

SITTING BULL COLLEGE 2010-2012

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Fort Yates, ND 58538

ADMINISTRATIVE OFFICES

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(701) 854-3403 Student Center Fax
(701) 854-8197 Science & Technology Center Fax
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(701) 854-3061 Transit Center Fax
(701) 854-2345 Financial Center Fax

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INSTRUCTIONAL CENTERS

Fort Yates, North Dakota 58538
McLaughlin, South Dakota 57642

For additional information contact info@sbc.edu

ACCREDITATION

Sitting Bull College is accredited by The Higher Learning Commission: A Commission of the of North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413. Phone number (312) 263-0456; (800) 621-7440.

Sitting Bull College is also a member of the American Indian Higher Education Consortium and the North Dakota Tribal College Association.

College Colors: Blue & Silver
College Mascot Name: Suns

DISCLAIMER

Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, college calendar and other regulations affecting the student body set forth in this bulletin are in accordance with information available at the time of publication. Sitting Bull 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.

STATEMENT OF POLICY ON NON-DISCRIMINATION

Sitting Bull College operates in accordance with Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1973 which provides that:

Sitting Bull College does not discriminate on the basis of handicap, race, color, sex, religion, national or ethnic origin in the administration of its educational, admission, financial aid, athletics, recreational, employment, or other college policies and programs.

COMPLIANCE COORDINATOR:

For Student Information

Koreen Ressler, Vice President of Academics
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8001

For Employee Information

Renee Vermillion, Business Manager
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COMPLAINT RECEIVERS:

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Fort Yates Campus Entrepreneurial Center
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Gillian Stonefish, ND VR Counselor
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Fort Yates, ND 58538
(701) 854-8112

McLaughlin Site
Rick DeLoughery, Bison Coordinator
Box 613
McLaughlin, SD 57642
(605) 823-4318

SBC President will have the power to consider the facts and authorize further consideration.

If the person filing a complaint wishes to further pursue the complaint, a written report can be filed with the Office of Civil Rights, U.S. Department of Education, Midwestern Division, 111 North Canal Street, Suite 1053, Chicago, Illinois, 60606-7204. Phone: (312) 886-8434 or Fax Number (312) 353-4888.

"FOUR DIRECTIONAL SONG"

Look towards the West!
Your Grandfather
is sitting there looking this way.
Pray to Him! Pray to Him!
He is sitting there looking this way.

Look towards the North!
Your Grandfather
is sitting there looking this way.
Pray to Him! Pray to Him!
He is sitting there looking this way.

Look towards the East!
Your Grandfather
is sitting there looking this way.
Pray to Him! Pray to Him!
He is sitting there looking this way.

Look towards the South!
Your Grandfather
is sitting there looking this way.
Pray to Him! Pray to Him!
He is sitting there looking this way.

Look up above!
The Great Spirit
He is sitting above us
Pray to Him! Pray to Him!
He is sitting there looking this way

Look down at the Earth!
Your Grandmother
is lying beneath you
Pray to Her! Pray to Her!
She is lying there listening to your prayers.

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PRESIDENT'S MESSAGE

It is my pleasure to introduce and welcome you to our new college bulletin for the 2010-2012 academic years. Sitting Bull College has made a lot of progress since our last bulletin was printed. We are extremely excited that all employees will soon be moved to our new campus site. The last programs are scheduled to move during September, 2010.

Since our last bulletin, we have built a Finance Center which houses our business office. Our newest facility, a Tech Center, is scheduled to be completed by the end of September, 2010.



We are beginning to work closely with the Standing Rock Sioux Tribe to better coordinate efforts toward building a stronger nation. The Tribe's reorganizational efforts will allow us to be more involved with partnering with Tribal programs in the areas of work force development and education. The reservation communities are beginning to request training for their communities via continuing education units (CEUs).

Our work with the K-12 schools on the reservation continues and we are being identified as a major host for training and higher education. We have just finished our third summer training Language teachers on how to teach the Lakota language. We are tracking students' scores and the data show that this training is working based amount of Lakota Language the students are retaining.

We are providing leadership in the area of alternative energy. We have secured funding to build a wind turbine which will assist us in providing energy for our new campus facilities. We have also developed a new certificate program in wind energy. This program will be offered this fall to students through a partnership with the Standing Rock Tribal Employment Rights Office (TERO).

These partnerships are essential for addressing the high rate of unemployment on Standing Rock.

Sitting Bull College's mission statement, philosophy, and goals are built around our Lakota/Dakota traditions and values. By incorporating cultural relevancy into our academic offerings and providing cultural learning opportunities, it is our hope that you, our students, will be better prepared for the future.

In closing, I want to say Pilamayea, (thank you) for choosing Sitting Bull College. We will strive to continue the vision of our namesake, Sitting Bull (Tatanka Iyotake) who said, "Let us put our minds together to see what we can build for our children".

Pilamayea,
Dr. Laurel Vermillion
(Oyate Wanyaka Pi-Win)

VISION

Catching the spirit to fulfill a dream through culture, academics, technical training, and responsible behavior for now and the future.

MISSION

Sitting Bull College is an academic and technical institution committed to improving the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota/Dakota culture and language.

PHILOSOPHY

All people grow to their full potential by knowing and understanding their beautiful and profound cultural heritage; therefore, Dakota/Lakota culture will permeate a holistic educational process, which will permit all people to develop in balance from the elders' teachings to live in the present world.

STUDENT OUTCOMES (GOALS)

1. Students will be able to communicate effectively, both orally and in writing, synthesizing critical thinking skills.
2. Students will develop their own leadership and community building skills.
3. Students will value and develop a balanced physical (body), intellectual (mind), social (heart), and spiritual (soul) lifestyle.
4. Students will be able to work effectively with others in a cooperative manner.
5. Students will study Native American Indian culture.
6. Students will be able to function in a technological world.
7. Students will become respectful citizens of the Earth.

THE HISTORY OF SITTING BULL COLLEGE

Sitting Bull College began as Standing Rock Community College (SRCC) on September 21, 1973. On that date, the Standing Rock Sioux Tribal Council granted a charter to SRCC to operate as a post-secondary educational institution with the authority to grant degrees at the Associate level. Recognizing the need for an institution of higher education which would provide opportunities for people in the immediate area, several movers and shakers on the Standing Rock reservation began the process of establishing one of the nation's first tribal colleges.

At the time the charter was granted, different colleges from around the state were offering a number of courses on the reservation. However, there was no coordination of effort and tribal leaders felt that it would be best to go through one institution. Bismarck Junior College (BJC) was designated to be that institution. As ties with BJC strengthened, discussions were begun to determine whether the Standing Rock Sioux Tribe should join other tribes which were in the process of forming their own colleges. A grant to BJC from the Higher Education Act provided money for Standing Rock Community College to begin offering courses. Standing Rock Community College opened its doors officially in July of 1973. The first offices and classrooms were in the Douglas Skye Memorial Retirement Complex in Fort Yates. There were three full-time people on staff.

The process of seeking accreditation was initiated in 1975. Candidate Status for accreditation was granted to Standing Rock Community College in 1978 after a thorough evaluation by the North Central Association of Colleges and Schools Commission on Higher Education. This status meant that the college was recognized as providing service and that it would be ready for full accreditation within six years. Every two years during this six-year period, evaluators returned to the college to document progress. SRCC was visited in the spring of 1980 and again in the spring of 1982. Both times, the teams recommended Candidate Status. The college received full accreditation in 1984. To mark this achievement and recognize their continued growth, the college officially changed their name to Standing Rock College (SRC). The college later received continued accreditation in 1987, 1991, 1996, and ten years in 2004 with approval to begin offering Bachelor of Science programs in Business Administration and Elementary Education. In 2007 SBC received approval to add a Bachelor of Science program in Environmental Science and in 2008 approval was received to add Bachelor of Science programs in Early Childhood Education, Secondary Science Education, Special Education, and General Studies.

On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college's name to Sitting Bull College (SBC). The objectives were not altered and the college continues to operate as the charter specifies. Currently, there are over 70 full-time faculty, administrative and support staff. The original enrollment of 90 students has grown to approximately 300 each semester. Bachelor programs, associate level general college transfer programs and vocational programs are currently being offered.

While the accreditation activities ensure that Sitting Bull College meets the standards of the higher education agencies, the fact that SBC is tribally controlled means it must also provide services to the Native American community. Advisory boards made up of community members provide input that is relied upon for program continuation and changes. The College Board of Trustees is elected from the eight districts. At the state and national levels the college is a member of the North Dakota Association of Tribal Colleges and the American Indian Higher Education Consortium.

NEW CAMPUS FACILITIES

In 1998, with the purchase of 160 acres of land, building the new campus began. To date, the college has raised \$22 million of an ambitious \$40 million campaign to construct our new campus on a hill overlooking the Missouri River, home to native people for thousands of years.

The new campus will include buildings for academics, administration, a theater, a field house, maintenance and transportation, building trades, a tribal business information and entrepreneurship center, a daycare/early childhood center, a cultural center, family housing units and dormitories, as well as powwow and campgrounds. Future plans include an aquatics center, a football/track stadium, baseball fields, an assisted living facility and additional student and employee housing.

The master plan for the College has been developed in phases. The water, sewer, roads, and lights have been completed for Phase I. The first building completed on the new campus in 2000 was the cultural center with a classroom that has been used for painting, stain glass, and pottery. The center is also used as a meeting facility. The College also completed eighteen low-income student-housing units on the new campus. Construction of the first academic building the science and technology center began in the fall of 2004 with completion in December 2005. Classes began in this 23,000 square foot state-of-the-art facility in January 2006. In March 2006 the college began its occupation of the 16,000 square foot family support center which houses the education programs and also contains a safe, modern daycare facility that can accommodate 75 children. On April 2, 2007, the college opened a new 5,100 square foot transit center on the new campus. Sitting Bull College founded the Standing Rock Public Transportation program in 1989 and since then has funded and managed the program. The new facility houses the Standing Rock Public Transportation (SRPT) program, including five offices, a waiting area for customers, two mechanic bays and one wash bay for transportation vehicles. In July 2008, a 16,500 square foot entrepreneurial center was built. It houses the President's office, business administration, criminal justice, and horsemanship programs, along with the Tribal Business Information Center and six business incubator spaces to assist with business start-ups. Construction was completed on July 1, 2009 for a 13,000 square foot student center which houses a 6,000 square foot library and a 7,000 square foot area for student services and developmental education. Included the student services area is a classroom, computer lab, GED/tutoring lab, a student lounge, and offices for student support staff. In April 2010 construction was completed on a 3,000 square foot facility financial center that houses the college's business offices. Construction is anticipated to be completed in the fall of 2010 for a 14,000 square foot trades center which will house the college current building trades program, along with future trades programs.

The college will continue to seek funds for dorms, cafeteria, and wellness center.

TATANKA IYOTAKE, SITTING BULL

1831 (or 1838) - 1890

Hunkpapa Teton



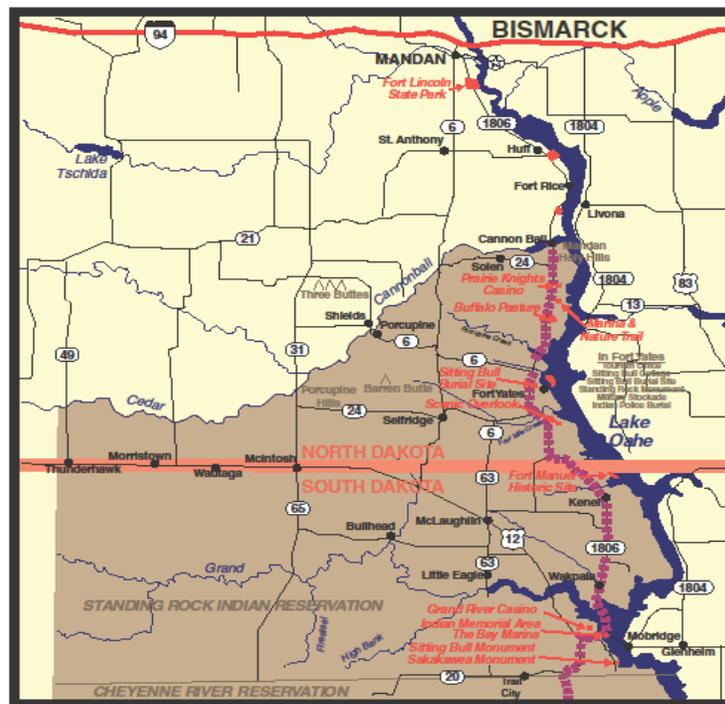
Sitting Bull College has adopted as its motto one of Sitting Bull's sayings: "Let us put our minds together to see what we can build for our children."

STANDING ROCK RESERVATION

The Standing Rock Indian Reservation is uniquely located in southern North Dakota and northern South Dakota. The land area is approximately 2,300,000 acres of which 1,408,000 acres are under federal and tribal jurisdiction. The primary land use is ranching and dryland farming.

The people on the reservation are mostly Hunkpapa Sioux. Approximately 6,000 are estimated to be on or near the reservation boundaries. The primary type of permanent work on the reservation is government which includes federal, state and tribal government units. Most recent unemployment rate on the reservation is approximately 74% compared nationwide rate of 9.5%. The average per capita income is approximately \$10,200 compared to a nationwide per capita income of \$37,800 Median family income is about \$23,900 compared to a national median of \$48,200. There are small returns from leasing land to area farmers and ranchers.

The reservation borders the Oahe Reservoir, which provides all types of water recreation and excellent fishing. Picnic areas and campgrounds are available in many locations on, or adjacent to, the reservation.



**ACADEMIC CALENDAR
FALL SEMESTER 2010**

August 12-13	In-Service
August 16-20	Registration (Fort Yates)
August 20.....	Last Day to Register for Classes
August 23.....	First Day of Classes
August 27.....	Last Day to Change Classes
September 6	Labor Day Holiday
September 20-23	Native American Week
September 24	Native American Day Holiday
October 11-15.....	Midterms Week
October 20.....	Midterm Grades Due
November 1-5	Pre-registration for Spring (All Students)
November 11	Veterans Day Holiday
November 12	Last Day to Drop Classes
November 25-26	Thanksgiving Holiday
December 3	Last Day of Classes
December 6-8.....	Final Exams
December 14	Final Grades Due
December 15	All Chiefs Day Holiday
January 7	Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2011

January 3-7.....	Registration (Fort Yates)
January 7.....	Last Day to Register for Classes
January 10.....	First Day of Classes
January 14.....	Last Day to Change Classes
January 17.....	Martin Luther King, Jr. Holiday
February 21	Presidents Day Holiday
February 28-March 4.....	Midterms Week
March 9.....	Midterm Grades Due
March 14-18.....	Spring Break
April 8	Last Day to Drop Classes
April 4-8	Pre-registration for Summer Session and Fall Semester (All students)
April 22	Good Friday Holiday
April 25.....	Easter Monday Holiday
April 29	Last Day of Classes
May 2-4.....	Final Exams
May 6.....	Final Grades Due
May 12.....	Graduation
May 27.....	Last Day to Remove Incompletes from Spring Semester

SUMMER SESSION 2011

May 16-20.....	Final Registration
May 20.....	Last Day to Register for Classes
May 23.....	First Day of Classes
May 25.....	Last Day to Change Classes
May 30.....	Memorial Day Holiday
June 23.....	Last Day to Drop Classes
June 24.....	Battle of Little Big Horn Holiday
July 1.....	Last Day of Classes
July 4.....	Independence Day Holiday
July 5-6.....	Final Exams
July 8.....	Final Grades Due
July 29.....	Last day to Remove Summer Incompletes

ACADEMIC CALENDAR FALL SEMESTER 2011

August 11-12	In-Service
August 15-19	Registration (Fort Yates)
August 19.....	Last Day to Register for Classes
August 22.....	First Day of Classes
August 26.....	Last Day to Change Classes
September 5	Labor Day Holiday
September 19-22	Native American Week
September 23	Native American Day Holiday
October 10-14.....	Midterms Week
October 19.....	Midterm Grades Due
October 31-November 4.....	Pre-registration for Spring (All Students)
November 10	Last Day to Drop Classes
November 11	Veterans Day Holiday
November 24-25	Thanksgiving Holiday
December 2	Last Day of Classes
December 5-7	Final Exams
December 14	Final Grades Due
December 15	All Chiefs Day
January 6	Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2012

January 3-6.....	Final Spring Semester Registration (Fort Yates)
January 6	Last Day to Register for Classes
January 9.....	First Day of Classes
January 13.....	Last Day to Change Classes
January 16.....	Martin Luther King, Jr. Holiday
February 20	Presidents Day Holiday
February 27-March 2	Midterms Week
March 7	Midterm Grades Due
March 12-16	Spring Break
April 6	Good Friday Holiday
April 9.....	Easter Monday Holiday
April 13.....	Last Day to Drop Classes
April 16-20	Pre-registration for Summer, Fall, & Spring (All students)
April 27	Last Day of Classes
April 30-May 2.....	Final Exams
May 4.....	Final Grades Due
May 10.....	Graduation
May 25	Last Day to Remove Incompletes from Spring Semester

SUMMER SESSION 2012

May 14-18.....	Final Registration
May 18.....	Last Day to Register for Classes
May 21.....	First Day of Classes
May 23.....	Last Day to Change Classes
May 28.....	Memorial Day Holiday
June 22.....	Last Day to Drop Classes
June 25.....	Battle of Little Big Horn Holiday
June 29.....	Last Day of Classes
July 2-3	Final Exams
July 4	Independence Day Holiday
July 6	Final Grades Due
July 27	Last day to Remove Summer Incompletes

***ADMISSIONS
POLICIES
&
PROCEDURES***

ADMISSIONS

Sitting Bull College maintains an "open" door admissions policy. Any person who is a graduate of an accredited high school or has their GED certificate may be admitted to SBC.

EXCEPTIONS:

If an applicant for admission is NOT a graduate of an accredited high school or has not received a GED certificate, the applicant is eligible to enroll for one semester in **up to eight credit hours with a course requirement of PSYC 100 Psychology of Student Success for three of the eight credits.** However, the applicant will be required to work with the GED Instructor on obtaining a GED by the end of the semester. Students are not eligible to enroll a second semester until proof of GED completion is submitted to the Registrar's office.

DUAL ENROLLMENT:

High school juniors and seniors may apply for admission to take 100 and 200 level classes. These students are not seeking dual credit.

DUAL CREDIT:

The fifty-fifth legislative assembly of the State of North Dakota passed senate bill number 2033 at the 1997 session. The bill allows juniors and seniors in North Dakota's public schools to take courses offered by an approved post-secondary institution for both high school and post-secondary credit. The program provides students with a greater variety of class offerings and the opportunity to pursue more challenging course work.

ENROLLMENT POLICY FOR DUAL ENROLLMENT AND CREDIT:

1. Students must complete an application for enrollment at SBC.
2. Students must take the COMPASS and score at the 12th grade level in order to enroll in classes.
3. The program will allow students to enroll in only 100 and 200 level courses.
4. The students will only be allowed to enroll in a maximum of two courses or six credit hours per semester.
5. The students will pay the same fees as a regular student.
6. Students are responsible for their own transportation to and from the college.
7. Enrollment of a high school student cannot displace regular student enrollment. Example: The Building Trades program has limited enrollment in some courses.
8. Each high school must appoint a liaison to work with SBC.
9. High school students placed on probation with SBC will not be allowed to register for classes until after their high school graduation.

Under Exceptions and Special Conditions, credits do not become official college credits until the student has submitted proof of graduation from high school or completion of GED.

ADMISSION PROCEDURE

Students applying for admission to SBC must submit the following documentation to the Registrar:

1. Application for Admissions.
 2. Official high school transcripts or GED certificate/GED transcript.
 - a. If a student is non-degree seeking, the student can submit either official high school transcripts, GED certificate/GED transcript, or official transcripts of the last degree received.
 3. All Native American students must submit an official verification of tribal enrollment to the Registrar.
 4. If applicable, Native American students not enrolled in a federally recognized tribe must submit an official verification of tribal enrollment of one of their parents.
 5. Transfer students must have an official copy of their transcript(s) from previously attended college(s) sent directly to the registrar's office at Sitting Bull College.
- A hold will be placed on a student's academic record if all documentation is not in their file at the end of the first semester of enrollment.

SPECIAL ADMISSIONS REQUIREMENT

The following programs of study have special admissions requirements:

- Criminal Justice/Peace Officer Training – criminal history check (no domestic violence convictions) and current driver's license
- Early Childhood Education – criminal history check (no convictions involving children)
- Practical Nursing – criminal history check, physical, and current immunization
- Teacher Education/Elementary Education – criminal history check (no convictions involving children)

NO SHOW POLICY

A student who does not attend any classes within the first three weeks of the fall/spring semester or the first week of the summer session shall be considered a "no show" and a 100% tuition and fees refund will be issued

The student will be billed a "no show" fee of \$10.00 per course, a \$10.00 registration fee, and the total cost of purchases made at the SBC Bookstore. Students may return books up to six weeks from the start of classes if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.

OFFICE OF THE REGISTRAR

The Registrar's Office maintains the following records:

1. Registration/admission forms: SBC application, degree of Indian blood, high school/college transcripts or GED certificate/GED transcript, release of information, transcript requests, documents relating to deferments, VA documents, and certificate of achievements.
2. Degree plan.
3. Graduation forms: application for graduation, letters of recommendation, and resume.
4. Permanent Academic Records: semester grade reports, official transcript, and completed add/drop forms.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974

Sitting Bull College adheres to a policy of compliances with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The definition of this Amendment is as follows:

"A federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings."

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school/college beyond the high school level. Students to whom the rights have transferred are "eligible students".

Sitting Bull College has designated the following information as "Directory Information": Students' name, address, telephone number, date and place of birth, honors and awards, dates of attendance, major field of study, and recent schools/colleges attended.

This information is generally considered not harmful and may be released to anyone unless the student requests otherwise. If there is any information above a student does not want released, he/she may indicate so on the Disclosure of Student Records/Information Release Form which is a part of the Application for Admissions.

Generally, schools/colleges must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools/colleges to disclose those records, without consent, to the following parties or under the following conditions:

- College officials with legitimate educational interest (Faculty/Staff of SBC);
- Other colleges to which a student intends to transfer to;
- Auditors or Evaluators of college programs;
- Funding sources such as Higher Education, WIA, JPTP, VA, Scholarship Programs, etc;
- Organizations conducting certain studies for or on behalf of the college;
- Accrediting organizations;
- Local, State, and Federal judicial orders or lawfully issued subpoena; and,
- Appropriate officials in cases of health and safety emergencies.

