drawing commands first, and then teach them to crate and setup their own. Students will also learn the basics of blueprint plan reading. 3 credits (On demand)

CSCI 155: INTRO TO JAVA
Prerequisite: CAPP 120 or equivalent; CSCI111 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 AND MAINTENANCE
Prerequisite: CAPP 120 or equivalent
The course is designed to be a complete, step-by-step approach for 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 approval
Special topics in Computer Science. Variable credits (On demand)

CSCI 185: WEB DEVELOPMENT
Prerequisite: CAPP 120 or equivalent
In this course, you will learn the most important topics of HTML and XHTML. You will begin with an Intro to developing a Web page and a Web site, moving on to working with cascading style sheets (CSS), Web Tables and Forms, Frames No prior computer experience with these topics is assumed. The course will close with JavaScript and its role in programming. We will use Microsoft Expression Web 2 software. 3 credits (Spring)

CSCI 221: INTRO TO SYSTEMS ANALYSIS
Prerequisite: Instructor’s approval; normally completed during final semester of degree program.
This 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 (On demand)

CSCI 241 VISUAL BASIC
Prerequisite: CSCI 155 or equivalent
This course is an Intro to computer programming and problem solving techniques. 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 (ECE)

EDEC100: INTRO TO EARLY CHILDHOOD
Prerequisite: WRIT 101
This course is concerned with the preparation of professional development of early childhood teachers. The course will provide knowledge about child growth and development that will help the student incorporate ideas and activities in an educational learning environment that is safe and healthy. The student will learn the 13 functional areas in early childhood. 3 credits (On demand)

EDEC 105: EARLY CHILDHOOD PROGRAM MANAGEMENT
Prerequisite: WRIT 101
This course will offer an Intro to Early Childhood Program Management. It will inform students on the value and ethical issues of working with children and families in a child care center. The course is designed to provide the student with a better understanding of staff relations, legal issues, and the importance of becoming an advocate to improve the quality of services for children. 3 credits (On demand)

EDEC 107: EDUCATING THE EXCEPTIONAL CHILD
Prerequisite: WRIT 101
The course will provide the student with the current mandates of state and federal governments regarding the education and services provided to children with disabilities.
Students will examine the various disabilities and learn to distinguish the differences. They will be taught techniques, coping skills, and teaching strategies for dealing with the exceptional child. 3 credits (On demand)

EDEC 185: INTRO TO EARLY CHILDHOOD EDUCATION & CHILD DEVELOPMENT ASSOCIATE
Prerequisite: None
Students will study ways to structure the classroom environment so that it is a safe and healthy place for children. The students will explore techniques of meeting individual and group needs through the use of materials, relationships and routines which encourage children to explore, play, and learn. Students will be exposed to the Child Development Associate (CDA) program and process of assessment. This course is individualized and designed to assist students in acquiring classroom skills through a wide variety of learning techniques pertaining to preschool-age children. 3 credits (On demand)

EDEC 190: CREATING A PRESCHOOL CURRICULUM AND ENVIRONMENT
Prerequisite: EDEC 185
Students will be exposed to the Child Development Associate (CDA) program; it’s six competency goals and 13 functional areas and understands the importance of each one of them. Students will become aware of the effect high quality early childhood education can have on the lives of children and their families when utilizing age appropriate planning, materials and equipment. 3 credits (On demand)

EDEC 195: FIELD EXPERIENCE IN EARLY CHILDHOOD
Prerequisite: WRIT 101
The course will provide field experience in a classroom environment so students will be able to demonstrate and implement the skill they have acquired. Students will have the opportunity to interact with young children. 3 credits (On demand)

EDEC 220: EARLY CHILDHOOD CURRICULUM & ENVIRONMENT
Prerequisite: WRIT 101
The course will focus on curriculum development and classroom environment. Students will learn the content and methods of developing a creative curriculum for preschool children. Students will learn the role they play in implementing the curriculum and how the environment affects the child. 3 credits (On demand)

EDEC230: GUIDING THE YOUNG CHILD
Prerequisite: WRIT 101
This course will focus on developing positive guidance skills that will guide the child to self-discipline and self-esteem. The student will also develop skills and techniques for communicating positively with child and families. 3 credits (On demand)

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

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

ECONOMICS (ENCS)

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, extremes, 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)