Each student has the right to inspect or access their educational record and may:

- be provided a list of personal educational records, files, and documents maintained at Sitting Bull College (attached to the Disclosure of Student Records/Information Release

Form which all students are required to sign at the beginning of their first term of attendance at SBC);

- inspect and review the content of such records (contact Registrar to do so);
- receive a response from the college to a reasonable request for explanation or interpretation of records; and,
- have a hearing to challenge the content of the records.

Any student wishing to inspect his/her file must contact the Registrar.

ACADEMIC ADVISEMENT

Each student is assigned a faculty advisor upon enrollment at SBC. In most cases, the advisor will be an instructor in the student's specific area of study.

The advisor assists in proper course selection to meet curricular requirements and helps students avoid errors in scheduling. However, students have the final responsibility for satisfying the degree requirements for the curriculum chosen and the college's general education requirements.

REGISTRATION PROCEDURES

During registration week, representatives from the Registrar's Office, Financial Aid Office, Business Office, Counseling Office, and all academic/vocational departments are available for consultation. With the assistance of these individuals, students must complete the following steps in order to register for classes:

RETURNING OR CONTINUING STUDENTS:

1. Obtain registration materials from the Registrar's Office.
2. See Business Office Technician to determine debt status.
3. See Financial Aid Office to finalize financial aid paperwork.
3. Meet with Academic/Vocational Advisor for scheduling assistance and approval.
4. Obtain Student ID Card/E-Mail Address. Replacement cards will cost \$5.00 payable at the time of the request.
5. Complete library information form.
6. Return all registration material to the Registrar's Office.
7. Contact the Bookstore and acquire the necessary texts and materials.

NEW STUDENTS:

1. Check in at registration table to start registration process.
2. See Financial Aid Office to arrange for financial assistance. Students are encouraged to complete their financial aid applications prior to enrolling or as soon as possible thereafter.
3. See the Office of Student Support Services if do not have GED to arrange for completion.
4. See the Office of Student Support Services to arrange for completion of the COMPASS test if not done previously.
5. Consult with Academic/Vocational Advisor in their field of interest or major scholastic area for scheduling assistance and approval.
6. Obtain Student ID Card/E-Mail Address. Replacement cards will cost \$5.00 payable at the time of the request.
7. Complete library information form.
8. Return all registration materials to the Registrar's Officer.
9. Contact the Bookstore and acquire the necessary texts and materials.

COMPASS TEST

The Office of Student Support Services will test all new degree seeking students.

Students will be administered the COMPASS test in English, writing, reading, and math proficiency to determine the proper placement of students in math and English courses. The information derived from the test will be used to assess which courses will be mandatory for the students to assure academic success. Students will not be denied admission to the college on the basis of COMPASS score results.

Students who score less than the 12th grade skill level on the COMPASS will be required to enroll in the respective 010 Foundation course(s).

NEW STUDENT ORIENTATION

Orientation is completed in the PSYC 100 Psychology of Student Success course that is mandatory for all new students and should be taken during their first semester at SBC. Orientation is designed to make the adjustment to college life a pleasant experience. An ongoing, in-class orientation will acquaint new students with various offices and services, policies and procedures, and introduce students to the SBC Bulletin. Students will be asked to answer questions throughout the orientation and will complete a survey to help the college refine the orientation process. The instructor for the PSYC 100 Psychology of Student Success will facilitate dialogues regarding student questions and help the students navigate though the e-mail process.

CHANGES IN REGISTRATION First Week

Adding or dropping a course must be completed during the first week of classes. Students who make any changes in their class schedule during the first week of classes need to first consult with his/her advisor. After the first week, the process for withdrawing from or adding a course has further requirements (see Withdrawal Policy).

EXCEPTION: Throughout the semester, specialized courses may be offered. Students will be allowed to register for these classes with the approval of their advisor and the Vice-President of Academics. They must also meet with the Financial Aid Director for billing purposes. However, a student who drops a course and falls below the 12 credits required to keep their educational funding may not register for a specialized course unless it is part of their degree plan and approved by their advisor and Vice-President of Academics.

CLASSIFICATION OF STUDENTS

Full-time - A student must enroll in at least 12 credits. Full-time is 6 credits for Summer enrollment.

Part-time - A student enrolled in 11 or less credits. Part-time summer enrollment consists of 5 or less credits.

Freshman - Students who have accumulated 30 credits or less.

Sophomore - Students who have accumulated between 31 to 60 credits.

Junior - Students who have accumulated between 61 to 90 credits.

Senior - Students who have accumulated over 90 credits.

Non-Degree - Students who are taking classes but are not intending to complete a degree at SBC.

First Time Freshman – Students who have never before attended college.

First Generation – Students whose parents have not graduated from a four-year college.

***FINANCIAL AID
POLICIES
&
PROCEDURES***

FINANCIAL AID SERVICES

Financial aid is made available to students who, without such assistance, would not be able to attend Sitting Bull College (SBC). These programs are designed to complement the student's own resources. Financial aid consists of grants and scholarships, loans, work-study programs, and waivers of tuition. Grants and scholarships are gifts of money that do not have to be repaid. Loans are funds borrowed that must be repaid. Work-study (student employment) allows the student to work and earn money for educational purposes.

The following process should be followed in applying for financial aid:

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and list Sitting Bull College's code - **014993** - on the FAFSA. Students (and parents of dependent students) will need an electronic PIN # to sign the form electronically. Visit the PIN Site at www.pin.ed.gov. The FAFSA is the application for the federal Pell grant program. The FAFSA application should be completed as soon as possible after January 1st for the following academic year.
- Complete the FAFSA prior to **March 15** to be considered for funding from the North Dakota State Student Incentive Grant (SSIG).
- Complete the FAFSA by **April 30** to receive priority consideration for funding from the Federal SEOG and federal Work Study programs at SBC for fall term or **October 31** for spring term.
- Complete the Higher Education Grant application by the priority date established by that program. For **Standing Rock Sioux Tribe**, the following priority dates are established:
 - **June 30** for a completed application for the academic year or fall term only
 - **November 30** for a completed application for the spring semester only
 - **April 30** for a completed application for the summer term
 - Applications may be accepted after these dates until funds are expended.
 - **Other tribes may have different priority dates for their program.**
- Complete the Job Placement Training Program (JPTP) -- formerly AVT -- application by **June 30** to receive priority consideration for funding from that program.
- Complete the Workforce Investment Act (WIA) application in **July or August** for fall term and **November or December** for spring term.
- Complete the North Dakota Indian Scholarship by **July 15**.
- Complete the SBC Application for Institutional Financial Aid to be considered for all institutional scholarships and grants available from Sitting Bull College by **April 30** for fall term or **October 31** for spring term.
- Apply for any and all sources of financial aid available to the student.

The Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded to students. Awards are based upon an evaluation of the student's eligibility as determined by the need analysis service using the Free Application for Federal Student Aid (FAFSA) form and the availability of funds of the various aid programs.

Students who have submitted the FAFSA should receive an award letter notification by June 30. Only those students who have a completed financial aid file will receive federal financial aid. If a student's FAFSA application is selected for verification and the process has not been completed, the student will receive a **tentative** award letter stating federal funds the s/he may be eligible to receive. However, federal funds will not be disbursed to the student until the verification process is completed.

To qualify for federal financial aid, the student must:

- Be a U.S. citizen or an eligible non-citizen
- Have earned a high school diploma or GED certificate
- Not have already earned a baccalaureate degree
- Be enrolled as a regular student in an eligible program
- Be making satisfactory academic progress toward completion of an eligible course of study
- Not be in default on a federal education loan
- Not owe a refund or repayment on a federal education grant (Pell, SEOG, SSIG, ACG, SMART, TEACH, or other federal financial aid grant)
- Have signed a statement of educational purpose
- Be registered with U.S. Selective Service if required
- Have signed an anti-drug abuse act statement
- Have completely repaid fraudulently obtained funds, if convicted of a crime or pled nolo contendere or guilty to a crime involving fraud in obtaining Title IV, HEA financial assistance
- Be determined eligible based on information submitted on the FAFSA.

Financial aid is awarded based on the need and availability of funds. Need is defined as the difference between the estimated cost of education and the EFC (expected family contribution) calculated by the Department of Education based on information the student provided on his/her FAFSA application.

The estimated cost of education (BUDGET) includes those line items necessary for a student to pursue an education: tuition, fees, books and supplies, room, board, transportation, computer rental or purchase, personal expenses, child care expenses.

The following list includes the estimated direct education costs per year that include full-time tuition, fees, and books:

\$5,110.	Certificates and Associate degrees
\$5,110.	Sitting Bull College Baccalaureate degrees

*The Building Trades program is higher (\$5,610) to accommodate the costs for tools, and coveralls (\$500) during the first year of enrollment.

*The Licensed Practical Nursing program is higher (\$6,205) to accommodate the costs for insurance, background check, uniforms, shoes, stethoscope, scissors, expenses for clinical in Bismarck, and the annual nursing conference (\$1,075).

The estimated indirect costs per year that include room, board, transportation, personal expenses, and childcare are:

\$5,200.	Single student living with parents, not commuting
\$6,550.	Single student not living with parents, not commuting
\$6,550.	Married students, no dependents, not commuting
\$7,450.	Single/Married students with dependent, not commuting

SBC has several housing units available for student use. Students who live in campus housing may expect to pay a monthly rent fee between \$400 and \$500 based on the type of house assigned to the student.

The financial aid director may be contacted by e-mail at donnas@sbc.edu or through the college website at www.sittingbull.edu or by telephone at 701-854-8013.

FINANCIAL AID SOURCES AT SBC

The following financial aid sources are available at SBC. Students are encouraged to refer to the SBC Bulletin for information about each program and to apply for all financial aid that is available to them.

FEDERAL FINANCIAL AID

FEDERAL PELL GRANT. All students pursuing their first baccalaureate degree are eligible to apply for this grant if they meet all federal requirements of eligibility. The amount awarded by the FPell grant depends on the need of the student and the cost of the program of study in which the student is enrolled. Students must attend each class at least once to qualify for payment of FPell funds for the classes enrolled. Students apply for an FPell grant by completing the Free Application for Federal Student Aid (FAFSA) form on-line at www.fafsa.ed.gov or by completing the paper copy which takes about 4 weeks to process. Students and parents of dependent students must apply for a PIN # to apply on-line. The PIN request may be completed on-line at www.pin.ed.gov.

There now is a limit to the length of time a student may receive a federal Pell grant. Students may only receive the Pell grant for 18 semesters or the equivalent if enrolled less than full-time in a term. This provision only applies to students who receive a Pell grant for the first time on or after July 1, 2008.

In addition, students may now potentially receive up to two consecutive Pell Grant Scheduled Awards during a single award year. A student becomes potentially eligible to receive the second Scheduled Award after receiving the full amount of the first Scheduled Award in which they earned 24 credit hours toward their SBC degree during the award year. **Students attending summer term at SBC will be required to complete the new FAFSA for the upcoming year before the Pell grant will be issued for that term of enrollment.**

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (FSEOG). The FSEOG program is designed to assist students with exceptional financial need by supplementing other sources of financial aid. FSEOG grants range from \$100 to \$4,000. Students apply for the FSEOG by completing the FAFSA. At Sitting Bull College, priority is given to students who apply by **April 30** for fall term and **October 31** for spring term.

FEDERAL WORK STUDY (FWS). The FWS program provides eligible students with an on-campus job to earn money to help pay college expenses. Awards range from \$800 to \$6,000 per academic year and the wage is set at \$8.00 per hour. SBC offers community service jobs at the following sites: Sitting Bull College Library which serves as the college and the community public library; the Adult Basic and Secondary Education (GED) Office; and the Tribal Business Information Center (TBIC). Job opportunities are announced one month before each semester. At Sitting Bull College, priority is given to students who apply by **April 30** for fall term and **October 31** for spring term. Students must complete the FAFSA and the SBC FWS employment application.

ACADEMIC COMPETITIVENESS GRANT. The Academic Competitiveness Grant (ACG) is awarded to first- and second-year undergraduate students. An eligible student may receive an Academic Competitiveness Grant of \$750 for the first academic year of study and \$1,300 for the

second academic year of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen or eligible non-citizen
- Be a Federal Pell Grant recipient;
- Be enrolled full-time or part-time in a degree program; however, part-time awards will be prorated based on enrollment;
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, **2005**) – GED graduates are not eligible for the ACG.
- If a first-year student, must not have been previously enrolled in an undergraduate program; and
- If a second-year student, must have earned at least a cumulative 3.00 grade point average on a 4.0 scale (as set forth in regulations) for the first academic year.

Due to federal budgeting, funds are only available through the 2010-11 academic year.

NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT (SMART)

GRANT. An eligible student may receive a National SMART Grant of \$4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen;
- Be a Federal Pell Grant recipient;
- Be enrolled full-time in a degree program;
- Be enrolled in a four-year degree-granting institution;
- Major in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language; and
- Have at least a cumulative 3.00 grade point average on a 4.0 scale (as set forth in regulations) in the coursework required for the student's major.
- Students enrolled in the BS: Environmental Science degree at SBC are eligible for the SMART Grant.

Due to federal budgeting, funds are only available through the 2010-11 academic year.

FEDERAL EDUCATION LOANS and FEDERAL DIRECT CONSOLIDATION LOANS. As of July 1, 1990, Sitting Bull College no longer participates in the federal education loan programs; therefore, students may not receive a federal education student loan to attend Sitting Bull College. However, students attending SBC are eligible to receive an education deferment and must contact the holder of their loan(s) to request a deferment. Students should advise the Financial Aid Director at the time of their enrollment that they have an outstanding loan for which they need assistance in getting a deferment or forbearance.

Students who are in default on a federal education loan are not eligible to receive federal financial aid until they have resolved the default. There are options available for students to resolve the default.

- A student can resolve a default by repaying the loan in full, **including consolidation** through a program called the William D. Ford Federal Direct Consolidation Loan Program. For further information, a defaulted borrower may contact the Department of Education at 1-800-557-7392 (Consolidation) or 1-800-621-3115 (Reinstatement or Rehabilitation).
- If the student and the loan holder agree on a compromised amount for settling a loan, or if the school writes off a regulatorily permissible amount and the student repays the amount, that also counts as paying the loan in full.

- A student can make satisfactory repayment arrangements by paying six, consecutive, full, voluntary payments on time. This option is only available to the student one time.
- A student can rehabilitate the loan by making nine full, voluntary payments on time within 10 consecutive months.

SBC INSTITUTIONAL FINANCIAL AID

AIHEC STUDENT CONGRESS – OUTSTANDING STUDENT OF THE YEAR. Funded by the American Indian Higher Education Consortium, the Student of the Year (SOY) scholarship is awarded to recognize one outstanding student from each of the tribal colleges to create an initiative for student excellence. To qualify, the applicant must be enrolled in at least 6 credits; must have earned a minimum 3.00 grade point average (gpa); must demonstrate financial need; cannot have previously earned an associate degree (if enrolled in an associate program) or a bachelor's degree (if enrolled in a baccalaureate program). Community service and volunteer work will be considered. Deadline date is **February 14**. SBC faculty and staff will submit nominations for the scholarship.

AMERICAN INDIAN COLLEGE FUND. SBC receives financial assistance from the American Indian College Fund (A*CF) to help with scholarships and grants to students attending Sitting Bull College. Students are required to submit their A*CF application online at www.collegefund.org to receive funding for any of these scholarships by **September 15** (for fall term) and **January 15** (for spring term)

The following scholarships are awarded from the American Indian College Fund.

- **General Grant.** Grants shall be provided to Native American students who do not have sufficient funds to pay the direct education costs of tuition, books, and fees to attend SBC. A small portion of the amount awarded by A*CF may be used to fund non-Native American students. Eligibility criteria may be any of the following:
 - Student's family income excludes him/her from Pell grant eligibility
 - Student has not earned his/her GED certificate
 - Student is on financial aid suspension at SBC
 - Student's Pell grant is not sufficient to pay all education costs at SBC.
 - Student has earned a baccalaureate degree
 - Student is not fully funded.
 - Student is in default on a federal education loan
 - Student owes a refund/repayment on a federal education grant
- **High School Academic Scholarship.** This scholarship is available to the most recent graduating class of high school seniors. To qualify, the applicant must be enrolled in a federally-recognized Indian tribe; must have a minimum 2.75 cumulative high school grade point average; and must enroll full-time at Sitting Bull College in the fall term following high school graduation. Scholarships range from \$800 to \$1,600 per academic year and may be received for two academic years. Applications are available at the SBC Financial Aid Office.
- **Restricted Scholarships.** SBC also receives other funds from A*CF that have restrictions placed on the scholarship by the donors. The scholarship list varies each term.

BARDEN (DR. JACK) SCHOLARSHIP. Two \$500 scholarships (\$250 per semester) are available to pay tuition costs to attend SBC to students at the associate or certificate level who have not earned an associate or baccalaureate degree. Applicants may be enrolled full or part

time; must have a minimum 3.00 grade point average; must demonstrate financial need; must demonstrate leadership through participation in college clubs or community organizations. Applications are available at the Financial Aid Office. The deadline date is **April 30** for fall term and **October 31** for spring term.

CRAZY HORSE MEMORIAL SCHOLARSHIP. Funds are provided from the Crazy Horse Memorial Foundation to help finance the higher education of outstanding young Indian people and to foster a greater understanding both within the Indian and non-Indian community. The scholarship is to be used for books and supplies. Preference is given first to Standing Rock enrolled members. The scholarship is based on financial need, potential, and goals for the future. Deadline date is **April 30** for fall term and **October 31** for spring term. Applications are available at the Financial Aid Office.

DAKOTA/LAKOTA SCHOLARSHIP. Up to ten \$100 academic scholarships shall be awarded each year to students attending SBC. Priority is given to Standing Rock enrolled members. To qualify, students must have completed 12 credits during the student's last term of enrollment at SBC with a 3.50 or higher cumulative grade point average. Deadline date is **April 30** for fall term and **October 31** for spring term. Applications are available at the Financial Aid Office.

FLYING BY (JOE) SCHOLARSHIP. The Joe Flying By Scholarship (one scholarship at \$500) was established to benefit students pursuing the Native American Studies major at SBC. To qualify, students must have earned at least 30 credits toward their AA:NAS degree; must have a minimum 3.00 cumulative grade point average; and must be actively involved in the Ikce Oyate Culture Club at SBC. Applications are available at the SBC Financial Aid Office. Deadline date is **April 30**.

HEISNER-BAKER SCHOLARSHIP. The family of Joseph Heisner and Dr. Biron Baker has established a \$250 scholarship for full-time Native American students in financial need who were raised in a fatherless home -- the cause of which is immaterial. Deadline date is **April 30**. Applications are available at the SBC Financial Aid Office.

HELEN D. HULL TEACHING SCHOLARSHIP. Two tuition scholarships of up to \$750 (based on financial need) shall be awarded with priority given to students in a teaching field with consideration given to students with community service experience. Applicants must have a 2.00 GPA and be enrolled full-time at SBC. Deadline date is **April 30**. Applications are available at the SBC Financial Aid Office.

HIGH SCHOOL GRADUATE SCHOLARSHIP. SBC offers a \$100 scholarship for two consecutive semesters to students who graduate from a Standing Rock Reservation high school and who register full-time for classes at SBC the fall semester following their year of graduation. Students are required to complete 12 credits in the fall term with a 2.00 grade point average to receive the second \$100 scholarship. No application is required.

LAWRENCE (FRANK) SCHOLARSHIP. A \$100 scholarship is awarded yearly to an enrolled member of the Standing Rock Sioux Nation who is a sophomore student enrolled in one of the Business Administration programs at SBC. The student must have at least a 3.00 or higher cumulative grade point average. Applications are available at the SBC Financial Aid Office. Deadline date is **April 30**.

LOCKE (PATRICIA) SCHOLARSHIP. The Patricia Locke Scholarship was established to benefit students pursuing the Native American Studies major at SBC. To qualify, students must

have earned at least 30 credits toward their AA:NAS degree and have a minimum 2.00 cumulative grade point average. Scholarships range from \$100 to \$250. Students may receive a maximum of 3 scholarships. Deadline dates are **April 30** for fall term and **October 31** for spring term. Applications are available at the SBC Financial Aid Office.

MCCARTHY SCHOLARSHIP (FRANK & CYNTHIA MCCARTHY). Scholarships are available for part-time, "B" average (3.00 GPA) Native American students attending SBC. Deadline date is **April 30** for fall term and **October 31** for spring. Applications are available at the SBC Financial Aid Office.

MCKISSACK (CAROL S) SCHOLARSHIP. Two \$500 scholarships (\$250 per semester) are available to pay tuition costs to attend SBC to students at the associate or certificate level who have not earned an associate or baccalaureate degree. Applicants must be enrolled in either the Teacher Education major or the Business Administration major; may be enrolled full or part time; must have a minimum 3.00 grade point average; must demonstrate financial need; must demonstrate leadership through participation in college clubs or community organizations. Applications are available at the Financial Aid Office. Deadline date is **April 30** for fall term and **October 31** for spring term.

MISS/JR. MISS STANDING ROCK SCHOLARSHIPS. Two scholarships are awarded each year to students who represent Standing Rock Sioux Tribe as Miss Standing Rock and Jr. Miss Standing Rock. These scholarships are not transferable to other colleges. Criteria are:

- **Miss Standing Rock Scholarship.** A total of \$2,000 (\$500/term for 4 terms at SBC) tuition costs shall be awarded to Miss Standing Rock when she enrolls at SBC the fall term following her high school graduation.
- **Jr. Miss Standing Rock Scholarship.** A total of \$500 (\$250/term for 2 terms at SBC) tuition costs shall be awarded to Miss Standing Rock when she enrolls at SBC the fall term following her high school graduation.

To qualify for all payments, the student must pass 12 credits each semester with a 2.00 grade point average. Failure to complete these requirements will result in forfeiture of the remaining scholarship.

NATIONAL AERONAUTICS SPACE ADMINISTRATION SCHOLARSHIP (NASA). Up to \$6,500 will be awarded in various dollar amounts to students who have reached sophomore status with a cumulative 3.00 GPA who show promise in an area of science or mathematics. Deadline date is **April 30** for fall term and **October 31** for spring term.

ND NASA NATIVE AMERICAN SCHOLARSHIP. The newly established Native American Scholarship is designed to encourage and support Native American students interesting in pursuing STEM degrees and continuing their education beyond their current enrollment in community college. To assist students in their goals, the North Dakota Space Grant Consortium is offering five scholarships, each worth \$5000, to Native American students in North Dakota who commit to: 1) attending UND or NDSU after their graduation, and 2) pursuing a STEM degree at UND/NDSU.

This scholarship opportunity is available for Native American students attending North Dakota's tribal colleges who will commit to studying at a four-year university and pursue a STEM degree. One scholarship is also available for \$2,500 to attend SBC.

SOUTH DAKOTA EDUCATION ACCESS FOUNDATION SCHOLARSHIP. The South Dakota Education Access Foundation (SDEAF), in its efforts to expand access to postsecondary education to South Dakota residents, has established the SDEAF Scholarship. Students must complete the FAFSA by **April 30** and be determined eligible to receive a federal Pell grant; must be enrolled at Sitting Bull College as an undergraduate student in a minimum of 6 credits per term; must have a minimum 2.00 CGPA; must have demonstrated unmet financial need.

TUITION WAIVER FOR SENIOR CITIZENS. Senior citizens may receive a waiver of tuition, books, and fees for one course per semester at SBC. To qualify, the student must be at least 55 years of age. Deadline date is **April 30** for fall term and **October 31** for spring term. Applications may be obtained from the SBC Financial Aid Office.

TUITION WAIVER FOR HIGH SCHOOL SENIORS. Current high school juniors and seniors may enroll in up to 6 credits of college courses per term for dual credit (ND students) or dual enrollment (SD students). Students must receive prior approval from their parents, the high school counselor or principal, and the SBC Vice President of Student Services. Students are required to pay for tuition, books, and fees prior to release of an academic transcript. Students may apply for a waiver of tuition only; the cost of books is not waived. To qualify for payment of the tuition waiver, the student must pass the course(s) with a letter grade of A, B, or C. Students who withdraw from the course or complete the course with a letter grade of D or F will be required to pay for the tuition expense. Deadline date is **April 30** for fall term and **October 31** for spring term. Applications may be obtained from the SBC Financial Aid Office.

TUITION WAIVER FOR SBC STUDENTS. A waiver of tuition shall be available to students who demonstrate financial need and who have been denied assistance for all other financial aid for which they have applied. Due to limited funds available and the number of applicants, students may receive a waiver of tuition for only one course per semester. To qualify for the waiver, the student must pass the course(s) with a letter grade of A, B, or C. Students who withdraw from the course or complete the course with a letter grade of D or F will be required to pay for the tuition expense. The deadline date is **April 30** for fall and **October 31** for spring term. Applications are available at the Financial Aid Office.

OTHER SOURCES OF FINANCIAL AID

The following are additional funding sources that are available. Students may access more information about the grants and scholarships on Sitting Bull College's website at www.sittingbull.edu. Choose the "Financial Aid" link to find the information about the program.

State of North Dakota Financial Aid

- North Dakota State Indian Scholarship (NDSIS) – deadline is **July 15** of current year
- North Dakota Scholars Program
- North Dakota State Student Incentive Grant (SSIG)
- North Dakota Academic Scholarship
- North Dakota Career and Technology Education Scholarship

Tribal or BIA Financial Aid Sources

- Education Loan/Grant Program (Standing Rock Sioux Tribe enrolled members only)
- Higher Education Grant (tribal enrolled members only)
- High School Senior Tuition Grant (Standing Rock Sioux Tribe enrolled members only)
- Job Placement Training Program (tribal enrolled members only)

- Workforce Investment Act (tribal enrolled members only)

Other Sources of Financial Aid Assistance

- American Indian College Fund Special Scholarship (www.collegefund.org) – apply online between **January 1 – May 31** each year
- American Indian Education Foundation Scholarship www.aiefprograms.org
- American Indian Fellowship in Business Scholarship <http://www.ncaied.org>
- American Indian Scholarship Fund Association
- American Indian Science and Engineering Society – apply online at the following website: <http://www.aises.org/highered/scholarships/>
- American Indian Services Scholarship – apply online at the following website <http://www.americanindianservices.org/students.html>
- Association of American Indian Affairs <http://www.indian-affairs.org>
- Barry M. Goldwater Scholarship <http://www.act.org/goldwater>
- Business and Professional Women’s Foundation Educational Programs -- apply online at: www.bpwusa.org
- Catching the Dream NScholarsh@aol.com
- Coca-Cola Two-Year Scholars Program
- Continental Society Daughters of Indian Wars Scholarship
- Cooke (Jack Kent) Scholarship www.jackkentcookefoundation.org.
- Dakota Indian Foundation Scholarship
- Ethel and Emery Fast Scholarship
- Gates Millennium Scholarship <http://www.gmsp.org>
- Higher Education Resource Organization for Native American Studies (HEROS) Scholarship
- Hispanic Scholarship Fund <http://www.hsf.net/scholarships.php>
- Indian Fellowship Program
- Indian Health Service Scholarship Program (IHSSP)
- International Order of the King’s Daughters and Sons, Inc.
- Massachusetts Indian Association
- National Society Daughters of the American Revolution
- Native American Education Grants www.pcusa.org/highered
- Native American Finance Officers Association Scholarship Fund
- Native American Scholarship Program
- Native Vision Scholarships
- North Dakota Education Association (NDEA) Scholarship
- North Dakota Education Association (NDEA) Minority Affairs Scholarship
- North Dakota Parent Teachers Association (PTA) Scholarship <http://www.bismarckstate.edu/news/PTAScholarshipApp.pdf>
- North Dakota Women’s Opportunity Scholarship Fund <http://www.ndcaws.org/projects/scholarship/scholarship.asp>.
- Oban (Bill) Special Education Scholarship
- Orphan Foundation of American (OFA) Scholarship www.orphan.org.
- Picard (Truman D) Scholarship Program itc1@teleport.com.
- Sallie Mae Fund Scholarship www.salliemaefund.org
- Spirit of Sovereignty Scholarship marisa@mktgfactory.net.
- Talbot’s Women’s Scholarship Fund - apply online at the following website: <http://www.thetalbotsinc.com/brands/talbots/charitable/scholar.asp>
- Tylenol Scholarship Fund www.tylenol.com
- Udall (Morris K) Scholarship
- USA Funds Access to Education Scholarship www.usafunds.org

- US Department of Agriculture: Natural Resource Conservation Service (NRCS) Scholarship online at <http://www.nrcs.usda.gov/feature/scholarships.html>
- US Department of Education
- Veterans Benefits www.gibill.va
- Vocational Rehabilitation – SBC, ND, SD, VA
- West River Telephone College Scholarship www.westriv.com

Internet and Other Resource Sites

- College Information Services located at Bank of North Dakota : apply online at the following website: www.mystudentloanonline.com
- www.scholarsoup.com
- www.fastWEB.com
- www.finaid.org/otheraid/natamind.phtml
- www.free-4u.com/native1.htm
- www.yahoo.com/education/Financial_Aid/Grants/
- <http://www.scholarshipplus.com/cumberland/discipline.cfm>
- http://www.turtle-mountain.cc.nd.us/scholarships_2.htm
- Sources of Financial Aid Available to American Indian Students published by Indian Resource Development, PO Box 30003, Dept. 31RD, Las Cruces, NM 88003.

Students are encouraged to visit their local library to research other sources of financial aid available.

SATISFACTORY ACADEMIC PROGRESS STANDARDS **Effective Fall 2004**

Students applying for federal financial aid (Federal Pell, Federal SEOG, Federal Work-Study, SSIG, Academic Competitiveness Grant, National SMART Grant, and TEACH Grant) are required to be making satisfactory progress toward completion of their degree requirements. There are three areas that are assessed each semester:

1. A student must complete the requirements for the degree within 150% of the time it normally takes to complete the degree.
Example 1: 66 credits required for degree x 150% = 99 credit hours a student may attempt while working on this degree.
Example 2: 128 credits required for degree x 150% = 192 credit hours a student may attempt while working on this degree.

2. At the end of each semester, the Financial Aid Director will review the student's folder to determine credits attempted and passed. Each semester, the student must pass 75% of the credits in which she/he is enrolled.
Example: 15 credits x 75% = 11.25 = **12 credits required**
12 credits x 75% = 9.00 = **9 credits required**
9 credits x 75% = 6.75 = **7 credits required**

The following will be considered as credits successfully completed:

"A" "B" "C" "D" "P"

The following will not be considered as credits successfully completed:

"F" Failing "I" Incomplete
"W" Withdrawal "P" Passing for workshops

Courses from which the student has withdrawn and received a 100% refund (during the first week of the semester) will NOT be considered when determining the total number of credit hours attempted.

If a student withdraws from **all** courses after the first week of the term, all the credit hours she/he was enrolled in during that term will be counted in the total number of attempted hours for the academic year.

3. At the end of each semester, the Financial Aid Director will review the student's folder to determine the student's cumulative grade point average (CGPA). Students must maintain a minimum 2.00 CGPA (C average).

Repeated Courses:

Courses that are repeated for which the student previously received a letter grade of "D", "F", or "W" will count in the calculation of hours attempted and grades of "D" and "F" will count in the calculation of completed hours earned. The first grade will not be included in calculating the cumulative GPA.

Change of Degree Plan:

Students wishing to change their degree plan should notify the Financial Aid Director to have a determination made for financial aid eligibility. Determination shall be based on credits earned that can be transferred into the new degree and satisfactory progress standing at the end of the last term of enrollment at SBC.

Remedial Courses:

Remedial courses (#010 courses) are not included in the maximum number of credit hours attempted or successfully completed toward completion of the degree when assessing satisfactory progress. Students are allowed a maximum of 30 hours remedial course work that can be included in the Pell grant eligibility payment.

Remedial course numbers changed from "100" to "010", "011" etc in fall 1997 term.

Transfer Credits:

Transfer credits earned at another institution that are accepted by SBC toward the degree/certificate a student is currently pursuing shall be used in computing the total credits attempted and earned as well as in determining the cumulative GPA. **Transfer students are assumed to be making satisfactory progress when accepted into SBC.**

Warning/Probation/Suspension:

1. A student shall be placed on **FINANCIAL AID WARNING** status the first time s/he meets one of the following conditions:
 - a. The student completed 75% of the attempted credits in the term but failed to earn the required 2.00 CGPA; or
 - b. The student earned a minimum 2.00 CGPA in the term but completed less than 75% of the attempted credits in the term. The student must pass at least one class in the term to qualify for this provision.

The warning status shall be in effect for one term and the student will be eligible to receive federal financial aid during that term provided s/he meets all the other eligibility requirements.

2. A student who does not meet the standards listed in #1 above for two consecutive terms shall be placed on **FINANCIAL AID PROBATION**. The probation status shall be in effect for one term and the student will be eligible to receive federal financial aid during that term provided s/he meets all the other eligibility requirements.
3. A student who does not meet the standards listed in # 1 above for three consecutive terms shall be placed on **FINANCIAL AID SUSPENSION**. The suspension status shall be in effect until the student meets one of the reinstatement provisions listed in this policy.
4. Any student who does not complete both requirements listed in # 1 above (completion of 75% of the attempted credits and a minimum 2.00 CGPA) during the term shall be placed on **FINANCIAL AID PROBATION** with no warning period provided. The probation status shall be in effect for one term and the student will be eligible to receive federal financial aid during that term provided s/he meets all the other eligibility requirements.

Exception: A student who is currently on "financial aid warning" status who does not complete both requirements (completion of 75% of the attempted credits and a minimum 2.00 CGPA) shall be placed on **FINANCIAL AID SUSPENSION** with no probation period provided.

5. A student on financial aid probation who once again does not complete both requirements (completion of 75% of the attempted credits and a minimum 2.00 CGPA for two consecutive terms) shall be placed on **FINANCIAL AID SUSPENSION**. The suspension status shall be in effect until the student meets one of the reinstatement provisions listed in this policy.
6. A student who does not complete the degree requirements within 150% of the time it normally takes to complete the degree will not be eligible for further federal financial aid to complete that degree program.

Exception: Occasionally a student may be enrolled in dual associate or baccalaureate degree programs and because of the additional course requirements, s/he may not complete either degree within 150% of the time it normally takes to complete one of the degrees. Students in this situation may be allowed additional attempted credit hours while attempting to complete both degrees. Students must contact the Financial Aid Director to have an assessment completed to determine additional credits allowed.

Example: Credits Required 1st degree: AAS: Office Technology	67
Additional Credits Required 2nd degree: AS:Bus.Admin.	<u>15</u>
Total Credits Required for Both Degrees	82
Maximum Credits Allowed For Degree: $82 \times 150\%$ ($82 + 41$) = 123 credits	

Additional attempted credit hours will be readjusted if the student decides to switch majors or not to pursue a 2nd degree.

7. A student who has not earned a minimum cumulative 2.00 CGPA at the end of four terms at SBC shall not be eligible to receive federal financial aid until s/he earns the required CGPA.

Reinstatement Provisions:

1. A student may qualify for federal financial aid when she/he successfully passes 75% of the attempted credits in any one term at SBC with a 2.00 CGPA.
2. A student may qualify for federal financial aid when s/he has earned 12 credits in one term with a 2.00 GPA at another college after being placed on suspension from SBC. She/He must submit an official academic transcript to the SBC Financial Aid Office to document the credits and GPA earned.

APPEAL PROCESS:

A student may appeal a Financial Aid Warning, Probation or Suspension determination by stating his/her case in the form of a letter submitted to the Financial Aid Director stating the reason why minimum academic requirements were not achieved and why the financial aid should not be terminated. Situations that may be considered are a student's illness, illness of someone in the

student's immediate family, death of an immediate family member, or other mitigating circumstances beyond a student's control as documented in the appeal.

The Financial Aid Director will review the appeal to determine whether the warning, probation, or suspension is justified and notify the student in writing of the decision. A student wishing to appeal the decision of the Financial Aid Director shall follow the Financial Aid Committee's grievance policy on appeals.

FINANCIAL AID GRIEVANCE PROCEDURE

It is the policy of SBC that all financial aid applicants have at their disposal during the period when they are students, specific and equitable procedures which afford due process for resolving grievances.

A grievance is an alleged unfair, inequitable, or discriminatory application or implementation of college policy or procedure. A grievance can result from issues that require institutional attention for which there is no policy or procedure.

The purpose of the informal procedure is to require the parties involved in a grievance to attempt to resolve the problem themselves through the following steps:

1. The student should attempt to discuss the complaint with the person(s) who appears to be the source of the grievance.
2. If the problem is not resolved at the first step, the student may take the complaint to the respondent's supervisor.
3. If the problem is not resolved to the satisfaction of the student through the informal process, the student may enter the formal grievance procedure.
 - a. The grievant shall submit to the SBC Financial Aid Ad Hoc Committee a written grievance containing a concise description of the grievance and the requested remedy to the grievance.
 - b. A hearing shall be held within ten working days after the grievance has been submitted to the Financial Aid Office.
 - c. A recommendation shall be made to the College President within ten working days of the hearing. The President may:
 1. Institute the recommended action of the Financial Aid Ad Hoc Committee;
 2. Refer the matter back to the Financial Aid Ad Hoc Committee for additional consideration and review; or
 3. Reject the recommendation of the Financial Aid Ad Hoc Committee and resolve the grievance.
3. The grievant shall be informed in writing of any and all actions taken.

RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID) POLICY (Effective July 1, 2006)

Federal regulations require all college institutions to develop a policy that determines the amount of Title IV grant or loan assistance that a Title IV aid recipient has earned as of the recipient's withdrawal date.

At SBC, federal financial aid will be paid to students after the 60% point in an enrollment period has been completed.

In calculating the return of Title IV funds at SBC, the following 8 steps shall be taken:

- 1. SBC shall collect information about Title IV aid the student received.**
A review of the student's award notification shall reveal information about aid disbursed and aid that could have been disbursed.
- 2. SBC shall calculate the percentage of Title IV aid earned by the student.**
The percentage of Title IV aid earned is determined by dividing the number of completed calendar days in the period of enrollment by the total number of calendar days in the period of enrollment (excluding scheduled breaks of 5 calendar days or more) rounded down to the nearest tenth of a percent.
- 3. SBC shall calculate the amount of Title IV aid earned by the student.**
The amount of Title IV aid earned is determined by multiplying the percentage of Title IV aid earned times Title IV aid disbursed plus Title IV aid that could have been disbursed during the payment period.
- 4. SBC shall determine if the student is due a post-withdrawal disbursement OR if Title IV aid must be returned.**
The amount of aid disbursed is compared to the amount of aid earned.

If the amount of aid earned is more than the amount of aid disbursed, the student is due a post-withdrawal disbursement of Title IV aid. *

*If a student is due a **post-withdrawal disbursement**, payment shall be made within 30 days from the time SBC determines that the student withdrew. The post-withdrawal disbursement shall first be applied to the student's account for outstanding current period charges due to SBC. If funds remain, SBC shall notify the student in writing that s/he is due a post-withdrawal disbursement. The school shall identify the type and amount of funds and explain the option to accept or decline all or part of the disbursement. The student shall be advised that s/he must respond within 14 days of date of notice to receive payment of the post-withdrawal disbursement.

If the amount of aid earned is less than the amount of aid disbursed, Title IV aid must be returned.**

** If a student must return unearned aid to the Title IV programs, SBC shall send a notice to the student within 30 days after it has determined the student withdrew from school. The

notice shall explain to the student that s/he retains eligibility for Title IV funds for a 45-day period during which one of the following should happen:

- Repayment in full
- Satisfactory repayment arrangement with SBC to repay the funds (within a 2-year period)
- Satisfactory repayment arrangement with the Department of Education

If a student fails to repay the overpayment or sign an agreement with the school within the 45 day period or fails to meet the terms of agreement signed with SBC, the college shall report the overpayment to the Department of Education NSLDS department. At that time, the student shall lose her/his eligibility for federal Title IV financial aid.

5. SBC shall calculate the amount of unearned Title IV aid due from the school.

SBC shall calculate the actual institutional charges for the payment period. The institutional refund is calculated by multiplying the amount of institutional charges times the percentage of Title IV aid unearned. This amount is compared to the amount of Title IV aid that must be returned and the lesser amount is refunded to the Title IV aid programs.

6. SBC shall determine the Return of Title IV Funds by the school.

SBC shall return the unearned aid for which it is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source: Federal loans, Federal Pell Grant, Academic Competitiveness Grant, National SMART grant, Federal SEOG, TEACH Grant.

7. SBC shall calculate the initial amount of unearned Title IV aid due from the student.

To determine the initial amount of unearned title IV aid due from the student, SBC shall subtract the amount of Title IV aid due from the school from the amount of Title IV aid to be returned.

8. SBC shall determine the Return of Title IV Funds by the student.

If the initial amount of unearned Title IV aid due from the student is greater than zero, the student must return unearned aid for which s/he is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source, after subtracting the amount the school will return: Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal SEOG, TEACH Grant. Amounts to be returned by students to grants are reduced by 50%. A student does not have to repay a grant overpayment of \$50 or less.

For a student who was awarded Title IV financial aid, SBC shall calculate the percentage of Title IV aid earned through the 60% point in an enrollment period. After the 60% point of the enrollment period, the student has earned 100% of Title IV financial aid awarded.

How the withdrawal date is determined:

The withdrawal date for calculating refunds/return of Title IV funds shall be determined as follows:

- the date the student began the withdrawal process or officially notified the college of intent to withdraw (in writing or orally);

- the mid-point of the enrollment period for a student who unofficially withdraws or leaves without notifying the college (SBC does not have a policy for an approved leave of absence);
- if student didn't notify due to circumstances beyond the student's control, the date related to that circumstance;
- date of student's last attendance at documented academically-related activity if later than the mid-point of the enrollment period;
- if student rescinded (in writing) a withdrawal notice and later withdraws from all classes, the date the student initially began the withdrawal process unless the school documents a later date based on the student's attendance at an academically-related event.

Office to contact to withdraw from classes:

The designated sites students must contact when they intend to withdraw from all classes are the Academic Counselor's and/or Vocational Counselor's office at the Fort Yates campus.

Exceptions to Return of Title IV Funds Policy:

Any exceptions to this policy shall be based upon extenuating circumstances and must be approved by the financial aid director. The college shall, upon application by eligible students, grant waivers to the refund policy and refund 100% of tuition and fees for students who withdraw or drop classes because they are called to active military duty.

**SBC INSTITUTIONAL REFUND POLICY
(No Show and Official/Unofficial Withdrawals)
Effective Fall 2005**

A student who does not attend any class prior to the census date shall be considered a “no show” and a 100% tuition refund will be issued for the classes not attended.

SBC shall use the last day of the third week of each semester or the 3rd held class session for classes that meet once a week as the census date for determining student enrollment for the fall and spring terms. For the summer term, the census date shall be the 3rd day after classes begin.

The student will be billed a “no show” fee of \$10.00 per course, a \$10.00 registration fee, and the total cost of purchases made at the SBC Bookstore. Students may return books (no later than mid-term) if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.

If a student attends a class, s/he will be considered to be enrolled in the course. In this situation, tuition will only be refunded 1) if the student withdraws from that course during the first 3 weeks of the term but continues to maintain enrollment in other courses or 2) during the first 60% point of the term if totally withdrawing from all classes. If partially withdrawing, the refund shall be calculated as follows:

- 100% refund will be issued the first week of classes,
- 80% refund will be issued the second week of classes, or
- 60% refund will be issued the third week of classes.

The above policy applies to ALL courses regardless of when they actually begin and applies to students who DO NOT officially withdrawal from all their classes.

If a student completely withdraws from all classes during the first 60% of the term, the amount of refund will be prorated based on the last day of attendance. After the 60% of the term, the student has incurred 100% of institutional charges.

**FINANCIAL AID DISBURSEMENT SCHEDULE
(Effective Fall 2010 Term)**

FEDERAL PELL GRANT and FEDERAL SEOG GRANT

At end of week 4 of the semester, payment of FPELL and FSEOG grants will be authorized:

- Pay SBC for tuition, books, and fees expenses
- Pay SBC for housing fees and rent (if living in student housing)
- Pay student the balance remaining after paying tuition, books, fees, and housing expenses (if applicable)

Pell applications completed after week 4 of the semester will be paid out at the next scheduled stipend disbursement date.