ENCS 280: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Advanced special topics in Economics. Variable credits (On demand)

EDUCATION (EDU/EDUC)

EDU 180: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Special topics in Education. Variable credits (On demand)

EDU 200: INTRO TO EDUCATION
Prerequisite: None
This is an introductory course about the field of education. The course is designed to be a survey of the various aspects of teacher education. Various topics will be covered in the following six areas:
1. understanding the teaching profession;
2. historical and philosophical contexts for understanding the current educational practices and trends;
3. political, economic and legal foundations of education;
4. social foundations examining the relationships between society and the schools;
5. curricular foundations looks at the ways in which change in societies have led to change in curriculum;
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: INTRO 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: INTRO TO INDIAN EDUCATION
Traditional and European-introduced methods of schooling, the federal role in Indian education, and contemporary Indian education issues are explored. Special focus will be given to Indian concepts of learning, bilingual, multicultural education for Indians.

**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:
1. carefully planned
2. support active learning
3. 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. 1 credit (Spring)

**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
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: INTRO TO SOIL SCIENCE WITH LAB**
Prerequisite: CHMY141 and CHMY142
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)

**ENGI 120: SURVEYING I**
Prerequisite: Instructor’s approval
Co-requisite: M 151 or higher
Students involved with this subject 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 the skills in using standard and automatic levels, in measuring distances and angles with the EDM, transit, and modern instruments. Fundamental computations will be emphasized. 3 credits (On demand)

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

**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, sentence fragment), and fundamental punctuation skills (methods of joining clauses). Students are encouraged to take this course concurrently with WRIT 101 or WRIT 102. 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 115
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 115: INTRO TO LITERATURE
Prerequisite: WRIT 101 or Instructor’s approval
An intro 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
An intro to Native American literary traditions through consideration of period, genre, and/or theme. 3 credits (Fall Odd Years)

LIT 230: WORLD LITERATURE
Prerequisite: WRIT 101 or LIT 115
An intro to the developing international literary tradition, adopting a comparative approach to works written in English and in English translation. 3 credits (Fall Odd Years)

LIT 282: LITERATURE FOR CHILDREN AND ADOLESCENTS
Prerequisite: WRIT 101 or Instructor’s approval
A survey of literature for children and adolescents, K-12th grade. The emphasis will be on the understanding, evaluation, and selection of books, with attention to the creation of thematic units, materials, and presentation methods for use by both teachers and parents. The course will include poetry, fairy tales, myths, fables, novels, short fiction, and a variety of non-fiction forms. Special attention will be given to literature about and by Native Americans. 3 credits (Spring Odd Years)

WRIT 075: BUILDING VOCABULARY SKILLS
Prerequisite: ACT-COMPASS Placement
Vocabulary development through the use of context cues and dictionary work. 1 credit (Fall, Spring)

WRIT 100: INTRO TO ENGLISH COMPOSITION:
Prerequisite: ACT-COMPASS Placement and Writing Diagnostics
An intro to basic composition skills, beginning with sentence structure, standard usage, and mechanics, progressing to paragraph writing, patterns of exposition, and revision skills, and culminating in short essay writing. 3 credits (Fall, Spring)

WRIT 101: COLLEGE WRITING I
Prerequisite: ACT-COMPASS Placement and Writing Diagnostics or WRIT 100
A course in basic essay writing, employing various modes of development such as description, narration, process analysis, definition, and persuasion. Emphases will be on pre-writing strategies, organization, development through a variety of writing experiences, and essay revision. 3 credits (Fall, Spring)

WRIT 103: BASIC WRITING
Prerequisite: None
The course concentrates on grammar and mechanics, sentence combining and editing skills, while preparing students for ENGL 100. 1 credit

WRIT 201: COLLEGE WRITING II
Prerequisite: WRIT 101, OFAD 100 or CSCI 101
A course requiring several essays, with emphases on argumentative writing and text-based analysis. Research techniques and library skills will be introduced and practiced, and as a final project, each student will be required to generate a significant and systematically documented research essay. 3 credits (Fall, Spring)

WRIT 230: CREATIVE WRITING
Prerequisite: WRIT 101 or Instructor’s approval
A course 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
A course in journalistic writing, including practice interviewing and producing news stories and features. Intro to various theorists and theories of mass media (McLuhan, Chomsky, liberal, Marxist, feminist, indigenous) will accompany and support student writing projects. 3 credits (Fall, Spring)

WRIT 241: WRITING FOR MASS MEDIA II
Prerequisite: WRIT 240
A course building on the skills developed in ENGL 240, emphasizing editorial responsibilities for production of our student newspaper, The Campus Crier. 3 credits (On demand)

GEOGRAPHY(GEOG)

GEOG 101: INTRO TO GEOGRAPHY
Prerequisite: None
This course is an intro to the geography of the major regions of the world. This course will also include the human communities of those regions, and their relationships to geographic locations, physical environments, populations, economic resources and international politics. 3 credits

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

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

GENERAL STUDIES (GS)

GS 100: FRESHMAN SEMINAR
Prerequisite: None
This course is designed to guide students in the development of skills needed to be successful in college. You will be able to connect with our academic advisors and career counselors throughout your time at SCC. This class is designed to directly apply new learning strategies to your 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. We’ll 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)

**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 GOVERNMENT**
Prerequisite: None
Students who serve as Stone Child College Student Government members will receive these three 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 for successful competition 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. Variable credits (Spring)

**GS 180: SPECIAL TOPICS**
Prerequisite: Instructor’s approval
Special topics in General Studies. Variable credits (On demand)

**PSCI 210: AMERICAN GOVERNMENT**
Prerequisite: None

This course is intended to introduce students to the fundamental course examining basic American political principles and practices, the Constitution, major institutions and civil liberty issues. GS 180's objectives are to acquaint students with the complexities of the American political system. 3 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
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
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. 2 credits (On demand)

**HPE 110: WOMEN’S FUNDAMENTALS OF BASKETBALL**
Prerequisite: None

Intramural or college varsity basketball fundamentals will be taught. Sportmanship 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. Sportmanship 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
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 Intro 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: WOMEN’S VARSITY BASKETBALL**
Prerequisite: None
Basketball conditioning will be stressed. Fundamentals will be incorporated in the following areas: passing, shooting, rebounding, defense, and offensive drills. 3 credits (On demand)

**HPE 126: MEN’S VARSITY BASKETBALL**
Prerequisite: None
Basketball conditioning will be stressed. Fundamentals will be incorporated in the
following areas: passing, shooting, rebounding, defense, and offensive drills. 3 credits (On demand)

**HPE 150: INTRODUCTION TO HEALTH CARE SYSTEMS**
Prerequisite: None
This course provides a broad overview of functions of health care systems with a focus on Indian Health Service, Tribal and Urban Indian Health Care Systems. Students will be introduced to types of care, health care system performance and career opportunities in the health care field. 3 Credits.

**HPE 160: CIRCUIT TRAINING**
Prerequisite: None
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 200: INTRODUCTION TO TRIBAL HEALTH SERVICES ADMINISTRATION**
Prerequisite: None
This course presents an outline of Tribal Health Administration functions and responsibilities in regards to the overall Tribal Health Program system. Areas of focus will include variations between the Indian Health Service and Tribal Health programs, community health, billing systems and contract health services. 3 Credits.

**HPE 210: BEGINNING GOLF**
Prerequisite: None
Students receive an Intro 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
Continuation of Intermediate golf with an emphasis on advanced techniques using state-of-the-art golf equipment. 2 credits (On demand)

**HPE 215: COED SOFTBALL**
Prerequisite: None
Students will learn the techniques of good sportsmanship, batting the ball, base-running, fielding, proper warm up, field dimensions, and 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 to teach students skills on how to motivate and encourage others for healthier living lifestyles. 2 credits (On demand)

**HPE 228: WELLNESS PROGRAM DEVELOPMENT**
Prerequisite: None
This course is designed to teach the students with broad concepts of health, physical education, and recreation including as they apply to health and wellness. 2 credits (On demand)

**HPE 233: FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION**
Prerequisite: Instructor’s approval
Designed to acquaint the prospective physical education teacher with broad concepts of health, physical education, and recreation including the historical development of modern programs, philosophies, and their application to physical education. 3 Credits.