FEDERAL WORK STUDY.

Paid every two weeks at \$8.00 per hour and based on actual hours worked. Annual leave, sick leave, and holiday pay are not accrued or earned. (Student may opt to have rental fees withheld from work study payroll and must authorize withholding from payroll office in writing.)

ALL OTHER FINANCIAL AID AWARDED

SBC has two financial aid disbursement options:

- Option 1: Stipends will be disbursed once per month – a total of 4 payments per semester – on the first Friday of the month. If those dates are on a holiday or weekend, the stipend will be issued the last working day prior to the holiday or weekend. Stipend disbursement dates will be announced one month before school begins.
- Option 2: Stipends will be disbursed twice per semester. The first payment will be at the start of the semester after financial aid funds are received; the second payment is issued after mid-term grades are posted and attendance is verified. To see if you qualify for this disbursement option, refer to the next paragraph for requirements.

A student who meets the following criteria may choose Option 2 for his/her disbursement method.

- Student must be classified as a **sophomore** in their current degree plan at SBC.
- Student must have earned a **minimum 3.00 grade point average (GPA)** during his/her last term of enrollment at SBC.
- To qualify for the second disbursement after mid-term, the student **must not have missed more than a total of 4 classes** during the first half of the semester and must have a 3.00 GPA at mid-term. A student who misses more than 4 classes or who does not have the required 3.00 GPA at mid-term will revert to being paid once a month for the remainder of the semester.

Other Disbursement Rules:

- Stipends will NOT be issued during the first week of the semester.
- Students who live in SBC housing are **required** to pay their rent from whatever financial aid is awarded after tuition, books, and fees are paid and before the first stipend is issued to the student. If financial aid is not sufficient to cover the total cost for the semester, the student shall be held responsible for making rental payments from their own means of support.
- Students may request to have funds withheld from their financial aid to pay additional rental costs not covered during the 9-month financial aid period of enrollment (i.e. summer months). EXAMPLE: \$350 per month x 12 months' rent fee paid out of the 9-month financial aid award.
- If a student is selected for FPELL verification and s/he has not completed the process, SBC shall hold all other aid awarded for payment of tuition, books, fees, and housing until verification is completed.
- If FPELL is not sufficient to pay all tuition, books, fees, and housing costs, payment shall be made from other aid awarded before issuing the first stipend to the student.
- Any other aid awarded for \$500 or less shall be disbursed in one payment after tuition, books, fees, and/or housing expenses incurred are paid to SBC.
- Students who fail to maintain attendance at minimum full-time enrollment may have their full-time financial aid award canceled.

Some financial aid programs pay the tuition, books, and fees expenses for their clients. If your costs are paid through a source other than the FPELL grant, you may use your federal financial aid for your living expenses or other college-related costs. You may (for budgeting purposes) request that SBC disburse federal financial aid (FPELL, FSEOG, ACG, SMART) funds to you in stipend disbursements (4 per term paid once a month). If the student wants SBC to disburse these funds in this method, s/he must complete a disbursement request form available from the SBC Financial Aid Office. **The federal financial aid funds will not have the option of disbursement in two payments.**

Stipend Disbursements:

- Stipends will only be issued to students with proper identification. Students may pick up their checks at 1:00 p.m. from the Academic Counselor. If not available to disburse the checks, the Vocational Counselor will disburse them. If neither counselor is available, the Student Services Administrative Assistant will disburse stipends.
- Stipend checks will only be given to the student whose name is on the check. Checks may not be picked up by the student's friends, relatives, or spouse or significant other.
- Checks not picked up by 3:30 p.m. on the dates listed will be mailed to the student unless there is a problem with the student's attendance in classes.
- Students funded through the JPTP program will pick up their stipend from the JPTP office – not the Academic Counselor.

***STUDENT
POLICIES
&
PROCEDURES***

CODE OF CONDUCT

When students fail to maintain a reasonable standard of conduct on campus, at the instructional centers or at any college-sponsored activity, they may be subject to disciplinary action. Disciplinary proceedings shall commence only after the student has been counseled or warned about improper conduct.

SBC forbids the possession and/or use of alcohol and/or drugs on campus. Sitting Bull College will specify those standards of behavior, which it considers essential to its educational mission and its community life. These specific regulations shall be designed to represent reasonable standards of student conduct.

The following misconduct for which students are subject to college discipline applies to all times on campus and any off campus functions sponsored or supervised by the college.

1. Plagiarism is from a Latin word for kidnapper. The act of kidnapping is the act of stealing. To use someone else's ideas or words as one's own would qualify as having plagiarized or stolen their work. Plagiarism can be applied to written work (i.e., papers, diagrams, statistical tables), to material from the Internet, CD-ROM's or other electrical sources and to examinations and tests.

Penalties for plagiarism and cheating may include but are not limited to the following:

- re-writing the assignment in question
 - receiving an "F" on the assignment or test in question
 - failing the course in which the assignment was submitted
 - academic suspension
2. Dishonesty, such as cheating or knowingly furnishing false information to the college.
 3. Forgery, alteration, or misuse of college documents, records, or identification.
 4. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities including its public service functions or of other authorized activities.
 5. Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
 6. Theft of or damage to property of the college, its Board, employees, students or visitors.
 7. Unauthorized entry to or use of college facilities.
 8. Intoxication from the use of alcohol or being under the influence of unlawful drugs, or unlawfully distributing, selling, or possessing drugs/alcohol on college property or at events sponsored by the college.
 9. Failure to comply with directions of college official acting in performance of their duties.
 10. Any act that injures, degrades, or disgraces, any fellow student or person attending the college.

PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

In developing responsible student conduct, disciplinary proceedings shall commence only after the student has been counseled or warned about said conduct from the Vice President of Academics or the Vice President of Student Services. The college will establish a method for imposing discipline, which complies with the requirements of due process. In all situations the student will be informed of the nature of the charges against him/her; that he/she be given an opportunity to refute them; that the institution not be arbitrary in its actions; and that there be provisions for appeal of a decision. The college has an obligation to specify those standards of behavior, which it considers essential to its educational mission defined as clearly as possible and interpreted in a manner consistent with principles of relevancy and reasonableness. Disciplinary proceedings will be instituted only for violations of standards of conduct.

ADMINISTRATION OF THE CODE OF STUDENT CONDUCT

1. The Vice President of Academics and Vice President of Student Services will be responsible for administering the Code of Conduct and for the general conduct of students. Any person who has knowledge of any such violations after referred to, as the Code, shall report all violations of law and the Code of Conduct herein immediately to the Vice President of Academics or the Vice President of Student Services.
2. The Vice President of Academics and Vice President of Student Services will ensure that the best interest of any student charged with an offense is served by making use of appropriate counseling or other professional services deemed necessary. The Vice President of Academics and the Vice President of Student Services in seeking professional assistance and advice shall consult with a minor student's parent(s) or guardian(s).
3. In cases of violations of the Code, the Vice President of Academics and Vice President of Student Services will impose those sanctions, which he/she deems appropriate and will inform the student of the decision in writing. He/she will further inform the student charged with misconduct and the disciplinary action. He/she will further inform the student of his/her right of appeal to the Student Appeals Board. The Student Appeals Board shall sustain, modify, or overrule the decision of the Vice President of Academics or the Vice President of Student Services.

STUDENT APPEALS BOARD

PROCEDURE

The request for a hearing in front of a Student Appeals Board must be in writing to the Vice President of Academics or Vice President of Student Services. It will be the Vice President of Academics or the Vice President of Student Services responsibility to assemble the Student Appeals Board. A hearing before the Student Appeals Board must take place within three (3) days, whenever possible. If the student does not appeal, the decision of the Vice President of Academics or the Vice President of Student Services will be final.

The student will be given written notice at least three (3) school days prior to the scheduled hearing. The Student Appeals Board shall meet within 14 calendar days of receipt of the written appeal by the student.

1. Membership of the Student Appeals Board shall consist of:
 - a. One faculty selected by the Vice President of Academics
 - b. Two students - the President of the Fort Yates Student Body and one student at-large
 - c. One Board of Trustees member
 - d. The Vice President of Academics or the Vice President of Student Services (non-voting member)
 - e. One counselor selected by the Vice President of Student Services
 - f. One board of Trustees Member
2. All members will have equal votes. The President of the Student Government will serve as Chairman of the Board.
3. Four out of five committee members will make a quorum. In the absence of the permanent chairman, the President of the College will designate an acting person from the Student Government.
4. A majority vote of those present will be required on all decisions of the Board.

POLICY

1. The student appealing before the Student Appeals Board shall have the right to be assisted in his/her defense by an advisor of his/her choice.
2. Burden of proof shall rest upon the college. Each official charging a student of misconduct must be prepared to substantiate the charge.
3. The student shall be given an opportunity to testify and to present evidence and witnesses. He/she shall have an opportunity to hear and question the adverse witnesses. The Appeals Board shall not consider statements against the student unless he/she has been advised of their content and of the names of those who made them. The student must be given an opportunity to rebut unfavorable inference, which might otherwise be drawn.
4. All matters upon which the decision may be based must be introduced as evidence at the Appeals Board meeting. The decision shall be based solely upon the evidence.
5. A qualified secretary will provide an accurate record of all proceedings. A tape recording will be authorized if requested by the accused.
6. Proceedings shall be orderly. If the Chairperson of the Board feels that any person present is disruptive he/she may be excluded from the hearing. Such disruptive conduct may be the basis for subsequent disciplinary action against such persons, including expulsion from college.

7. After the commencement of the hearing, the chairperson will notify the student that he/she may challenge, for stated causes, the qualification of any member sitting on the case. If the challenge is upheld by a majority vote of the Board members, the challenged member will be disqualified from sitting on the Appeals Board for that particular case.
8. The hearing shall be private if requested by the student charged.
9. A student may elect not to appear at the hearing. The Board members will base their decision on the evidence presented.
10. The decision of the Appeals Board shall be final, subject only to the student's right of appeal to the President of the college and ultimately to the SBC Board of Trustees.

WHAT CAN I DO IF I FEEL I AM BEING TREATED UNFAIRLY?

It is the policy of the College that all students have at their disposal specific and equitable procedures, which afford due process for resolving grievances.

A grievance is a result of an alleged unfair, inequitable or discriminatory interpretation, application, or implementation of college policy or procedure. You may obtain a copy of the grievance procedure from the Office of the Vice President of Academics or Vice President of Student Services.

GRIEVANCE PROCEDURE

In a relationship of student to instructor and staff member of SBC, misunderstandings can develop. Therefore, it is imperative that a formalization of procedures be developed to disarm any situation that can develop and also give the student an avenue for correction of a problem. It is the intent of this policy to alleviate any feelings of retribution or prejudice that can arise from problem situations. To assist the student, instructor, staff member, and the college in arriving at a fair and unbiased decision, this procedure will strive to assist in resolving disputes and conditions.

1. **Initial Grievance:** The student must discuss the grievance with the instructor or staff member from whom the disagreement stems. If the matter cannot be settled at this point, the student then has the responsibility to confer with the Vice President of Academics or Vice President of Student Services. The student may ask one of the Counselors' to attend the meetings with the student.
2. **Submission of Written Grievance:** If the student is not satisfied with the verbal conference with the Vice President of Academics or Vice President of Student Services she/he must submit a written grievance to the Vice President of Academics or Vice President of Student Services within five (5) working days and she/he will receive a written response from the Vice President of Academics or Vice President of Student Services within five (5) working days.

3. **Grievance Committee:** If the student is not satisfied with the written response, she/he has five (5) working days to request in writing that a grievance committee hear the matter. This request is given to the Vice President of Academics or Vice President of Student Services and a hearing will be scheduled within five (5) working days. The committee shall be comprised of the following:
 - a. Vice President of Academics or Vice President of Student Services
 - b. One counselor selected by the Vice President of Student Services
 - c. One faculty member selected by the Vice President of Academics
 - d. One staff member selected by the Vice President of Student Services
 - e. One member of the SBC Student Government selected by the grieving student
 - f. One Board of Trustees member

The recommendations of this committee will be given to the SBC President within five (5) working days of the hearing. The President will have an additional five (5) working days to decide whether to accept the recommendation of the committee or to render a different decision. The President will notify the student in writing within that time frame.

The decision of the President is final and there are no further means of appeal to be made.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination, which is prohibited by law. It is the policy of the College that sexual harassment is unacceptable and shall not be tolerated and that no member of the College community may sexually harass another.

Sexual harassment is unwelcome sexual conduct that is either implicitly or explicitly a term or condition of employment or academic advancement. There are two types of sexual harassment, "quid pro quo" and "environmental".

"Quid pro quo harassment" - occurs when submission to or rejection of unwelcome sexual conduct by an individual is used as the basis for employment decisions or academic decisions that affect such individuals.

"Environmental sexual harassment" - is unwelcome sexual conduct that unreasonably interferes with an individual's job or academic performance or creates an intimidating, hostile, or offensive working or academic environment, even if it leads to no tangible or economic job consequences.

PROCEDURE

Any complaint or sexual harassment should be handled in the following manner:

1. The person making the complaint should try to resolve the issue with the person who this complaint is made. This should be done through a constructive and agreeable manner. This may be done verbally or in writing.
2. If the situation continues the issue must immediately be taken to Sitting Bull College's President, Vice President of Academics, or Vice President of Student Services for informal discussion with both parties.
3. When such facilitative measures do not remedy the situation and merit for probable cause is determined, a hearing committee made up of three members (selected by SBC

- President) will be authorized to form a binding agreement to resolve the sexual harassment situation.
4. Any further violation will result in written reprimand and possible suspension of employment or in the case of a student, disciplinary dismissal until treatment or counseling or both is received.
 5. Termination or expulsion will result should behavior continue.

REGISTERED SEX OFFENDER

To increase the safety and welfare of the students, faculty, and staff of Sitting Bull College no registered sex offenders will be allowed to enroll in courses or allowed on any SBC property.

For more information about current state requirements, please go to <http://www.ndsexoffender.com/> for North Dakota information; and <http://www.sexcriminals.com/megans-law/us/south-dakota/> for South Dakota information.

WEAPONS/FIREARMS POLICY

I. PURPOSE:

The Sitting Bull College Weapons and Firearms Policy is to ensure the safety of the students, faculty, staff, residents, and visitors to the college campus. In an effort to maintain a safe campus, the institution does provide a safety awareness program that consists of, but is not limited to the following:

- a. During registration, students will receive information regarding maintaining a safe campus and the Campus Security Policy.
- b. Campus crime statistics will be disclosed to the federal government at <http://ope.ed.gov/security>
- c. Workshops and information sessions on personal safety and self-defense will be offered every academic year.
- d. Counseling and referral services will be provided, as deemed appropriate or as provided in this Policy.

II. POLICY:

The unauthorized possession of weapons or firearms or the unreported knowledge of such items, on the College's premises or during College-sponsored programs off campus, is considered a serious offense and may be subject to disciplinary action. Concealed firearm permits are not valid on the property of the Sitting Bull College or at sanctioned events.

This Policy shall apply to all faculty, staff and students of SBC and to all visitors of the campus on property of the College.

III. EXEMPTIONS:

The SBC Weapons Policy does not apply to authorized law enforcement officials in the lawful discharge of their duties or the Sitting Bull College Criminal Justice and Campus Security Programs for security and training purposes. Temporary exemptions may be granted by written permit only by the Vice President of Student Services for job related, educational, or demonstration purposes.

A rifle or shotgun which the owner intends to use solely for sporting, recreational or cultural purposes and which is carried or displayed in the motor vehicle and unloaded, by faculty, staff,

students and visitors of SBC shall be exempt from this Policy. Rifles or shotguns, carried or displayed in the motor vehicle and which are loaded, with a round in the chamber are considered in violation of this Policy.

IV. DEFINITIONS:

Weapon: Any switchblade or gravity knife, machete, scimitar, stiletto, sword, dagger, or knife with a blade of five inches or more; any throwing star, nunchaku, or other martial arts weapon; any billy club, blackjack, sap, bludgeon, cudgel, metal knuckles, or sand club; any slingshot; or spear; and, any stun gun.

Firearm: Any device that will expel, or is readily capable of expelling, a projectile by the action of an explosive or other propellant, loaded or unloaded; and any projector of a bomb, or any object containing, or capable of producing and emitting any explosive or incendiary charge, noxious liquid or gas.

V. PROCEDURE:

Any student of Sitting Bull College who has a weapon or firearm in violation of this Policy will be escorted to the office of the Academic Counselor to proceed with one of the following actions:

- a. A violation of this Policy by students is considered a violation of the SBC Code of Conduct, paragraph #9, which states: "Failure to comply with directions of college official acting in performance of their duties." Any student in possession of a weapon or firearm or any incident involving a student in possession of a weapon or firearm in violation of this Policy will be referred to the Academic Counselor.
- b. If the Academic Counselor deems the possession of the weapon is without justification, the Academic Counselor will immediately call the BIA Tribal Police or Sheriff's office. The Academic Counselor will prepare a report and submit the report to the Vice President of Student Services.
- c. The Vice President of Student Services will then handle the violation as a violation the Code of Conduct.
- d. If the situation occurs a second time with the same individual during the same academic year, the above procedure will be repeated. However, at this point, the student will be placed on disciplinary dismissal until counseling is received. Upon applying for reentry into the College, the individual must provide verification of counseling and an understanding of the SBC Weapons Policy to the Vice President of Student Services.

Exception: If the student possessing a weapon is malicious in intent and harms another person or property, the College has the authority to expel the student immediately and permanently.

CAMPUS CRIME STATISTICS ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

For more information and statistics about SBC contact the office of the Vice President of Academics or visit web site: <http://ope.ed.gov/security>.

CONTAGIOUS DISEASE

SBC will make decisions regarding contagious diseases based on the best available information and professional judgment on a case-by-case basis. The college remains open to re-examination of the issues as new or/and additional information becomes available.

DEFINITION: Contagious disease (Communicable disease) - A disease whose causative agents may pass or be carried from one person to another directly or indirectly. Modes of transmission include (1) direct contact with body excretions or discharges from an ulcer, open sore, or respiratory tract; (2) indirect contact with inanimate objects such as drinking glasses, toys, computer keyboards; and (3) vectors such as flies, mosquitoes, or other insects capable of spreading the disease.

PROCEDURE:

1. A student who is aware of being infected with a contagious disease is required to report the disease to the Vice President of Student Services.
2. A team of college personnel, directed by the Vice President of Student Services shall be responsible for institutional decisions relative to any person with a contagious disease who is known to us and is part of, or has applied to become part of, the college community. This group shall rely heavily on advice and information from the Disease Control Center.
3. As a general rule, a student with a contagious disease who do not pose a health risk to others should not be segregated from their normal involvement in the college community.
4. A student with a contagious disease may be required to submit to regular monitoring and medical attention to maintain an up-to-date record of their condition.
5. Such persons' names shall not be disclosed to the public unless it is the desire of the person to have such information known.
6. The college may require, in certain circumstances, that such persons disclose his or her medical condition to others with whom he or she might have especially close contact (e.g. instructors and Indian Health Service personnel or other hospital personnel).
7. The college shall provide to the college community up-to-date information and educational programming with regards to contagious disease.
8. In those instances where the student may create health concerns to others or may risk infecting others by their mere physical presence on campus, the student will not be allowed to attend classes or be on the college campus.
9. A doctor's statement indicating that the student is no longer contagious will be required before the student is allowed back into classes or on the college campus.

DRUG AND ALCOHOL POLICY **Effective 8-4-05**

Sitting Bull College agrees with the concepts of a drug free work place as defined by the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. In compliance with federal regulations, the institution will adhere to the following:

1. It is a policy of Sitting Bull College that it is prohibited for a student to engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance at SBC. The policy is in compliance with the following Tribal Code: Section

4-801. If an employee of the College believes a student is intoxicated or involved in any of the above-mentioned dealings with alcohol/other drugs, the following steps will be taken:

- a. The employee will escort the student to the Academic Counselor's office and inform the Vice President of Student Services, who will immediately contact the BIA Tribal Police. The Vice President of Student Services will make a written account of the incident to be placed in the student's file.
 - b. If this situation occurs a second time with the same student during the academic term, the above procedure will be repeated. However, at this point, the student will be placed on disciplinary dismissal until treatment or counseling or both are received. Upon applying for reentry into the College, the student must provide verification of treatment to the Vice President of Student Services. Students will be referred to Chemical Prevention for assessment.
2. The purpose of this policy is not to be punitive, but to ensure this institution is not enabling a student's abusive use of chemicals. In an effort to maintain a drug-free school, the institution does provide a drug-free awareness program that consists of, but is not limited to the following:
- a. During registration, students will receive pamphlets regarding counseling services available within the area for addiction problems.
 - b. Information bulletin board maintained with updates and free materials for students and staff.
 - c. The library maintains and updates drug-related materials.
 - d. Counseling and referral services will be provided.

The Sitting Bull College Academic Counselor may make referrals to the Standing Rock Sioux Tribe Chemical Prevention Program for students who have drug or alcohol problems. All students are required to complete SOC 210 Chemical Dependency.