**HPE 240: HEALTH PROGRAM PLANNING AND EVALUATION**
Prerequisite: HS 160 and HPE 285
This course provides an overview of models, theories and evaluation for health program planning. There will be an emphasis on applications in Montana’s American Indian communities. 3 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 difference 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 274: PERSONAL AND COMMUNITY HEALTH**
Prerequisite: Instructor’s approval
Evaluation of personal health and services available throughout the community. Application to K-12 teachers for coordinating/utilizing community services in a health enhancement curriculum. 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 Intro to the basic and new concepts of health. Topics include nutrition, physical fitness, stress management, substance abuse, HIV/AIDS, safety and risk management. 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: INTRO 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 Human Services field. 1 credit (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 Service 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: MULTI-CULTURAL ISSUES IN HUMAN SERVICES**  
Prerequisite: None  
Students will gain cultural knowledge to better help community members with Human Service issues. 1 credit

**HS 180: SPECIAL TOPICS**  
Prerequisite: Instructor’s approval  
Special topics in Human Services and Native Community Issues. Variable credits (On demand)

**HS 185: PARENT INSTITUTE TRAINING**  
Prerequisite: None  
This workshop is designed to introduce the participants 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: INTRO 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 workshop is designed to present students and community members with skills to better health and to incorporate traditional practices into their lives. Various issues that impact the lives of children, parents, and communities will be addressed. Variable credits (On demand)

**HS 220: INTRO TO RURAL BEHAVIORAL HEALTH**  
Prerequisite: None  
This is designed to give students introductory knowledge in behavioral health. 3 credits (Spring Even Years)

**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 285: BEHAVIORAL HEALTH FACILITATOR TRAINING**  
Prerequisite: None  
This course prepares the student with a structure of basic helping skills, working with integrity, diversity awareness, suicide prevention, trauma response, and referral and consultation techniques. There is a focus in the course to assist the student to identify and be able to respond to cultural appropriateness. The student will develop a comprehensive set of mental health concepts and skills specific for individuals outside the mental health professions. 2 credits

**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 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: BEHAVIOR HEALTH FACILITATOR FOR CHIPPEWEA/CREE COMMUNITY TRAINING**  
Prerequisite: None  
This course is designed to train peer counselor to recognize identify, listen to, and refer mental health issues. This course has been adapted to meet the needs of the Chippewa/Cree Community.

**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 student development of a better understanding of the dynamics involved in the behavioral health system agencies and
HUM 100: INTRO 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 be telling 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 these disciplines will be dealt with each semester, focusing on one central theme. 3 credits (Fall Odd Years)

HUM 213: CHIPPEWA AND 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: INTRO TO CHIPPEWA-CREE CEREMONIES
Prerequisite: WRIT 101
Basic, rudimentary overview of Chippewa-Cree ceremonies, beliefs, traditions and values. 3 credits (On demand)

HUM 220: CULTURAL ANTHROPOLOGY
Prerequisite: WRIT 101
A course designed as an Intro to cultural anthropology. Emphasis is placed on cultural theory, cultural studies, and on 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
This course will introduce the students to the evolution of the musical genre known as Rock & Roll. The students will study the roots, components and development of the musical art form “Rock & Roll.” Significant performing artists and movements and the various styles will be presented. The class will be delivered by traditional lecture with substantial use of audio and visual aids to supplement the text book required for the class. (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 he or she has 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)

M 081, 082, 090 (Course Series): BEGINNING ALGEBRA I, II, & INTRODUCTORY ALGEBRA
Prerequisite: COMPASS 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. All three courses of the same section will meet in the same room at the same time each week. 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 111: TECHNICAL MATHEMATICS
Prerequisite: M090, COMPASS Placement
This course is intended for intended for technical, trade or allied health programs. Students will review basic mathematical skills, i.e., 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)

M095: INTERMEDIATE ALGEBRA
Prerequisite: M 090, COMPASS Placement
This course presents topics of algebra and graphing required for to college level
M 121: COLLEGE ALGEBRA
Prerequisite: M 095, COMPASS 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, Spring)

M 130: MATH FOR ELEMENTARY TEACHERS I
Prerequisite: M 095, COMPASS Placement
This is a pre-service course for students majoring in elementary education. Topics include: problem solving process, history, set theory, functions, logic, number systems, number theory, rational and irrational numbers, ratios, proportions, decimals and percent’s. 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 145: MATHEMATICS FOR LIBERAL ARTS
Prerequisite: M 095, COMPASS 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 180: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Special topics in Mathematics. Variable credits (On demand)