LISTS OF FEDERAL TRAFFICKING PENALTIES ARE AS FOLLOWS:

Drug Trafficking Penalties, source: www.dea.gov

DRUG/SCHEDULE	QUANTITY	PENALTIES
Other Schedule I & II drugs (and any drug product containing Gamma Hydroxybutyric Acid)	Any amount	First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than Life. Fine \$1 million if an individual, \$5 million if not an individual. Second Offense: Not more than 30 yrs. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual.
Flunitrazepam (Schedule IV)	1 gm or more	
Other Schedule III drugs	Any amount	First Offense: Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual. Second Offense: Not more 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.
Flunitrazepam (Schedule IV)	30 to 999 mgs	
All other Schedule IV drugs	Any amount	First Offense: Not more than 3 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual. Second Offense: Not more than 6 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.
Flunitrazepam (Schedule IV)	Less than 30 mgs	
All Schedule V drugs	Any amount	First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual. Second Offense: Not more than 2 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

DRUG	QUANTITY	1 st OFFENSE	2 nd OFFENSE
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	<ul style="list-style-type: none"> • Not less than 10 years, not more than life. • If death or serious injury, not less than 20 years, not more than life. • Fine not more than \$4 million if an individual, \$10 million if other than an individual. 	<ul style="list-style-type: none"> • Not less than 20 years, not more than life. • If death or serious injury, mandatory life. • Fine not more than \$8 million if an individual, \$20 million if other than an individual.
Marijuana	100 kg to 999 kg mixture; or 100 to 999 plants	<ul style="list-style-type: none"> • Not less than 5 years, not more than 40 years. • If death or serious injury, not less than 20 years, not more than life. • Fine not more than \$2 million if an individual, \$5 million if other than an individual. 	<ul style="list-style-type: none"> • Not less than 10 years, not more than life. • If death or serious injury, mandatory life. • Fine not more than \$4 million if an individual, \$10 million if other than an individual.
Marijuana	more than 10 kgs hashish; 50 to 99 kg mixture more than 1 kg of hashish oil; 50 to 99 plants	<ul style="list-style-type: none"> • Not more than 20 years • If death or serious injury, not less than 20 years, not more than life. • Fine \$1 million if an individual, \$5 million if other than an individual. 	<ul style="list-style-type: none"> • Not more than 30 years. • If death or serious injury, mandatory life. • Fine \$2 million if an individual, \$10 million if other than individual.
Marijuana	1 to 49 plants; less than 50 kg mixture	<ul style="list-style-type: none"> • Not more than 5 years. • Fine not more than \$250,000, \$1 million other than individual. 	<ul style="list-style-type: none"> • Not more than 10 years. • Fine \$500,000 if an individual, \$2 million if other than individual.
Hashish	10 kg or less		
Hashish Oil	1 kg or less		

Federal Trafficking Penalties - Marijuana

DRUG	QUANTITY	1 st OFFENSE	2 nd OFFENSE
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	<ul style="list-style-type: none"> • Not less than 10 years, not more than life. • If death or serious injury, not less than 20 years, not more than life. • Fine not more than \$4 million if an individual, \$10 million if other than an individual. 	<ul style="list-style-type: none"> • Not less than 20 years, not more than life. • If death or serious injury, mandatory life. • Fine not more than \$8 million if an individual, \$20 million if other than an individual.
Marijuana	100 kg to 999 kg mixture; or 100 to 999 plants	<ul style="list-style-type: none"> • Not less than 5 years, not more than 40 years. • If death or serious injury, not less than 20 years, not more than life. • Fine not more than \$2 million if an individual, \$5 million if other than an individual. 	<ul style="list-style-type: none"> • Not less than 10 years, not more than life. • If death or serious injury, mandatory life. • Fine not more than \$4 million if an individual, \$10 million if other than an individual.
Marijuana	more than 10 kgs hashish; 50 to 99 kg mixture more than 1 kg of hashish oil; 50 to 99 plants	<ul style="list-style-type: none"> • Not more than 20 years • If death or serious injury, not less than 20 years, not more than life. • Fine \$1 million if an individual, \$5 million if other than an individual. 	<ul style="list-style-type: none"> • Not more than 30 years. • If death or serious injury, mandatory life. • Fine \$2 million if an individual, \$10 million if other than individual.
Marijuana	1 to 49 plants; less than 50 kg mixture	<ul style="list-style-type: none"> • Not more than 5 years. • Fine not more than \$250,000, \$1 million other than individual. 	<ul style="list-style-type: none"> • Not more than 10 years. • Fine \$500,000 if an individual, \$2 million if other than individual.

DRESS CODE

Although the college does not have a formal dress code, each student is expected to dress appropriately for attendance at class.

HOUSING

Residential living is an important part of the college experience. It is a way to make new friends and join in a variety of educational, cultural, social and recreational activities. As part of the SBC new campus, on campus housing is available on a limited basis by applying to the Housing Manager's Office, or by calling 701.854.8012. Sitting Bull College in partnership with Raymond James Tax Credits currently offers eighteen low income, single family 2 and 3 bedroom homes for rent on a six month lease basis.

I. ELIGIBILITY

Must qualify as a family, meet income guidelines, head of household that is 18 years of age or older, provide all information for complete application and if a full time student meet one of the student exemptions as defined by Section 42 of Internal Revenue Code: married and filing jointly, received AFDC, enrolled in JTPT or single parent with dependent children, none of whom are dependents on another person's tax return.

II. INELIGIBILITY

Income is more than 60% of area median income, incomplete application, do not meet one of the student exemption, has an outstanding debt with SBC, is convicted of a crime, drugs or criminal activity, alcohol abuse or previously evicted from any housing authority.

III. SELECTION

Selection of applicants is completed by the SBC Housing Committee and is based on a priority checklist consisting of enrollment status, ability to pay rent, academic standing, year in college, and enrolled member of SRST or enrolled member of any federally recognized tribe.

VI. RENTAL RATES

Rental rates are approximately \$400 to \$500 per month depending upon the number of bedrooms. A \$200 security deposit is due at the time of occupancy and will be returned to the applicant if vacated unit inspection shows no damages occurred.

**SITTING BULL COLLEGE
COMPUTER AND COMMUNICATIONS TECHNOLOGY
ACCEPTABLE USE POLICY
Last Updated: July 2010**

Sitting Bull College (SBC) owns and operates a variety of computing systems which are provided for the use of SBC students, faculty, and staff in support of the programs of the College and are to be used for education, research, academic development, and public service only. Commercial uses are specifically excluded. All students, faculty, and staff are responsible for seeing that these computing facilities are used in an effective, efficient, ethical, and lawful manner.

Access to the technology owned and operated by Sitting Bull College is a privilege, not a right, and imposes certain responsibilities for appropriate use, in accordance with College policy. Users should recognize that the primary intention of providing network service is to support the educational mission of the College.

In general, appropriate use means respecting the rights of other computer users; the integrity of the physical facilities; all pertinent licenses, copyright and contractual agreements; as well as local, state and federal laws.

All users of SBC computing systems must read, understand, and comply with the policies outlined in this document, as well as any additional guidelines established by the administrators of each system. **BY USING ANY OF THESE SYSTEMS, USERS AGREE THAT THEY WILL COMPLY WITH THESE POLICIES**

Sitting Bull College provides a user id and e-mail address to every student and employee of the College. A valid user id and password is needed for using the computers, personal storage space on the server, as well as accessing e-mail, both on campus and off. You should not give your user id or password to anyone else. YOU are responsible for everything that happens with your user id. If someone else is caught using your user id your account will be immediately locked.

PUBLIC ACCESS COMPUTERS

The only public access computers are located in the Sitting Bull College Library, and are administered by the Information Technology Manager in consultation with the Librarian. Although the Library is open for reference and reading use by the general public, public access computers are prioritized for students of the College.

RESTRICTED ACCESS COMPUTERS

Sitting Bull College has computer labs in Fort Yates and McLaughlin. These labs are usually open during the regular college hours for that location. Currently enrolled students may use the computers in these labs provided the lab isn't already reserved for classes or other uses. A valid user id and password is required to use these computers. You must use your own user id, using someone else's user id and/or letting other people use your user id is a violation of this policy.

Students are forbidden from using any staff or faculty computer without prior permission from the Vice President of Academics.

Users of Sitting Bull College computers are prohibited from installing software or hardware or changing the configuration of any software or hardware on College computers. Unauthorized software is defined as ANY software that is not already on the particular computer. The Information Technology Manager is responsible for all software and hardware installation and changes for all College computers. Any unauthorized software may be immediately removed if found.

Sitting Bull College technology (computers, copy machines, faxes, telephones, etc.) is for personal use only. SBC technology is not to be used by students or guests for commercial or profit making purposes. Examples of profit making uses include using the fax machine, telephone, or e-mail system to communicate with customers or potential customers of a personal business or another employer.

No one should deliberately attempt to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system. Loopholes in computer security systems or knowledge of a special password should not be used to damage computer system, obtain extra resources, take resources from another user, gain access to systems or use systems for which proper authorization has not been given. Using proxy servers or other means to bypass restrictions or policies is strictly forbidden.

Network activity is logged and the logs may be periodically reviewed for possible policy violations. Lab computers are periodically monitored for policy violations.

Using computer or networks to harass, abuse or intimidate another person is prohibited. Users are not to display images, sounds or messages that could create an atmosphere of discomfort or harassment for others. Pornography or other obscene material is expressly forbidden.

Food and drink are strictly prohibited in the computer labs and near the Library computers. If you bring any food or drink into these areas you may be asked to leave. You will be responsible for the cost of any repairs or equipment replacement due to damage caused by spilled food or drink.

VIOLATIONS

Deliberate abuse, attempt to circumvent security measures, or other attempts to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system may result in the immediate loss of computer access.

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Violations of these policies will be dealt with in the same manner as violations of other college policies and may result in disciplinary review. Repeated violations of the policy will result in the permanent suspension of computer use privileges.

This policy may be changed at any time without prior notice. A current copy of the policy is posted in all computer labs and will be distributed via email to all students and employees of the college annually.

**SITTING BULL COLLEGE
LAPTOP CHECK OUT POLICY
Last Updated: 04/08/2010**

Sitting Bull College has several laptop computers available for students to check out on a temporary basis. This policy has been created to ensure that this privilege is not abused and college property is sufficiently protected from abuse or theft.

NOTES REGARDING THESE LAPTOPS

There are various models and configurations of laptops. All laptops will have the latest version of Microsoft Office as well as other necessary software. The laptops will have internet access available on campus. The student will be responsible for providing their own internet access off campus

Any student caught attempting to install any other software or use the laptop in any way that violates the acceptable use policy will have their check-out privileges permanently revoked.

PROCEDURES FOR CHECKING OUT LAPTOPS

Laptops are available on a first come – first served basis. To request a laptop the student will contact either the IT Manager or Institutional Data Coordinator. If a laptop is available it can be checked out immediately, otherwise they will be placed on the waiting list.

Students will be notified via email when their laptop is available to be picked up if they are on a waiting list. Once the student has been notified they will have until 4pm of the next day to pick it up.

College laptops can only be checked out for one week at a time. Laptops due on a holiday or other college closing must be returned the first day the college is open. Laptops must be returned before 4pm. A student may request to re-check out a laptop for another week as long as there is not a waiting list.

When a student checks out a laptop, they will be required to sign a copy of this policy. By signing this policy the student is acknowledging that they received the laptop in good, working condition. The student will be responsible for removing any documents off the laptop before it is returned. Make sure to remove all personal belongings as well, the College is not responsible for anything left behind.

If you cannot return your laptop when it is due you must contact the IT Manager or Inst. Data Coordinator immediately. YOU will be responsible for making sure that the laptop is returned on time. There will be no reminder phone calls or emails. No excuses. By not returning a laptop on time you are inconveniencing other students. Continuing to turn in laptops past the due date will lose this privilege.

Students not returning the laptop when it is due may lose their privileges temporarily. The first time a laptop is not returned by the due date, the student will not be able to check out another laptop for two weeks. The second offense will be for a month, and the third offense for the rest of the semester.

Once a laptop is overdue, the student's account may be locked until the laptop is returned. Stipend checks, grades, or transcripts may also be held until the laptop is returned.

When the laptop is returned, before it will be accepted the student must turn on the laptop to show that it is in working condition. Laptops and its accessories must be returned in the same condition they were checked out. Students will be responsible for any damages or replacement of the laptop or accessories, and will not be allowed to check out laptops until any costs are paid in full. The cost to replace a laptop, accessories and software is approximately \$1,000. If a laptop or any accessory is returned dirty the student will be responsible to clean the dirty pieces before the laptop will be accepted.

Laptops are only to be used by the person signing the check out agreement, NOT other students, family members or other people. The laptop remains college property at all times.

TRAVEL POLICY

To be eligible to participate or represent the College, a student must meet the following criteria:

1. Must be currently enrolled at SBC.
2. Must not be on Academic Probation.
3. Must not have received an "F" in the last term of attendance at SBC or any other college.
4. Must maintain a minimum 2.50 cumulative grade point average (GPA).
5. Must have and maintain greater than 75% attendance from beginning of semester of travel to actual travel date in each course.
6. Must maintain good academic standing of a "C" or better in all courses for current term.
7. Must have written approval of satisfactory academic progress as certified on form SBC-001, available through the counselors' office. A student must complete the initial approval before travel arrangements are made, and again complete final approval before travel is allowed*. To remain eligible for travel, a student must not drop a course or courses after the initial approval has been made.
8. Must follow the financial travel policies and procedures of the College.
9. If required for activity, student must have been an active participant in fundraising.
10. Students who owe money to Sitting Bull College will not be allowed to travel unless debt is paid.
11. During travel students must comply with Sitting Bull College's Student Code of Conduct. Failure to do so shall result in disciplinary action.

The policy does not apply to field trips that involve the entire class and does not require over night travel.

*If travel costs are incurred for the student and the student is unable to fulfill the travel obligation, the student will be required to pay back all expenditures to the College (plane tickets, registration costs, hotel deposits, etc.).

COLLEGE FACILITIES

LIBRARY

Sitting Bull College provides a broad array of resources for students, staff and the local community at its main library location. Additional library materials can be found at the other Sitting Bull College site. Online access to the library catalog, as well as access to other library resources is available through the library webpage at www.sittingbull.edu/community/library.

Sitting Bull College Library serves as a library for the College in addition to serving as a public library for the local community. The services of the library are available equally to students and community members living on the Standing Rock Reservation.

In addition, the library has several computers that allow access to the Internet as well as the use of current computer software. These computers along with a printer and copier are available for Internet access by the general public.

Currently, there are over 19,000 volumes in the SBC Library. There are over 55 print periodicals and 10 daily and weekly newspapers. The library also provides access to several online subscription resources that allow access to online journals, newspapers, auto repair, genealogy, eBooks and much more. These are also available for use by both students and the general public.

Additional materials can be secured through Interlibrary-loan from the North Dakota State Library. Students can search for materials at www.odin.nodak.edu and submit a request at the library. No fees are charged and materials are received within a week or two from the date of request.

STUDENT LOUNGE

The beautiful new student lounge features large panoramic windows and a Graduate Wall with plaques dating back to the first SBC graduation.

The Student Lounge, located in the Student Center, has tables and chairs with seating for 15; a stove, refrigerator, microwave oven and Bunn Coffee Maker for student use; and, it also has a suspended TV with Dish Network and a couch with a matching love seat. All are made available to SBC students.

Rules and regulations for use and cleanup are posted in the Student Lounge

BOOKSTORE

Sitting Bull College Bookstore and Gifts supplies all of the course textbooks, materials and supplies for college students. The bookstore offers a variety of handpicked gift items, greeting cards and ever-changing promotional items. The gift shop also sells Native American arts and crafts including jewelry, star quilts, music and other authentic items.

HANDICAP PARKING

Parking facilities for the handicapped are located on the Fort Yates and McLaughlin College sites. SBC's buildings also are handicapped accessible.

FACILITIES/EQUIPMENT

Computers, printers, equipment, etc. are accessible to college students, staff, and faculty only. The college has had to take this position because college computers have experienced problems after non-college personnel have used them.

In addition, the only area open for public usage is the library. The community may use the College's facilities to hold events approved by SBC administration such as meetings and workshops, but they must be scheduled in advance with the receptionist of the respective building in which the event is being planned. Such events cannot displace current SBC classes. Event organizers must insure that the facility is cleaned in an acceptable manner after use. Failure to comply with this will result in denial in use of facilities and may include charges to the organization for appropriate costs for clean up.

STUDENT TRANSPORTATION SYSTEM

In 1989, Sitting Bull College established the Standing Rock Public Transportation system for the Standing Rock Reservation. The Program provides transit services for Sitting Bull College students and the public to and from each of the eight tribal communities, Mobridge, South Dakota and Mandan and Bismarck, North Dakota. The transportation schedule is posted at www.sittingbull.edu/aboutus/transportation. More information can be found at <http://sittingbull.edu/community/transport/index.asp> or to schedule a ride call 701-854-8010.

CLUBS/ACTIVITIES

STUDENT GOVERNMENT ORGANIZATION

The primary functions of the Student Government Organization are the allocation of student activity funds and to provide for programs, which meet the needs of the students in the area of education, culture, social activity, and student welfare. In addition, the organization provides for student involvement in the college decision-making process and communication between college administration and students.

Election for new officers to serve as a representative in the SBC Student Government is held in fall of each year.

AMERICAN INDIAN BUSINESS LEADERS (AIBL)

The American Indian Business Leaders (AIBL) Chapter is part of a national organization designed to promote and support the American Indian business student and/or entrepreneur. AIBL's primary focus is to use its student foundation to assist tribal economic growth and stability through an emphasis in maintaining culturally appropriate American Indian business development. AIBL student chapters are designed to provide peer support, leadership/mentoring opportunities, career guidance, business networking connections, and internship placement opportunities.

"IKCE OYATE" CULTURE CLUB

The name "Ikce Oyate" means "common people" in the Sioux dialect. As the name implies, the purpose of the club is to promote and renew interest in the cultural heritage of Native Americans.

TEACHER CLUB

Members promote participation in college activities, gain an understanding of cooperation through fund raising activities, provide community service to area school systems and establish positive ties with professional educational organizations.

AIHEC (AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM)

Students are offered opportunities each year to compete with students from other tribally controlled colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, art, and the "Knowledge Bowl" (similar to Jeopardy game).

Students have the opportunity to participate in activities of the AIHEC Student Congress as well as to serve as officers of the Student Congress.

***STUDENT
SERVICES
POLICIES
&
PROCEDURES***

VOCATIONAL EDUCATION RESOURCES

The Vocational Education Resources provides career information and counseling to Sitting Bull College students in the following areas:

- Pre-employment skills such as resume writing, job search, interviewing
- Career planning includes occupational interest and aptitude testing
- Catalogs and brochures from other colleges and universities are provided for those who are planning to transfer upon graduating from SBC
- Academic/Vocational counseling to ensure a successful and enjoyable experience at SBC
- Personal development counseling
- Job Placement

The Vocational Education Counselor may assist students in locating potential employment upon completion of their degree. Students should contact the Vocational Education Counselor six months prior to graduation.

TESTING SERVICES

The Office of Student Services will test all new students who are pursuing a degree and have not previously attended another college. Students will be administered the COMPASS to determine English, writing, reading, and math proficiency. Results of the test are utilized in conjunction with the student's educational background to establish appropriate placement within those disciplines.

Standardized tests in such areas as vocational interests, aptitude and personal adjustments are available or can be arranged. Student test results and personal information are kept confidential. The Vocational Education Counselor assists those who utilize the Vocational Education Resources. With proper testing and counseling, students can understand their abilities, interests, and aptitudes and how they relate to appropriate educational and career placement.

7th GENERATION ACADEMIC EXCELLENCE CENTER and WRITING LAB

The mission of the 7th Generation Academic Excellence Center is to develop the intellectual capacity of Sitting Bull College students as individuals who will lead the Lakota/Dakota people in generations to come. Developing leadership and communication skills is essential to developing intellectual capacity. The center works to improve written and oral communication skills.

A writing lab is staffed with professional faculty tutors. One-on-one tutoring in all subjects is available from peer/student tutors. The center houses student writing and speech clubs that work with students in surrounding high schools.

The center offers professional development activities for staff and faculty as well as assistance in implementing Writing Across the Curriculum. Assistance is available to faculty to increase their output of published articles.

Services are also available to community members interested in improving their communication skills through workshops, tutoring, and mentoring.

STUDENT SERVICES RESOURCES

Student Services provides a variety of services designed to enhance SBC students' academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment.

This office provides:

- Tutoring for all college subjects
- Academic counseling
- Personal counseling and referrals
- Remedial classes

ACADEMIC COUNSELING

The Academic Counselor provides individual, group, family, and marriage counseling for all Sitting Bull College students.

The counselor provides services in areas such as alcohol abuse; drug abuse; suicide; and physical, sexual and emotional abuse. The Academic Counselor also serves as the contact person for students who are missing classes to determine their intent to continue in college.

ADULT BASIC EDUCATION

ABE is an adult basic education program that provides GED preparation, basic skills development, and career and employment counseling to all people of the Standing Rock Sioux Tribe.

ABE provides free pre-testing and official testing services for students enrolled in the program. Sitting Bull College is also an official GED Testing Center.

The ABE program also provides instruction sites in some of the districts. Anyone who would like to enroll in the program should contact the ABE Director at SBC.

A student under the ABE program is eligible to enroll at SBC for one semester. The student is required to earn their GED before they are allowed to enroll a second term.

***ACADEMIC
POLICIES
&
PROCEDURES***

SEMESTER DESCRIPTION

Sitting Bull College operates on a semester basis, which is a term averaging fifteen (15) weeks of instruction and one (1) week for final exams for a total of sixteen (16) weeks. A Summer Session is approximately six (6) weeks in length and the classes offered during the Summer Session vary. (See the Academic Calendar for starting and ending semester dates).

CREDIT HOUR DESCRIPTION

A credit is the unit used in computing the amount of work required for a course. Credits given for the course are listed after the course title in the course description

In a lecture course, one (1) semester hour of credit represents one (1) contact hour per week for one (1) semester; in a laboratory course, one (1) semester hour of credit represents two (2) contact hours per week; and internships and practicum courses, one (1) semester hour of credit represents three (3) hours of practical work experience per week for one (1) semester.

Some practicum hours are defined by certification requirements and are so noted in the degree plan. Laboratory courses are identified in the course description.

COURSE

A course is a unit of instruction in a subject area offered during the Fall or Spring semesters and during the Summer session.

NUMBERING

000 level courses are foundation courses to prepare students for Freshman level course work and are not designed to transfer.

100 level courses are equal to Freshman level.

200 level courses are equal to Sophomore level.

300 level courses are equal to Junior level and offered for the Business Administration and Elementary Education programs at SBC; other 300 level courses are available for degrees offered through articulation agreements.

400 level courses are equal to Senior level and offered for the Business Administration and Elementary Education programs at SBC; other 400 level courses are available for degrees offered through articulation agreements.

500 and 600 level courses are equal to Graduate level and offered through articulation agreements.

PREREQUISITES

Courses with prerequisites require prior course work, which must be completed satisfactorily. In some courses students must seek the approval of the instructor or academic advisor before they can enroll in specific classes. Courses that require prerequisites are designated in the course description.

CURRICULUM

Curriculum is a combination of courses required to complete a program of study leading to a certificate or degree. All programs of study require general education and core requirements.

ELECTIVE

An elective is a course opening in the designated curriculum, which can be filled, by a course of the student's choice.

AUDITING A COURSE

Students who wish to audit courses at SBC must apply for and receive the permission of the Vice President of Academics. A student may not request such permission until after the regular registration period as regular enrollees have a priority in filing the class.