M 151: PRECALCULUS
Prerequisite: M 121, Instructor’s approval or COMPASS Placement
This course includes trigonometric functions, inverse function, identities, triangle solutions, trigonometric sentences, graphing, and complex numbers. The pre-calculus portion of the course includes families of relations, complex numbers, analytic geometry, limits, derivatives, integrals, and trigonometric applications to calculus. Students will use graphing calculators and computer mathematics software as an integral portion of the course. Application projects will involve library research, critical thinking, hands-on manipulative practice, and classroom presentations. 3 credits (Spring)

M 171: CALCULUS I
Prerequisite: M 151, Instructor’s approval or COMPASS 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. 3 credits (On demand)

M 172: CALCULUS II
Prerequisites: M 171, Instructor’s approval or COMPASS 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 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. Completed projects must also include 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 Intro 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)
NATIVE AMERICAN STUDIES (NAS & NASX)

NAS 100: INTRO CHIPPEWA CREE HISTORY
Prerequisite: None
This course provides a historical overview of how the Chippewa and the Cree became one reservation. 1 (credit)

NAS 101: HISTORY OF THE 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
A study of North American Indian Music from 1890 to the present with 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

NAS 145: CHIPPEWA-CREE HISTORY AND CULTURE
Prerequisite: WRIT 101
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
Course content 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, and 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
A study of 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 for a lab-type of session where the students will actually learn the songs, drumming, and singing styles of the Chippewa-Cree people. 3 credits (On demand)

NAS 180: SPECIAL TOPICS
This course is designed to continue students' progress in playing the Native American flute. It is also designed to deepen their knowledge of flute music of the Native American Renaissance, both traditional and contemporary. Students will be encouraged to develop personal and improvised songs and repertoire, and they will participate in regular flute circles with other student players. 3 credits. (On demand)

NAS 200: NATIVE AMERICAN LITERATURE
Prerequisite: Instructor's approval
Students will select an area of research that reflects the achievements, concerns, and problems affecting Native Americans today. 3 credits (On demand)

NAS 240: NATIVE AMERICAN HISTORY
Prerequisite: Instructor's approval
This course is a study of tribal governments of the seven reservations in the state of 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
Course content will focus on the contemporary issues that include the past, present issues as they relate to and impact Indian life. 3 credits (On demand)

NAS 280: 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)
Prerequisite: Instructor’s approval
Advanced special topics in Native American Studies. Variable credits (On demand)

NASX 100: CREE LANGUAGE I
Prerequisite: None
The emphasis of this course is 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 101: INTRO CREE LANGUAGE I
Prerequisite: None
The emphasis of this course is to learn basic vocabulary, sentences and some dialogue through oral drills and activities. 1 (credit)

NASX 105: CREE LANGUAGE II
Prerequisite: NASX 100 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 will place emphasis of this course is 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 to 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 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 250: CLASS 7 CERTIFICATION
Prerequisite: NASX 100 or equivalent, or fluent Cree or Chippewa Language Speaker
This course is an advanced language and culture specific for the Chippewa Cree Tribe of Montana. 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) 6 credits (On demand)

NR 100: ROOKIE FIREFIGHTING TRAINING
Prerequisite: None
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. (SUMMER ONLY)

NR 101: NATURE JOURNALING
Prerequisite: None
This course will give students knowledge and encourage 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
Introduction to 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 120: INTRO TO WATER AND WASTEWATER WITH LAB
Prerequisite: Instructor’s approval
This course is an Intro to drinking water and sewerage/wastewater treatment systems. Topics include plant layout, process control, distribution and collection systems, federal and state regulations, facultative lagoons, and industrial treatment processes and laboratory procedures. 4 credits (On demand)

NR 125: INTRO TO GROUNDWATER
Prerequisite: Instructor’s approval
This course is an Intro to the basic concepts governing groundwater including geology, chemistry, contamination, contaminant transport, and remediation techniques. Attention will be focused on the use of groundwater as a source for municipal supply. 3 credits (On demand)

NR 130: PRINCIPLES OF WATER RESOURCES
Prerequisite: Instructor’s approval
This course is an Intro 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: CAPP120
This is the first course in a three-course sequence designed to develop 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 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 ARC gis software. 3 credits (Fall)

NR 215: SAMPLING TECHNIQUES
Prerequisite: Instructor’s approval
This class is an Intro to equipment and instrumentation used to collect field data pertinent to the management of natural resources with an emphasis on watery quality. 3 credits (On demand)

NR 220: GPS PRINCIPLES AND PRACTICES
Prerequisite: NR 131
This course designed for development of 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 235 : TREATY RIGHTS/WATER LAWS
Prerequisite: Instructor’s approval
3 credits (On demand)

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
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 further develop by applying 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: INTRO TO NURSING
Prerequisite: None
This course socializes students to the roles/functions/expectations of the nurse. This course provides an Intro 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/clinical judgment, legal/ethical/cultural issues in nursing; the need to understand human motivation and behavior; and use of the nursing process. 1 credit (Spring)

NURS 120: NURSES AIDE 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)

OFAD 100: KEYBOARDING I
Prerequisite: None
Students will learn to keyboard using the touch method to a minimum of 30 w.p.m. 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 Intro to Computers and English II. 3 credits (Fall, Spring)

OFAD 180: SPECIAL TOPICS
Prerequisite: Instructor approval
Special topics in Office of Administration. Variable credits (On demand)

OFAD 210: CALCULATOR APPLICATIONS FOR BUSINESS USING THE TEN-KEY
Prerequisite: None
Students will develop speed and accuracy using the ten-key numeric touch system. Class applications will be typical of those performed by accounting and bookkeeping employees. The realistic problems will range from checkbook reconciliation to inventory and payroll applications. Students will also learn to manage their time, become familiar with new business forms, improve their math skills, and explore career opportunities. 3 credits (Fall)

OFAD 212: RECORDS MANAGEMENT
Prerequisite: None
This course provides detailed information in records management techniques including topics such as the fundamentals of records management, the organization and design of files, 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 through completing realistic assignments. After building these skills through manual filing, they will then apply this body of procedures and knowledge 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, and supervision and leadership and safety in the office environment will be discussed. Students will learn about travel arrangements and how to efficiently plan a meeting or conference. Students will apply skills and review language usage and rules needed in the office environment through daily assignments. Students will continue to increase their critical-thinking skills by analyzing and discussing typical problems that might occur in any office environment. 3 credits (Fall)

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

PHYS 180: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Special topics in Physics. Variable credits (On demand)

PHYS 280: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Advanced special topics in Physics. Variable credits (On demand)

PSYCHOLOGY (PSYX)

PSYX 100: INTRO TO PSYCHOLOGY
Prerequisite: WRIT 101
This course is a survey of the field of psychology including: how psychology developed, biological bases of behavior, sensation ad perception, variations in consciousness, learning, cognition, motivation, human development, personality and understanding stress. 3 credits (Fall, Spring)

PSYX 102: INTRO TO AMERICAN INDIAN PSYCHOLOGY
Prerequisite: None
This course is concerned with the effects people on human beings’ thoughts, feeling and behaviors. 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 assist students in becoming more aware of their potential. 3 credits (Fall Even Years)

PSYX 131: HUMAN DEVELOPMENT
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: INTRO TO PSYCHOLOGY 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 AND DEVELOPMENT
Prerequisite: PSYX100
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, strength, 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 people around them. Emphasis will be on Native American people and culture. 3 credits (Spring Odd Years)

PSYX 270: ABNORMAL PSYCHOLOGY
Prerequisite: PSYX100 or AD 263
This course will discuss paradigms of abnormal psychology and clinical assessment. Psychological disorders will be presented considering an emphasis on diagnosis, etiology, and treatment. 3 credits (Fall Odd Years)

PSYX 272: EDUCATIONAL PSYCHOLOGY
Prerequisite: Instructor's approval
Advanced special topics in Psychology
Variable credits (On Demand)

PSYX 274: SOCIAL PSYCHOLOGY
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)

SOCI 101: INTRO 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 or SOCI 110
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, and 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 (SPE)

COMX 111: INTRO TO PUBLIC SPEAKING
Prerequisite: WRIT 101 or Instructor’s approval
A basic speech course designed to develop students’ skills in oral communication in interpersonal, group, and public situations. 3 credits (Fall, Spring)

SPCH 180: SPECIAL TOPICS
Prerequisite: Instructor’s approval
Advanced special topics in Speech. Variable credits (On demand)

SPCH 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: INTRO TO STATISTIC
Prerequisite: M 095, ACT-COMPASS Placement
This course includes 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)

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