The following conditions apply:

1. Only lecture type course may be audited. Audits will not be permitted in activity, laboratory, or classes requiring special equipment (example: computers, language, art).
2. No academic credit will be granted.
3. Student must follow SBC's registration process.
4. The student may not switch from the audit to regular registration or vice versa after the last day to add a class.
5. The audit registration will appear on the student's transcript.
6. Students will be required to pay for the cost of the book, the registration fee, and one-half of the tuition rates.

DISTANT LEARNING

SBC currently offers methods of instruction through distant learning, which includes the following methods:

INTERACTIVE VIDEO NETWORK (IVN)

This method of delivery is an alternative to the regular classroom instruction methods. This two-way interactive communication system uses cameras and microphones at one site. Participants at other sites can watch and listen to an instructor or presenter on a television monitor.

The following features make the Interactive Video Network a highly flexible system:

1. Every site can serve as either a sending or receiving site.
2. Several different events can be held simultaneously.
3. The network can be easily reconfigured several times each day.

INTERNET COURSES

This method of delivery is an alternative to the regular classroom instruction methods. Only those student that have successfully completed their most recent semester of college courses (12 or more credits) with a 2.00 grade point average will be allowed to register for on-line Internet course(s). No first-time, first-year freshman will be allowed to register for on-line Internet course(s). Transfer students must provide transcripts prior to registering for on-line Internet course(s), and must have successfully completed college level coursework with a 2.00 grade point or higher in their most recent semester.

A student's academic advisor will assist in determining a student's "readiness" for on-line Internet course(s) through discussion with the student in regards to previous computer experience prior to registration.

CONTINUING EDUCATION UNITS

The College offers Continuing Education Units (CEU's) to improve professional development. These are units offered through a workshop format. Fifteen (15) contact hours equal one (1) CEU. Each student enrolled in a learning experience will receive a CEU certificate, indicating the number of CEU's awarded. A student may request a CEU certificate from SBC.

PERSONALIZED SYSTEM OF INSTRUCTION (PSI) POLICIES AND PROCEDURES

The Personalized System of Instruction (PSI) was developed from a direct need for Sitting Bull College to provide an alternative method of instruction for college courses in the district sites and for students who work during the class hours. This alternative method of instruction does not require students to attend classes in a normal setting; rather students meet with the Faculty of Record on an as-needed basis for completion of course work.

Students who enroll in a PSI will receive a packet containing a course syllabus, which includes a description, introduction, objectives of the course, and method of grading. It also contains specific instructions and time lines concerning assignments, quizzes, and tests. The packet must be picked up from the Faculty of Record for the course.

The Faculty of Record are available to assist students in the completion of the PSI assignments, quizzes, and tests. The Faculty of Record is available for students in the Fort Yates area and by appointment basis for students in the district sites.

Requirements for PSI courses are just as stringent as attending regular classes. Students who do not adhere to the timeline provided for the course will be referred to the Academic Counselor. Freshman students are not allowed to take PSI courses during their first semester, unless special permission is granted by the Vice President of Academics.

PROCEDURE FOR ENROLLMENT IN A PSI COURSE

1. Meet with advisor to plan program of study.
2. It is highly recommended that first year students take only one (1) PSI course per semester.
3. Secure permission from Faculty of Record to enroll in PSI course.
4. Complete enrollment forms.
5. Check out PSI packet from Faculty of Record.
6. Meet with Faculty of Record regularly and follow timelines as stated in the PSI packet.
7. Upon completion of the PSI course students will be required to complete an Instructional Evaluation Form.
8. A student on probation is not allowed to enroll in a PSI course(s), unless permission is granted by the Vice President of Academics. An exception will be made for a student who has 12 or more transfer credits of a 2.00 or greater (minimum 12 credits) in the most recent semester attended, at any institution.

INDEPENDENT STUDY POLICY

A student at Sitting Bull College may need to take a course independently in order to satisfy graduation requirements in the student's major. An Independent Study course offers a student the opportunity to make an in-depth study of a topic in the student's regular curriculum but at a time not offered by the college. (Please note that any class requiring a lab and/or hands-on activities, and any education methods course cannot be taken as an independent study course.)

No more than three (3) credit hours from an independent study may be earned in any one semester, and no more than nine (9) credit hours of independent study credit may count toward satisfying the minimum requirements for a degree at Sitting Bull College*.

The student assumes the major responsibility for conducting the independent study with the guidance of the program advisor and faculty of record. All independent studies are expected to include readings and assignments commonly found in the course outline plus include a reflective journal and/or final presentation of coursework. Final presentations in whatever agreed upon format must meet professional standards. While there is no official independent study class meeting time, regular class meetings may be scheduled to facilitate faculty-student conferences and reporting. Use of email communication is encouraged.

Sitting Bull College reserves the right to deny independent study for any course to any student at any time.

PROCEDURES

1. A student wishing to enroll in independent study should begin by completing the Independent Study Application Form at least one week before the first day of class for the semester. The student should confer with the Program Advisor for justification for the Independent Study course.
2. The student must meet the following requirements before taking an Independent Study course:
 - a. The student needs to be making satisfactory progress in the student's degree plan and have a 2.00 cumulative GPA at the time of requested independent study course;

- b. The student must have completed 12 credits of college with a minimum GPA of 2.00 or above;
- c. The application must present a convincing rationale for the intended independent study and must provide evidence of a genuine desire to work independently.
3. The student should then submit the Application Form to the approved faculty of record to agree to the Independent Study.
4. If the faculty of record agrees to the Independent Study course, the student will then submit the approved application form to the Vice-President of Academics for final approval. Copies of the application should be kept by the student, the program advisor, and the faculty of record.
5. The assigned faculty of record will layout the required coursework, the format of the reflective journal and/or final presentation/product, necessary meeting times, and the timeline to the student. Communication may be in person, by phone, or electronic means.
6. To register, the student should complete regular registration materials for the course.

* Students may request a waiver of the maximum credit policy from the Vice-President of Academics. Waivers will be granted only with support from the student's advisor.

STUDENT CREDIT LOAD

The maximum student credit load per semester is 18 credit hours. The College does not encourage students to take over the 18 credit hours; however, it is possible if a student petitions to do so. The student, with the assistance of their advisor, will complete the petition to overload form and give to the Registrar, who will refer it to the Admissions Committee for approval. First semester students will not be eligible for petition of an overload unless they are transferring in with a satisfactory transcript (cumulative GPA of 2.00 or higher). Enrollment of over 18 credits will result in additional tuition costs, see page 27 College Fees Structure.

A student enrolling on academic probation will not be allowed to take over 18 credit hours.

PSYC 100 PSYCHOLOGY OF STUDENT SUCCESS

All degree-seeking students will be required to take PSYC 100 Psychology of Student Success as either a one or three credit course. Both of which will include a career assessment.

Students who must take the three credit course:

- All new students.
- Returning/transfer students who have been out of school for seven years or more and have not earned a degree from SBC.

Students who must take the one credit course:

- Any transfer student who has taken a comparable course for at least two (2) credits.
- The one credit course will be offered as a separate course.

Students who have earned a Bachelor's degree from an accredited institution of higher learning will not be required to take a PSYC100 course.

SOC 100 JOB SEEKING SKILLS

All two-year degree-seeking students will be required to take SOC 100 Job Seeking Skills in their sophomore year (preferably their graduation semester). This course provides tools for the students as they seek jobs and work to enhance their skills and careers.

Students who have a Bachelor's degree are not required to take this course.

TRANSFER CREDITS

Students who have attended college elsewhere must notify Sitting Bull College of all previous enrollments. Students are required to have all official transcripts sent to the Registrar.

Transfer credits of "C", or better will be accepted if they apply to the student's degree plan. Students must contact their Advisor for specific information about what core credits may be transferred and how these credits fulfill any degree requirements.

Students who transfer from an accredited institution of higher learning and are short credits in a particular general education or core requirement course will require the following:

- Associate of Arts students will be required to repeat the course. If a student has taken courses such as ENGL 110 and ENGL 120 and is short from the six (6) hour requirements of English at Sitting Bull College, they can combine the credits for 110 and will only need to repeat 120.
- Associate of Science and Associate of Applied Science students, if they are less than one credit short, will not be required to repeat the general education or core requirement course. If they are more than one credit short the student will be required to repeat the course.
- Associate of Science and Associate of Applied Science students planning to transfer into a Bachelors program must repeat the courses if they are short credit hours.

CREDITS NOT ACCEPTED INTO SBC DEGREE PROGRAMS

The College will not accept credits into core requirements of a degree plan that are seven years old or older. This includes credits from Sitting Bull College and or accredited institutions of higher learning. Exceptions will be made in the Associate of Arts degree programs of General Studies and Native American Studies, or with approval of advisor.

REPEATING COURSES

Students have the option to repeat a course, but for courses, in which the student received a C or better, the cost for the course will not be covered under financial aid and the student will be required to pay on their own. Repeated courses will be noted on a student's academic transcript and only the higher of the grades will be used to compute the grade point average. However, repeating a course more than once will result in the removal of only one previous grade from the GPA computation.

ATTENDANCE

Students are expected to attend classes regularly. The instructor will announce attendance requirements for each class and has final authority in excusing students from classes.

The student alone assumes responsibility for all absences, and must make arrangements with his/her instructor to make-up work. Conflicts about excused and unexcused absence must be resolved between the student and instructor. Permission to make-up the work is at the discretion of the individual instructor.

The instructor will refer students with excess absences or PSI students who are not following the timeline to the Academic Counselor.

NAS 101 LAKOTA/DAKOTA LANGUAGE I AND NAS 105 LAKOTA/DAKOTA CULTURE I CHALLENGE TESTS

Sitting Bull College recognizes that some students may be fluent speakers of the Lakota/Dakota Language and possess a proficient knowledge of the culture. A challenge test may be taken for either the NAS 101 Lakota/Dakota Language I or NAS 105 Lakota/Dakota Culture I courses.

Students must enroll for either course during the registration process and will be required to pay the per credit hour tuition rate. The test will be administered and scored at the beginning of the semester the student enrolled. If the student earns the minimum required score on the challenge test they will receive credit for the course and will not be required to attend the class. If the student does not receive the minimum required score on the challenge test they will be required to attend and participate in the regular class.

A student will only be allowed to take the challenge test once.

CONDUCTING RESEARCH AT SITTING BULL COLLEGE

As an institution of higher education that intends to conduct and/or sponsor research, Sitting Bull College recognizes the importance of research in the generation of new knowledge. Such research is often sponsored by a federal department or agency. Title 45 Code of Federal Regulations Part 46 (45 CFR 46) Protection of Human Subjects specifies federal regulations for the conduct of research involving human subjects.

Sitting Bull College recognizes the importance of having in place a set of principles and guidelines that govern the institution, its faculty, and staff, in the discharge of its responsibilities for protecting the rights and welfare of human subjects taking part in research conducted at, or sponsored by the institution, regardless of the source of funding [Federal Policy §___.103(b)(1)].

The federal regulations and the history of research involving American Indian people serve as compelling reasons that human subjects must be protected in the conduct of research. Language and cultural differences caused misunderstanding about the intent and content of the research in which Native people were engaged. In sometimes intimidating situations, subjects were not informed, nor were they given the opportunity to decline participation. Sacred knowledge, objects, and sites were all too often violated in the name of research and the generation of new knowledge about indigenous peoples and their cultures. While Sitting Bull College must and will demonstrate research compliance, it is also committed to the protection of the citizens of Standing Rock so as not to repeat the history that took advantage of them. Therefore, research at, or sponsored by, Sitting Bull College will be well-designed and properly executed according to the following principles, policy, and guidelines.

STATEMENT OF PRINCIPLES

The ethical principles that govern acceptable conduct of research involving human subjects at or sponsored by Sitting Bull College are found in The Belmont Report. The ethical principles are:

- Respect for persons
- Beneficence
- Justice

Respect for persons involves recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy. This principle underlies the need to obtain informed consent.

Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm. This principle underlies the need to engage in a risk/benefit analysis and to minimize risks.

Justice requires that the benefits and burdens of research be distributed fairly. This principle requires that subjects be fairly selected.

RESEARCH POLICY

Research at, or sponsored by Sitting Bull College will be well designed and properly executed. All researchers will abide by ethical principles of respect for persons, beneficence, and justice. All researchers will respect the culture of the residents of the Standing Rock Reservation when

designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection cannot begin without IRB approval. Research results will be shared with Sitting Bull College.

IRB REVIEW AND APPROVAL PROCEDURES

Sitting Bull College requires that all research projects and particularly those involving human subjects be approved by the Sitting Bull College IRB. The IRB meets quarterly during the academic year and as needed during the summer.

Any employee, adjunct faculty member, or student, who on behalf of SBC conducts research using human subjects, must receive IRB approval prior to any data collection. The necessary forms for approval must be submitted to the IRB before a research proposal is submitted to a sponsor for funding. Faculty, adjunct faculty, or staff who wish to undertake research involving human subjects as part of their duties, and students who wish to conduct research as part of class requirements shall be subject to the same rules regarding IRB submission of their research proposal. Adjunct faculty and students must have a full-time faculty member as a co-principal investigator (PI).

APPLICANT RESPONSIBILITY:

1. Obtain application packet and Institutional Review Board Guidebook from the Office of the Academic Vice President or online at www.sittingbull.edu.
2. Complete PI training at <http://ohsr.od.nih.gov/cbt/nonNIHpeople.html>.
3. Determine type of IRB review application to be used (see section on Types of IRB Review).
4. Complete the appropriate IRB review application. Any required parts of the protocol such as an informed consent form or an interview instrument must be attached to the application.
5. Submit the complete application, with attachments, to the IRB Chair for review; indicate what will happen with the research results.
6. Secure IRB approval before data collection can begin.

CHILDREN IN THE CLASSROOM

Sitting Bull College has established a daycare facility for use by students. For safety and liability issues, students should not bring their children to classes and should make use of the daycare facility. A student who constantly brings their children to classes will be in violation of SBC's policies and will be referred to the Vice President of Student Services to resolve the issue.

GRADING

The evaluation of a student's work is based upon a system of grade reports and is issued at the end of each term.

GRADE	STANDARD INTERPRETATION	POINTS
A	High degree of excellence	4
B	Above Average	3
C	Average	2
D	Completion of minimum requirement	1
F	Failure to satisfactorily complete	0
P	Passed	0
W	Withdrawal done by the student prior to the deadline	0
I	Incomplete	0
IP	In Progress	0

Pass (P) grade may be given for workshops, internships, and practicums.

GRADE POINT AVERAGE (GPA)

A student's scholastic standing of Grand Point Average (GPA) is obtained by the total number of grade points earned for the semester divided by the total number of semester hours attempted for the semester.

Example:

Course	Grades	Credits	Honor Points	Points Earned
English I	B	3	x 3	= 9
Algebra	A	4	x 4	= 16
Language	A	4	x 4	= 16
Psychology	B	3	x 3	= 9
Total		14		50
Semester GPA: $50/14=3.57$				

The cumulative or total grade point averages are obtained by the same method using overall semester hours attempted and overall honor points earned. Grades of (P), (W), (I) are disregarded when figuring grade point averages.

INCOMPLETE

A grade of "I" (Incomplete) may be issued only in special circumstances. Special circumstances include:

1. If the student has completed at least three-fourths (75%) of the assigned coursework, and
2. If the student was unable to complete the necessary coursework for a valid and documented reason, and
3. If the student can execute a plan to complete the work.

The student and instructor must complete an "Incomplete Grade Report Form" indicating the course work to be completed; the deadline date for completion; and the grade assigned if the student does not complete the work as indicated. Students will have three weeks from the end of the semester to complete the course work unless the instructor indicates an earlier date. If the course work is not finished, the grade will be changed from an "I" to the grade the instructor indicated on the "Incomplete Grade Report Form".

No credits are earned for this course unless the Incomplete grade is changed to a passing grade. Students receiving an "I" are not eligible for the Honor Roll or Graduation and may lose their eligibility for Financial Aid.

WITHDRAWAL POLICY

Change of schedule forms may be obtained from either of the Counselors, and must be completed within the date allowed to withdraw from classes. The student must sign the form provided by the Counselor. If the student is unable to personally come to Main Campus, then he/she must provide a signed notice of intent* that states the reason for withdrawing and includes the name(s) of the class or classes from which the student will withdraw and have it delivered before the allowed date to withdraw or, if mailed, to have it postmarked no later than the date allowed to withdraw from classes. Upon obtaining a signature from a student or letter of intent, the Counselor will forward the original withdraw form to the Registrar's office. The student's instructor(s), advisor, SBC Librarian (only if dropping all courses), business office and Jenzabar Database Manager will be notified of the student drop.

*Faxes will be accepted with the student's signature and information clearly written. Signatures will be compared with the student's signature on the admissions application on file.

Any tuition refund or credit will be determined by the date of the change of schedule form.

A student who withdraws from all their courses will not meet minimum academic standards and will be placed on academic warning, academic probation, or academic suspension. (See Academic Probation and Academic Suspension for more information.)

If a course is completed before the last date to withdraw from classes, the student will not be allowed to withdraw from this course (i.e. First Aid).

MIDTERM GRADES

Mid-term grades are reported during the Fall and Spring semesters and are mailed to all students by the Registrar. Incomplete grades are not allowed at mid-term. Midterm grades are used to assist students in determining their academic progress. They are not recorded grades and therefore a grade appeal cannot be filed.

Mid-term grades are not reported during the Summer term. Instructors will notify one of the counselors of any student(s) who are failing. The counselor will then contact the student(s).

FINAL GRADES

The instructor submits final grades at the end of the semester. Final grade reports will be mailed by the Registrar's Office.

GRADE APPEAL

Occasions arise when a student is convinced that a final course grade is in error. A course grade is considered final unless the student files an appropriate appeal. For the student who has reason to believe the grade issued is incorrect, the SBC Student Grievance Policy must be followed. See pages 52 for the policy and procedures to follow.

A student has up to three (3) weeks from the end of the semester from which the final grades were awarded to file a grade appeal. Unless an appeal has been made to the Vice President of Academics within three weeks from the end of the semester, no grade changes will be made.

SCHOLASTIC HONORS

Sitting Bull College acknowledges the importance of dedication, determination and discipline in academic endeavors. It awards deserving students who have distinguished themselves by their high scholastic achievement. In order for a student to be eligible, students must have been enrolled full time and have no incomplete grades.

PRESIDENT'S HONOR LIST - Any full time student who has achieved a 4.00 GPA is placed on the President's Honor List.

VICE PRESIDENT OF ACADEMIC'S HONOR LIST - Any full time student who attains a 3.50-3.99 GPA for any one semester is placed on the Dean's Honor List.

HONOR'S LIST - Any full time student who attains a GPA in the Range of 3.00-3.49 is placed on the Honor List.

A student who receives a final grade of a "D" or an "F" in a course(s) is not eligible for scholastic honors for the semester.

ACADEMIC PROBATION

At the end of the semester, students whose current grade point average falls below 2.00 will receive an academic probation statement on their grade report. The effect of the academic probation 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 of enrollment will result in academic suspension. Students who receive an academic probation letter will be required to contact their advisor before registering for next semester.

WITHDRAWAL FROM ALL COURSES

- First occurrence student will be placed on academic warning.
- Withdrawal from all courses during next term of enrollment will cause the student to be placed on academic probation.
- Withdrawal from all courses following academic probation will cause the student to be placed on academic suspension.

ACADEMIC SUSPENSION

Any student on academic probation, who fails to maintain a 2.00 GPA on their next term of enrollment, will be placed on academic suspension for one semester (Suspension #1). If, after petition to reenter the institution, the student fails to maintain a 2.00 GPA, the student will need to sit out one academic year (Suspension #2). When returning after the second suspension the student must maintain a 2.00 GPA or the student will be placed on the third suspension, which will result in the student sitting out three academic years. Any further suspensions beyond the third suspension will result in a student sitting out three academic years. **A student reentering after suspension will only be allowed to enroll in up to eight credit hours.**

Examples

A student who is placed on suspension at the end of the fall semester will be required to sit out the spring semester before s/he can reapply for admissions. A student who is placed on academic suspension at the end of the spring semester will be required to sit out the summer session and fall session before s/he can reapply for admissions. The student will receive an academic suspension statement on his/her grade report.

TRANSCRIPT/DIPLOMA HOLD POLICY

Sitting Bull College reserves the right to place a transcript and/or diploma hold on a student for one or more of the following reasons:

- a) past due financial obligations to any department, office, or unit of the college*;
- b) need to obtain official documents such as high school or GED transcripts;
- c) need to fulfill graduation requirements;
- d) as a result of judicial actions.

In order to resolve, or clear a hold, a student must contact the college/department/office which placed the hold and correct the issue accordingly.

*Students who are enrolled at Sitting Bull College for the semester and have an outstanding bill may apply for scholarship opportunities. If the scholarship requires an official transcript, the Registrar may issue the transcript directly to the scholarship organization. In addition, the Registrar or Director of Financial Aid may send letters of enrollment and GPA information to funding sources directly for registered SBC students as requested.

RE-ADMISSION

A student, who has been placed on suspension, will need the approval of the Admissions Committee for re-admission. **A student reentering after suspension will only be allowed to enroll in up to eight credit hours.**

A student whom is on suspension from Sitting Bull College, but has successfully attended another institution does not have to petition for re-admissions if they can provide an official transcript, were in good academic standing in their last term of their attendance, and have a 2.00 cumulative grade point average or better from the last college they attended.

CANCELLATION OF COURSES/CLASSES

The Vice President of Academics reserves the right to cancel any course for which there is not sufficient student enrollment.

The Vice President of Academics reserves the right to cancel classes due to inclement weather or for college participation in activities.

FINAL EXAM POLICY

Students are required to take their finals during the scheduled time. A make up final will be granted when students are unable to take the regularly scheduled final for reasons beyond their control or by circumstances created by the College. If a make-up final is granted the student will receive an incomplete (I) grade. The procedures outlined in the Incomplete section will be followed.

GRADUATION REQUIREMENTS

1. Graduation application should be completed the semester of anticipated graduation.
2. Student must have achieved a cumulative grade point average of 2.00 within their degree plan. The Bachelor's of Science in Elementary Education requires a 2.75 cumulative grade point average.
3. The student must do exit interviews with the following offices: Financial Aid, Career Planning and Placement, Business Office, Registrar's Office, and Library.
4. The student must complete the following post assessment requirements: COMPASS test, e-portfolio, Tribal knowledge test and exit surveys.
5. The student must also complete job placement information, which includes: resume, and three (3) letters of recommendation for employment.
6. Transfer students must earn a minimum of fifteen (15) credits at SBC prior to graduation for an Associate degree and (30) credits for a Bachelor's degree and must be enrolled at SBC during the final semester of anticipated graduation.
7. Student must complete payment of all fees and financial obligations to the College.
8. In order to participate in graduation a student may not have more than two (2) classes to complete by the following summer session or fall semester. The student will not be awarded their diploma until after 30 days of all course completion.
9. Graduation dates include: May, July, and December. The college only holds one commencement ceremony in May.

DISPERSING OF DIPLOMAS

Diplomas will not be dispersed until 30 days after graduation; at the time of graduation, students will receive the diploma cover.

PARTICIPATION IN SITTING BULL COLLEGE'S ASSESSMENT PROGRAM

All new/returning and graduating students are required to participate in SBC's assessment program. The assessment program consists of several pre and posttests, general departmental evaluations, job placement information, satisfaction surveys, and college and community activities. Several programs require the completion of an electronic portfolio, research project, or PowerPoint presentation as a graduation requirement. A student should consult their academic advisor on program assessment requirements for graduation.

SCHOLASTIC HONORS AT GRADUATION

Students who complete all degree requirements for a Certificate, Associate, or Bachelor's Program of Study may graduate with the following honors:

Summa Cum Laude

Representing a cumulative grade point average of 4.00 through 3.90.

Magna Cum Laude

Representing a cumulative grade point average of 3.89 through 3.75.

Cum Laude

Representing a cumulative grade point average of 3.74 through 3.50.

TRANSFERABILITY

Credits earned at SBC are transferable to other colleges and universities. The student intending to transfer to a four-year institution should consult the catalog of that institution, since requirements vary. Regardless of the number of credits earned, the credits accepted for transfers 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 he/she wishes to transfer and study the entrance requirements and suggestions for freshman and sophomore programs in the major field of interest.
2. Talk with a SBC Counselor or Academic Advisor about fulfilling these requirements.
3. Confer either by letter or by personal interview, with an admissions officer of the institution for further information about the curriculum and transfer regulations.
4. Check carefully a semester or two before transferring to be certain all requirements will be met and all regulations observed to the satisfaction of the four-year college or university.

TRANSCRIPTS

The release of a transcript and other data requires written authorization by the student. A student who needs to request a transcript should contact the Registrar's Office. Transcripts will not be released if a student owes a financial obligation to the College. Beginning the fall 2010 semester there will be a \$2.50 fee for each transcript requested by current students, if not currently enrolled the fee will be \$5.00 per transcript.

Students in need of official transcripts for courses taken prior to SBC's accreditation (fall 1984) should contact Bismarck State College, Bismarck, North Dakota for needed documentation.

PROGRAMS OF STUDY

Sitting Bull College (SBC) offers academic and vocational training. The College has implemented a standard core curriculum incorporating the essential basics for each specified degree offering. The core curriculum is founded in the general education requirements. These requirements are directly linked to the seven student outcomes identified as the central goals for student achievement by the institution (see page 6). These seven outcomes directly correlate to the mission of the college.

BACHELOR OF SCIENCE

The Bachelor of Science (BS) degree is granted to the student who wishes to complete a program of study, which leads to employment in a specific career. Each BS degree program requires a minimum of one hundred and twenty-eight (128) credit hours of course work. For admissions into a Bachelor's program a student must have successfully completed a SBC Associate degree in a related discipline.

Sitting Bull College offers the following Bachelor of Science degrees:

Business Administration
Early Childhood Education
Elementary Education
Secondary Science Education
Special Education
Environmental Science
General Studies

ASSOCIATE OF ARTS

The Associate of Arts (AA) degree is generally granted to the student who intends to transfer to a four-year institution. Students must complete the SBC general education requirements and may also select an area of emphasis in any of the instructional areas. Each AA degree program requires a minimum of sixty-three (63) credit hours of course work.

Sitting Bull College offers the following Associate of Arts degrees:

Business Administration
General Studies
General Studies – Nursing Transfer
Native American Studies

ASSOCIATE OF SCIENCE

The Associate of Science (AS) degree is designed to prepare students for a vocation by providing more specialized training than the AA degree. It also provides enough general education course work for the student who intends to transfer. Each AS degree program requires a minimum of sixty-three (63) credit hours of course work.

Sitting Bull College offers the following Associate of Science degrees:

Business Administration/Management
Criminal Justice
Early Childhood Education
Environmental Science
Geoscience
Human Services Technician
Information Technology
Natural Resources Management
Office Technology
Practical Nursing
Teacher Education

ASSOCIATE OF APPLIED SCIENCE

The Associate of Applied Science (AAS) degree is granted to the student who wishes to complete a vocational program of study, which leads to employment in a specific career. It requires that nearly all the course work be in a specific area, with only limited general education requirements. Each AAS degree program requires a minimum of sixty-three (63) credit hours of course work.

Sitting Bull College offers the following Associate of Applied Science degrees:

Building Trades
Business Administration/Management Arts & Crafts Entrepreneurship
Early Childhood Education
Energy Technician
Office Technology

CERTIFICATE

A certificate of completion is awarded for successful completion of a vocational training program. Certificate programs provide vocational skills training and will require minimum academic course work.

Sitting Bull College offers the following Certificate of Completion:

Building Trades
Business Administration /Management Arts & Crafts Entrepreneurship
Entrepreneurship
Farm/Ranch Management
Horsemanship
Information Technology
Native Community Development
Office Technology
Paleontology
Wind Turbine Technology

GENERAL EDUCATION PHILOSOPHY STATEMENT

Sitting Bull College general education is intended to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society. Course offerings are designed to enhance employability, provide a foundation and opportunity for life long learning, promote the Lakota/Dakota culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

GENERAL EDUCATION REQUIREMENTS

The following general education requirements must be completed for an Associate of Arts, Associate of Science, and Associate of Applied Science programs at Sitting Bull College. Competency is measured in all areas by a letter grade of A, B, C, D, or F. The minimum competency level should be a letter grade of a C.

Skills/Student Outcomes	Course offered by Degree			
	Associate of Arts	Associate of Science	Associate of Applied Science	Bachelor of Science
<i>Writing Skills Student Goals 1, 3</i>	ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr. Students will be able to complete an essay and a research paper using APA style.	ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr. Students will be able to complete an essay and a research paper using APA style.	ENGL 100 Applied English or ENGL 110 English I - 3 cr. Students will be able to write effective business communications; memorandums, letters, reports, and proposals.	ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr. Students will be able to complete an essay and a research paper using APA style.
<i>Communications Student Goals 1, 3</i>	COM M 110 Speech - 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COM M 110 Speech - 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COM M 100 Applied Communications or COM M 110 Speech – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COM M 110 Speech - 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.
<i>Mathematics Student Goals 1, 3</i>	MATH 103 College Algebra - 4 cr. Students will also learn the manipulation skills that are basic to the field of algebra.	MATH 102 Intermediate Algebra – 4 cr. Students will also learn the manipulation skills that are basic to the field of algebra.	MATH 100 Applied Math or higher - 3 cr. Students will learn to organize information according to mathematical structure and to utilize concepts.	MATH 103 College Algebra - 4 cr. Students will also learn the manipulation skills that are basic to the field of algebra.

<p><i>Student Success</i> <i>Student Goals</i> 2, 3, 4, 7</p>	<p>PSYC 100 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 2 cr.</p> <p>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 Psychology of Student Success – 3 cr. SOC 100 Job Seeking Skills – 2 cr.</p> <p>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 2 cr.</p> <p>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 2 cr.</p> <p>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>
<p><i>Culture/History</i> <i>Student Goals</i> 3, 5</p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr. NAS 105 Lakota Culture – 3 cr.</p> <p>Students will learn the language and the culture to appreciate the ways dialects are used to teach history and enhance culture.</p>
<p><i>Sociology</i> <i>Student Goals</i> 3, 7</p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</p>
<p><i>Humanities or Social & Behavioral Science</i> <i>Student Goals</i> 3, 7</p>	<p>Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 6 cr.</p> <p>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>	<p>Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 3 cr.</p> <p>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>	<p>Not applicable</p>	<p>Business Administration requires one (1) course. Elementary Education requires six (6) courses in specific areas including one elective.</p> <p>From: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology.</p> <p>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>

<i>Health/Physical Education</i> <i>Student Goals 3</i>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.
<i>Laboratory Science</i> <i>Student Goals 3, 6</i>	Any two (2) science course - 8 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.	Any one (1) science course - 4 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.	Not applicable	Any two science courses- 8 cr. Requirements vary for education degrees – see degree requirements. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.
<i>Computer Applications</i> <i>Student Goals 3, 6</i>	CSCI 100 Introduction to Computer Application - 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application - 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application - 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application - 3 cr. Students will learn to become computer literate.
<i>Total Credit Hours Required</i>	44 credits	37 credits	26 credits	44 – 63 credits

General education requirements for certificate vary according to the program of study.

DEGREE PLANS

BACHELOR OF SCIENCE BUSINESS ADMINISTRATION

This program is to ensure the efficacy of our students to succeed in changing our world; Sitting Bull College Business Department provides opportunities for future managers and entrepreneurs of the Standing Rock Sioux Tribe. The four-year Business Administration program focuses on stimulating business creations that are compatible with, and supportive of, the American Indian Culture or Lakota Nation's Culture. The success and uniqueness of our program is directly related to the development of our North and South Dakota communities. Through education, we have a unique ability to focus on local community, business, and economic development. The four-year Business program is aware of the individuality of Standing Rock markets and economies and creates a product that is more able to facilitate in the planning and implementation of development strategies.

Employment and career opportunities for the Bachelor's degree include; entrepreneur, manager, program director, comptroller, sales, human resource manager, personnel director, marketing manager, bookkeeper, auditor, real estate agent, information systems manager, business consultant, and motivational speaker.

The professional core requirements of the degree will be offered in an accelerated format.

REQUIREMENTS:

Requirements for admission are as follows:

1. Successful completion or in the last semester of Associate degree in Business Administration.
2. Transfer students must meet all program pre-requisites before being accepted into the Bachelor of Science accelerated program.

Requirements for graduation are as follows:

1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.
4. Completion of e-portfolio.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
or		
MATH 104	Finite Mathematics.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
SOC 210	Chemical Dependency I.....	3 cr.

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	2 cr.
Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE.....	8 cr.
Any two (2) four-hour courses	
CSCI 101 Introduction to Computer Applications	3 cr.
Total General Education	44 credits

BUSINESS CORE REQUIREMENTS

BAD 101 Introduction to Business.....	3 cr.
BAD 103 Legal Environment of Business.....	3 cr.
BAD 201 Principles of Accounting I.....	3 cr.
BAD 202 Principles of Accounting II.....	3 cr.
BAD 208 Entrepreneurial Marketing.....	3 cr.
BAD 219 Entrepreneurial Business Management	3 cr.
ECON 201 Microeconomics.....	3 cr.
ECON 202 Macroeconomics.....	3 cr.
MATH 210 Statistics I	3 cr.
OT 220 Business Communications.....	3 cr.
OT 270 Spreadsheets.....	3 cr.
Total Business Core Requirements.....	33 credits

PROFESSIONAL CORE REQUIREMENTS

BAD 301 Principles of Management.....	3 cr.
BAD 303 Human Resource Management	3 cr.
BAD 305 Organizational Behavior.....	3 cr.
BAD 311 Principles of Marketing.....	3 cr.
BAD 323 Payroll Accounting	3 cr.
BAD 333 Business Writing	3 cr.
BAD 353 Tax Procedures	3 cr.
BAS 363 Business Finance.....	3 cr.
BAD 401 New Venture	3 cr.
BAD 405 Business Law I.....	3 cr.
BAD 406 Business Ethics	3 cr.
BAD 434 World Business.....	3 cr.
BAD 453 Strategic Management.....	3 cr.
BAD 497 Internship/Seminar.....	3 cr.
MATH 314 Applied Statistics.....	3 cr.
300+ Electives	6 cr.
Total Professional Core Requirements	51 credits
TOTAL DEGREE REQUIREMENTS	128 CREDITS

BACHELOR OF SCIENCE DIVISION OF EDUCATION

ADMISSION REQUIREMENTS

Admission into the Division of Education Bachelor degree programs is not automatic. All students must apply and be accepted into the program prior to taking most upper division courses (300-400 levels). State law requires a background check for student teachers; therefore, Sitting Bull College requires a background check prior to acceptance into the Bachelor program. (See handbook for details.)

Documentation must be submitted to the Division of Education Chair. Required for applying for admission for a Bachelor's degree are as follows:

1. Document the successful completion, or within one semester of completion, of an Associate of Science degree in Teacher Education, Early Childhood Education, or Environmental Science and a cumulative GPA of 2.75.
2. Complete the "Application for Division of Education" form which includes the signature of acceptance by the admissions committee chair, along with three letters of recommendation from employers/instructors.
3. Complete the disposition essay.
4. Provide the results of the background check.
5. Provide the scores (meeting or exceeding the state's required scores) of the Pre-Professional Skills Test (PRAXIS I) to the Education Division Director and to the Education Standards and Practices Board (ESPB).

Upon completion and submission of the listed documents, an interview will be scheduled with the candidate and the Division of Education Admissions committee.

Once accepted into a Division of Education Bachelor's program, a candidate must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Candidates must pass all methods courses with a 3.0 or higher.

ENDORSEMENTS/AUTHORIZATIONS

The Bachelor of Science programs in education at Sitting Bull College offer course work which meets the requirements for North Dakota and South Dakota state endorsements in birth through preschool, kindergarten, and middle school teaching. (See handbook for details.)

ASSESSMENT

E-Portfolio – Education candidate progress will be assessed through a regular review of the e-portfolio and other units developed throughout the program beginning with the introductory courses. There will be several opportunities for the candidates to self – evaluate their progress throughout their junior and senior level coursework.

STUDENT TEACHING

The Division of Education makes every effort to place students in a setting with the least hardship for the candidate. Candidates must apply prior to placement for student teaching

according to dates set on application form, late applicants cannot be guaranteed placement in the preferred semester. Candidates must have completed all methods courses prior to student teaching. For further information on the student teaching process please refer to the SBC Student Teaching Handbook.

Suspension - Suspension is the removal from student teaching for the remainder of the semester with a right to reapply. A student teacher may be suspended from student teaching for serious violation (s) of student teaching policies and procedures, or serious incompetence which is deemed uncorrectable. For further information on suspension from student teaching please refer to the SBC Student Teaching Handbook.

Termination or dismissal – Grievous violations of policies or procedures, or incompetence which results in serious harm to student in the student teaching classroom may be cause for termination. Recommendation for termination will be made by the SBC supervisor, the cooperating teacher, and the school administrator in which the student teaching is taking place. Student who are terminated from student teaching may not reapply to student teach at Sitting Bull College. For further information on termination/dismissal from student teaching please refer to the SBC Student Teaching Handbook.

OTHER ISSUES TO CONSIDER

- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to teach.
- Grant funding may be available for a specified period. Students need to be aware that each grant provides different kinds of support and federal guidelines must be followed. Therefore, students must apply for all other funding prior to acceptance.
- Student must complete 12 weeks of student teaching in each area and must be available to be in the classroom setting during school hours. North Dakota standards do not allow this to be a paid experience.

BACHELOR OF SCIENCE EARLY CHILDHOOD EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
PSYC 100	Psychology of Student Success.....	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HPR 106	First Aid/CPR.....	2 cr.
SCIENCE	Life Science	4 cr.
	Earth Science	4 cr.
CSCI 101	Introduction to Computer Applications.....	3 cr.

Total General Education 41 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in EC.....	3 cr.
ECE 228	Developing Learning Environments	2 cr.
ECE 233	Pre-K Methods and Materials.....	3 cr.
ECE 236	Social/Emotional Development & Guidance	2 cr.
ECE 238	Child, Family, & Community Relations	3 cr.
ECE 252	Stages of Child Development.....	3 cr.
ECE 254	Early Childhood Curriculum & Methods.....	2 cr.
ECE 297	Early Childhood Education Internship	3 cr.
ENGL 238	Children's Literature.....	3 cr.
NAS 112	Introduction to Native American Studies	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
SPD 200	Exceptional Children	3 cr.

Total Core Requirement 36 credits

CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education	3 cr.
ECE 310	Developmental/Disorders in ECE Special Education.....	3 cr.
ECE 315	EC Math & Science Methods	3 cr.
ECE 320	EC Social Studies Methods.....	3 cr.
ECE 322	Administration & Leadership in ECE	3 cr.
ECE 325	Reading & Language Arts Methods	4 cr.
ECE 330	Observation/Assessment Techniques in ECE	3 cr.
ECE 337	Inclusion in ECE Settings.....	3 cr.
ECE 338	Play & the Social Environment in ECE	2 cr.
ECE 362	Early Childhood Humanities.....	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 497	Early Childhood Student Teaching.....	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 497	Multicultural Education.....	3 cr.

Total Professional Core Requirements 52 credits

TOTAL DEGREE REQUIREMENTS 129 CREDITS

BACHELOR OF SCIENCE ELEMENTARY EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I	3 cr.
ENGL 120	English II	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101	Lakota/Dakota Language I	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
GEOG 161	World Geography	3 cr.
	Social & Behavioral Science Elective	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills	2 cr.
SOC 210	Chemical Dependency I	3 cr.
HIST 103	American History to 1865	3 cr.
ENGL 238	Children's Literature	3 cr.
MUSC 101	Music Appreciation or NA Traditional Song Course	3 cr.
ART 245	North American Indian Art History or NA Traditional Art	3 cr.
HPR 106	First Aid/CPR	2 cr.
SCIENCE	Physical Science	4 cr.
	Life Science	4 cr.
	Earth or Space Science	4 cr.
CSCI 101	Introduction to Computer Applications or Equivalent	3 cr.
Total General Education		63 credits

CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management	3 cr.
EED 256	Foundation of Education	3 cr.
EED 260	Educational Psychology	3 cr.
EED 277	Math for Elementary Teacher I	3 cr.
EED 278	Math for Elementary Teacher II	2 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 298	Pre-Professional Experience	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 305	Methods of Teaching in the Elementary, Middle, or Secondary School	3 cr.
EED 310	Methods of Teaching Science in the Elementary School	2 cr.
EED 315	Methods of Teaching Math in the Elementary School	2 cr.
EED 320	Methods of Teaching Social Studies in the Elementary School	2 cr.
EED 325	Methods of Teaching Language Arts in the Elementary School	2 cr.
EED 330	Methods of Teaching Reading in the Elementary School	3 cr.
EED 335	Methods of Teaching Music in the Elementary School	2 cr.
EED 345	Methods of Teaching Physical Education in the Elementary School	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting	2 cr.
EED 447	Multicultural Education	3 cr.
EED 450	Reading Theory and Process	3 cr.
EED 497	Student Teaching in the Elementary School	9-12 cr.
NAS 112	Native American Studies	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 252	Child and Adolescent Psychology	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		68-71 credits

TOTAL DEGREE REQUIREMENTS 131-134 CREDITS

BACHELOR OF SCIENCE SECONDARY SCIENCE EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
MATH 107	Precalculus	5 cr.
MATH 210	Statistics	3 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
PSYC 100	Psychology of Student Success.....	3 cr.
SOC 100	Job Seeking Skills	
SOC 210	Chemical Dependency I.....	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
HPR 106	First Aid/CPR	2 cr.
ENS 113	Environmental Science	4 cr.
BIOL 240	Ethnobotany.....	3 cr.
BIOL 241	Ethnobotany Lab.....	1 cr.
CSCI 101	Introduction to Computer Applications.....	3 cr.
Total General Education		52 credits

EDUCATION CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 256	Foundation of Education	3 cr.
EED 260	Educational Psychology	3 cr.
EED 298	Pre-Professional Experience.....	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting.....	2 cr.
EED 447	Multicultural Education.....	3 cr.
EED 495	Teaching Reading in the Content Area	2 cr.
PSYC 252	Child and Adolescent Psychology	3 cr.
NAS 112	Native American Studies.....	3 cr.
SED 390	School Science Safety	2 cr.
SED 400	Methods & Materials of Secondary Science Education	4 cr.
SED 497	Student Teaching in the Secondary School.....	12 cr.
SPD 200	Exceptional Children.....	3 cr.
Total Education Core Requirement		48 credits

CORE REQUIREMENTS - BIOLOGY

BIOL 150	Biology I.....	4 cr.
BIOL 151	Biology II.....	4 cr.
BIOL 224	General Ecology.....	4 cr.
BIOL 170	Zoology.....	4 cr.
or		
BIOL 258	Birds and Culture.....	4 cr.
BIOL 450	Mammalogy.....	3 cr.
or		
ENS 331	Wildlife Conservation.....	3 cr.
BIOL 445	Herpetology.....	3 cr.
BIOL 458	Ornithology.....	3 cr.
Total Biology Core Requirement.....		25 credits

CORE REQUIREMENTS - CHEMISTRY

CHEM 115	Introduction to Chemistry.....	4 cr.
CHEM 116	Introduction to Organic and Biochemistry.....	4 cr.
CHEM 403	Analytical Chemistry.....	3 cr.
CHEM 321	Environmental Chemistry.....	3 cr.
Total Chemistry Core Requirement.....		14 credits

CORE REQUIREMENTS - GEOLOGY

GEOL 100	Earth Science.....	4 cr.
GEOL 105	Physical Geology.....	4 cr.
ENS 301	Hydrology.....	3 cr.
ENS 311	Introduction to GIS/GPS.....	3 cr.
Total Geology Core Requirement.....		14 credits

CORE REQUIREMENTS - PHYSICS

PHYS 102	Physical Science.....	4 cr.
or		
PHYS 211	Physics I.....	4 cr.
Total Physics Core Requirement.....		4 credits
Total Science Core Requirements.....		57 credits
TOTAL DEGREE REQUIREMENTS.....		154 CREDITS

**BACHELOR OF SCIENCE
ELEMENTARY/SPECIAL EDUCATION**

Student interested in receiving a Bachelor of Science degree in Elementary/Special Education must complete the entire degree requirements for the Elementary Education program plus the following:

CORE REQUIREMENTS

CD 426	Speech/Language Development and Disorders for the Teacher	3 cr.
PSYC 270	Abnormal Psychology	3 cr.
SPD 300	Techniques of Managing Behavior	4 cr.
SPD 310	Introduction to Developmental Disabilities.....	4 cr.
SPD 320	Curriculum and Resources for Students with Mental Retardation.....	3 cr.
SPD 322	Teaching Children and Youth with Severe Mental Retardation.....	4 cr.
SPD 324	Teaching Children and Youth with Mild to Moderate Retardation	4 cr.
SPD 328	Communication with Parents and Professionals	3 cr.
SPD 420	Special Education Assessment.....	3 cr.
SPD 444	Transition for Secondary Students with Mental Retardation	3 cr.
SPD 497	Internship in Special Education/Mental Retardation	12 cr.
SPD 499	Special Topics	3 cr.
Total Special Education Core Requirement		49 credits

BACHELOR OF SCIENCE ENVIRONMENTAL SCIENCE

The agencies and organizations where students with degrees in environmental science are obtaining jobs vary greatly. To date, SBC has placed students locally at the Standing Rock Sioux Tribe Environmental Protection Agency, the Cheyenne River Tribe Game and Fish Department, Sitting Bull College, the Standing Rock Sioux Tribe Department of Environmental Regulation, the U.S. Game and Fish Department, MRI Water, and with private farms and ranches.

In addition to the ample areas of employment available to SBC's environmental science graduates, there are many opportunities available to students pursuing work experiences through internships. SBC environmental science students have conducted work experience internships with the following agencies and organizations: the Natural Resource and Conservation Service, Sioux County Extension, National Aeronautical and Space Administration (NASA), the University of Minnesota, Iowa State University, the United States Forest Service, Sitting Bull College, the Standing Rock Sioux Tribe Environmental Protection Agency, the Standing Rock Sioux Tribe Game and Fish Department, Oahe Veterinary Hospital, and the Experimental Program to Stimulate Cooperative Research (EPSCoR). Many of these entities have expressed a genuine need exists in finding qualified personnel which have a bachelor of science degree in environmental science or a natural resources-related field.

Graduates from SBC's environmental science program will provide essential support for managing local natural resources. Standing Rock Sioux Tribal agencies have expressed an interest in hiring SBC's graduates and those applicants who have showed a dedication to management and an appreciation of field work experience. The four-year environmental science degree program will provide a solid foundation in a range of specialties including water quality, wildlife management, toxicology, and resource conservation which will enable our students to obtain jobs in a wide range of natural resource-related areas.

Environmental science and natural resource-related jobs are available locally and regionally. If students choose to work on the Standing Rock Sioux Reservation, there are sufficient positions available with the Tribal government. In addition, positions are available throughout North Dakota and South Dakota in the private, as well as public sector.

The requirements for placement into many environmental and natural resource-related jobs around the Standing Rock Sioux Reservation, North and South Dakota, and across the United States generally include a minimum of a B.S. degree. Advancement in careers is also contingent on obtaining a degree at the B.S. level or higher for nearly all federal and state agencies, as well as with many tribal organizations. The B.S. degree in environmental science from Sitting Bull College will provide SBC graduates with a degree that will allow them to compete for jobs and receive career advancement, while obtaining their B.S. degree in environmental science locally.

REQUIREMENTS:

Requirements for admission are as follows:

1. Successful completion of Associate degree in Environmental Science.

Requirements for graduation are as follows:

1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.
4. Completion of research project.

Environmental Science Course-Transfer Policy

The following policy will guide the transferability of 100- and 200-level courses from other institutions which are similar to specific required courses within the Professional Core Requirements of the B.S. Environmental Science degree plan. **Although certain courses may be substituted with proper documentation, students will need to take additional 300+ electives in order to fulfill the 46-credit (300+) core requirements.**

- 100-200 level courses may be accepted in place of taking a redundant upper-division course with a similar title, if the course contains more than 75% of similar material from an accredited program and the student completed the course with a “C” (2.0) or better.
- The transfer of a 100-200 level *introduction to GIS/GPS* course will include the above requirements and the additional requirement of passing the *Sitting Bull College GIS Basic Skills Examination* by answering more than 80% of the questions correctly.

BACHELOR OF SCIENCE ENVIRONMENTAL SCIENCE

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
BIOL 150	Biology I.....	4 cr.
CHEM 115	Introduction to Chemistry	4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	44 credits

ENVIRONMENTAL SCIENCE CORE REQUIREMENTS

BIOL 224	General Ecology	4 cr.
ENS 113	Environmental Science I	4 cr.
ENS 202	Environmental Issues.....	2 cr.
ENS 225	Environmental Sampling	4 cr.
ENS 240	Environmental Statistics.....	3 cr.
ENS 260	Environmental Research Project I.....	2 cr.
ENS 261	Environmental Research Project II.....	2 cr.
ENS 297	Environmental Science Internship.....	3 cr.
CHEM 116	Introduction to Organic and Biochemistry.....	4 cr.
SOIL 210	Introduction to Soil Science.....	4 cr.
ARSC 236	Range Management	3 cr.
Electives	100+ Level.....	6 cr.
Total Core Requirement	.....	41 credits

PROFESSIONAL CORE REQUIREMENTS

CHEM 403	Analytical Chemistry	3 cr.
ENS 301	Hydrology	3 cr.
ENS 311	Introduction to GIS/GPS.....	3 cr.
ENS 321	Environmental Chemistry	3 cr.
ENS 331	Wildlife Conservation	4 cr.
ENS 422	Environmental Toxicology	3 cr.
ENS 432	Aquatic Ecosystems.....	3 cr.
ENS 452	Science Literature.....	3 cr.
ENS 453	Environmental Law and Policy	3 cr.
ENS 493	Senior Research	3 cr.
MATH 314	Applied Statistics.....	3 cr.
SOIL 431	Soil Conservation and Management	3 cr.
Electives	300+ Level.....	9 cr.
Total Science Core Requirements	.....	46 credits
TOTAL DEGREE REQUIREMENTS	.....	131 CREDITS

BACHELOR OF SCIENCE GENERAL STUDIES

The General Studies degree has been designed for students who may wish to take a liberal arts track. Specialization tracks are available in Criminal Justice, Native American Studies, or Human Services. The General Studies degree is also designed for a student who may go all the way through one of the bachelor's degrees in education, but decides at the last minute that teaching is not for them and, therefore, would not be required to student teach but would be required to complete an alternative practicum.

REQUIREMENTS:

Requirements for admission are as follows:

1. Successful completion of Associate degree in appropriate area.

Requirements for graduation are as follows:

1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.
4. For a concentration: a minimum of 28 credit hours of 300 and 400 level course work in a specific area.
5. Completion of assessment project.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I	4 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	8 cr.
	Any two (2) four-hour courses	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	44 credits

CORE REQUIREMENTS

MATH 210	Statistics I	3 cr.
Electives	100+ Level	41 cr.
HUM 497	General Studies Capstone Course.....	1 cr.
MATH 314	Applied Statistics.....	3 cr.
Electives	300+ Level	36 cr.

If choosing a concentration, 28 of the 40 credits for 300+ level course work must be specific to the concentration.

Total Core Requirements 84 credits

TOTAL DEGREE REQUIREMENTS 128 CREDITS

***Courses the student takes before the required general education courses (i.e. MATH 101, MATH 102, ENGL 100) will NOT be included as an elective for the Bachelor's in General Studies.**

ASSOCIATE OF ARTS BUSINESS ADMINISTRATION

The program prepares students for positions in the accounting/business world or for transfer to a four-year institution of higher learning. The curriculum is designed to offer students an introduction to business, accounting, and economics.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	8 cr.
	Any two (2) four-hour laboratory science courses	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	44 credits

CORE REQUIREMENTS

BAD 101	Introduction to Business.....	3 cr.
BAD 103	Legal Environment of Business.....	3 cr.
BAD 201	Principles of Accounting I.....	3 cr.
BAD 202	Principles of Accounting II.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
ECON 201	Microeconomics.....	3 cr.
ECON 202	Macroeconomics.....	3 cr.
OT 220	Business Communications.....	3 cr.
OT 270	Spreadsheets.....	3 cr.
Total Core Requirements	.....	30 credits
TOTAL DEGREE REQUIREMENTS	.....	74 CREDITS

ASSOCIATE OF ARTS GENERAL STUDIES

The program is designed to provide students with the opportunity to acquire basic principles and skills in the general education area. It prepares students for transfer to a four-year institution of higher learning.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	6 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	8 cr.
	Any two (2) four-hour laboratory science courses	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	44 credits

CORE REQUIREMENTS

Humanities Course	3 cr.
Math/Science Course.....	3/4 cr.
Technology Course.....	3 cr.
Social & Behavioral Science Course	3 cr.
Enrichment Courses.....	8/9 cr.
Total Core Requirements	21 credits
TOTAL DEGREE REQUIREMENTS	65 CREDITS

ASSOCIATE OF ARTS GENERAL STUDIES NURSING TRANSFER DEGREE PLAN

This program is designed to meet the needs of those students who plan to continue their education in nursing at other institutions. It provides students with the opportunity to acquire basic principles and skills in the general education area. It prepares students for transfer to a four-year institution of higher learning. This program is aimed at students who graduate from Sitting Bull College with their AS in Practical Nursing and who want to continue their education as well as those students who are choosing to attend Sitting Bull College to pick up their general requirements before transferring to another nursing program.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		6 cr.
	PSYC 111 Introduction to Psychology	
	PSYC 252 Child and Adolescent Psychology	
HEALTH/PHYSICAL EDUCATION		2 cr.
HPR 200 Nutrition		
LABORATORY SCIENCE.....		8 cr.
	BIOL 220 Anatomy and Physiology I	
	CHEM 115 Introduction to Chemistry	
CSCI 101	Introduction to Computer Applications	3 cr.

Total General Education 44 credits

CORE REQUIREMENTS

BIOL 202	Microbiology.....	4 cr.
BIOL 230	Anatomy and Physiology II.....	4 cr.
CHEM 116	Introduction to Organic and Biochemistry.....	4 cr.

Choose 9 credits from the following (based on the program the student plans to transfer to and after advising):

Statistics (MATH 314)	Abnormal Psychology
Introduction to Sociology	Introduction to Anthropology
Social Problems	Ethics courses
Introduction to Ethics	Introduction to Western Philosophy
Comparative Spirituality	Arts course
Lakota Tradition, Philosophy, & Spirituality	Culture course

Total Core Requirements 21 credits

TOTAL DEGREE REQUIREMENTS 65 CREDITS

ASSOCIATE OF ARTS NATIVE AMERICAN STUDIES

This program is designed to help students develop a knowledge base of and appreciation for Lakota/Dakota culture, society, and history, including the traditional and contemporary land base and natural resources, traditional and contemporary forms of government, traditional philosophy and worldview, ceremonies, values, belief system, kinship and social systems. This program also includes courses of a comparative nature, which places Lakota/Dakota culture and society in the context of other Native North American people. This program is useful for individuals interested in becoming teachers or working in various tribal programs on Standing Rock.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		6 cr.
Select any two (2) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology		
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE.....		8 cr.
Any two (2) four-hour laboratory science courses		
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		44 credits

CORE REQUIREMENTS

NAS	Art Course.....	3 cr.
NAS	Culture Course.....	3 cr.
NAS	Government Course.....	3 cr.
NAS	History Course	3 cr.
NAS	Language Course	4 cr.

The remainder of six (6) credit hours should be selected carefully by the student and advisor from the Division of Native American Studies courses.

Total Core Requirements	22 credits
TOTAL DEGREE REQUIREMENTS	66 CREDITS

BUSINESS ADMINISTRATION

The Business Administration Program offer students' the skills necessary to be positive and successful in a number of management level positions. Business Administration derives its instructional base from the employment field of business and has as its mission the preparation of individuals for employment in business occupations, including entrepreneurship. Employment and Career Opportunities include the following: Entrepreneurship, Administrative Services, Advertising, Financial Management, Human Resource, Sales, Tourism, Training and Development, Purchasing, Storage and Distribution and all state and tribal government business administration jobs.

ASSOCIATE OF SCIENCE BUSINESS ADMINISTRATION/MANAGEMENT

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	37 credits

CORE REQUIREMENTS

BAD 101	Introduction to Business.....	3 cr.
BAD 103	Legal Environment of Business.....	3 cr.
BAD 201	Principles of Accounting I.....	3 cr.
BAD 202	Principles of Accounting II.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 211	Principles of Supervision.....	3 cr.
BAD 212	Conflict Resolution	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
BAD 297	Business Administration/Management Internship.....	3 cr.
ECON 201	Microeconomics.....	3 cr.
ECON 202	Macroeconomics.....	3 cr.
Total Core Requirements	.....	33 credits
TOTAL DEGREE REQUIREMENTS	.....	70 CREDITS

ASSOCIATE OF SCIENCE CRIMINAL JUSTICE PROGRAM

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success.....	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	4 cr.
CSCI 101	Introduction to Computer Applications.....	3 cr.
Total General Education Requirements		37 CREDITS

CORE REQUIREMENTS

CJ 201	Introduction to Criminal Justice	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 215	Criminal Procedure	3 cr.
CJ 225	Introduction to American Courts.....	3 cr.
CJ 230	Criminal Law	3 cr.
CJ 235	Criminal Evidence	3 cr.
CJ 245	Survey of Forensic Sciences.....	3 cr.
CJ 252	Criminology.....	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
Total Core Requirements		30 CREDITS

CORE REQUIREMENTS CRIMINAL JUSTICE ELECTIVES – (Select 2 Courses)

PSYC 111	Introduction to Psychology	3 cr.
CJ 226	Criminal Investigations I.....	3 cr.
CJ 253	Juvenile Justice	3 cr.
CJ 270	Introduction to Corrections	3 cr.
CJ 290	Criminal Behavioral Analysis.....	3 cr.
Total Criminal Justice Electives		6 CREDITS
TOTAL DEGREE REQUIREMENTS		73 CREDITS

ASSOCIATE OF SCIENCE EARLY CHILDHOOD EDUCATION

This program is designed for students to develop the knowledge and skills required for working with infants, toddlers, and preschoolers. The focus of this program is to prepare students to work in positions dealing with the development and educational needs of children from birth through second grade. This program will help students become competent in the following areas of Early Childhood:

- Child development and developmentally appropriate practices
- Design and setting up safe and healthy learning environments
- Curriculum design and implementation that is age, developmentally, and culturally appropriate
- Establish positive relationships between caregivers/teachers and families
- Advancing the physical, intellectual, social and emotional competences

This program is structured such that students may continue their education and acquire a Bachelor of Science degree in Early Childhood Education. Students will be required to complete a background check.

Careers options include: private or public nursery schools, preschools such as Head Start, home or center-based day care, primary grade paraprofessional, nanny positions, and recreational programs.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
HPR 106 First Aid/CPR		
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology		
LABORATORY SCIENCE.....		4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		37 credits

CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in ECE	3 cr.
ECE 228	Developing Learning Environments	2 cr.
ECE 233	Pre-K Methods and Materials.....	3 cr.
ECE 236	Social/Emotional Development & Guidance in ECE	2 cr.
ECE 238	Child, Family & Community Relations	3 cr.
ECE 252	Stages of Child Development.....	3 cr.
ECE 254	Early Childhood Curriculum & Methods.....	2 cr.
ECE 297	Early Childhood Education Internship	3 cr.
ENGL 238	Children’s Literature	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		33 credits
TOTAL DEGREE REQUIREMENTS		70 CREDITS

ASSOCIATE OF SCIENCE ENVIRONMENTAL SCIENCE

This program is designed to prepare students for employment or transfer to a four-year institution of higher learning in such areas as wildlife management, environmental quality, and range and grassland management. Students who complete the program will have a solid, multidisciplinary understanding of environmental problems and solutions, and will be able to integrate the many different aspects of environmental science and relate the underlying scientific theory to how environmental considerations affect our everyday lives.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology		
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE		4 cr.
BIOL 150 Biology I		
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		37 credits

CORE REQUIREMENTS

BIOL 224	General Ecology	4 cr.
CHEM 110	Survey of Chemistry.....	4 cr.
ENS 113	Environmental Science I	4 cr.
ENS 202	Environmental Issues.....	2 cr.
ENS 225	Environmental Sampling	4 cr.
ENS 240	Environmental Statistics.....	3 cr.
ENS 260	Environmental Research Project I.....	2 cr.
ENS 261	Environmental Research Project II.....	2 cr.
ENS 297	Environmental Science Internship.....	3 cr.
ENS 299	Special Topics	1 cr.
Elective - (SELECT A TOTAL OF 3 CREDIT HOURS)		
ENS 216	Wildlife Management & Conservation	4 cr.
SOIL 210	Soil Science	4 cr.
Total Core Requirements		32 credits
TOTAL DEGREE REQUIREMENTS		69 CREDITS

ASSOCIATE OF SCIENCE GEOSCIENCES

The Sitting Bull College Geoscience Program is designed to develop a better understanding of the paleontological and geological history and resources on the Standing Rock Reservation as well as prepare students for a career in the geosciences.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra or higher	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	4 cr.
	CHEM 115 Introduction to Chemistry	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		37 credits

CORE REQUIREMENTS

BIOL 220	Anatomy and Physiology I.....	4 cr.
ENS 211/311	Introduction to GIS/GPS.....	3 cr.
GEOL 105	Physical Geology.....	4 cr.
GEOL 121	Historical Geology.....	3 cr.
GEOL 201	Mineralogy and Petrology	3 cr.
GEOL 221	Sedimentology and Stratigraphy	3 cr.
PALE 101	Introduction to Paleontology.....	3 cr.
PALE 121	Techniques in Curation and Preparation	2 cr.
PALE 131	Paleontology Field School.....	3 cr.
PALE 201	Advanced Paleontology	4 cr.
PALE 221	Field Research Project.....	3 cr.
Total Core Requirements		35 credits
TOTAL DEGREE REQUIREMENTS		72 CREDITS

ASSOCIATE OF SCIENCE HUMAN SERVICE TECHNICIAN

The program is designed for students interested in working with people as human service workers in diverse settings or prepares students for transfer into a four-year institution of higher learning. It prepares graduates with the skills, knowledge and ability for employment in human services positions while providing graduates with an Associate of Science degree in Human Service. Throughout the completion of the coursework the program facilitates the personal growth and development of the student as a unique and worthwhile person.

Students interested in this area should have a strong desire to help others, be patient, understanding, and caring in dealing with others, good verbal and written communication skills, ability to manage time effectively, problem solving skills, and knowledge of community resources.

Career opportunities include: employment in a wide variety of Human Service/Mental Health occupations. Employment in the field of human services is expected to grow faster than average for all occupations throughout the next decade due to population growth, increased demand for the care of the elderly and the disabled, and the disadvantaged. Job titles and duties in the human service field vary with the type of employer and the kinds of clients they serve. Examples of job titles include: social service technicians, case management aides, social work assistants residential counselors, mental health technicians, child abuse workers, community outreach workers and gerontology aides.

Settings that workers can be employed in include: group homes, mental retardation and community mental health centers, state, local and tribal government, programs for the elderly, hospitals, social service and mental health programs, facilities and programs for the developmentally disabled, special programs for alcoholics and drug abusers, child abuse, youth and family agencies, childcare and head start programs, and special education programs for children.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
NAS 108 Native American History or NAS 109 Native American History		
HEALTH/PHYSICAL EDUCATION		2 cr.
LABORATORY SCIENCE.....		4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		37 credits

CORE REQUIREMENTS

HS 101	Introduction to Human Services	3 cr.
HS 102	Interviewing I.....	3 cr.
HS 103	Interviewing II.....	3 cr.
HS 201	Case Management I.....	3 cr.
HS 202	Case Management II.....	3 cr.
HS 211	Substance Abuse Counseling	3 cr.
HS 220	Management and Administration in Human Services	3 cr.
HS 260	Crisis Intervention/Suicide Prevention.....	3 cr.
HS 297	Human Services Internship	3 cr.
PSYC111	Introduction to Psychology	3 cr.
PSYC 252	Child and Adolescent Psychology	3 cr.
SOC 220	The Family	3 cr.
Total Core Requirements		36 cr.
TOTAL DEGREE REQUIREMENTS		73 CREDITS

ASSOCIATE OF SCIENCE INFORMATION TECHNOLOGY

We live in a computerized and networked society, and supporting these computers and networks offers a wide job market with a variety of locations and environments. Technology is driving businesses and governments today, especially health care, financial services, public utilities, sales, and manufacturing. Individuals own personal computers and home networks, and a wide variety of other computerized devices. Computer specialists will require technical skills to work with computers, networks and devices; and communications skills to work with employers, co-workers and end-users.

The student will develop a firm foundation in Information Technology to prepare for employment or for seeking a baccalaureate degree. This program will prepare students to enter into the world of work with the most commonly accepted IT certifications; CompTIA's A+ for IT technicians, and the Cisco CCENT for networking. The courses offered at SBC are standardized with the North Dakota University System's common course numbering system, so the student will also be well prepared to transfer to a four-year institution of higher learning for more advanced degrees.

The program is also designed for students who are seeking certification alone. Two certificates are offered; A+ from CompTIA and/or Maintenance/OS/Networking with CCENT from Cisco. Passing the final official exams is mandatory in order to receive these certificates from Sitting Bull College. Sitting Bull College is a Postsecondary Local Cisco Networking Academy, offering IT Essentials: PC Hardware and Software, CCNA Discovery I: Networking for Home and Small Business, and CCNA Discovery II: Working at a Small-to-Medium Business or ISP.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	37 credits

CORE REQUIREMENTS

CIS 164	Networking Fundamentals I	4 cr.
CIS 165	Networking Fundamentals II	4 cr.
CIS 181	Creating Web Pages.....	3 cr.
CIS 212	Operating Systems Client	3 cr.
CIS 215	Implementing a Server Environment	3 cr.
CIS 218	Microcomputer Hardware I.....	3 cr.
CIS 219	Microcomputer Hardware II.....	3 cr.
CIS 296	A+ Exam Preparation.....	3 cr.
CIS 297	Information Technology Internship.....	3 cr.
CSCI 120	Survey of Computer Information	3 cr.
OT 271	Database Management.....	3 cr.
Total Core IT Requirements		35 credits
TOTAL DEGREE REQUIREMENTS		72 CREDITS

ASSOCIATE OF SCIENCE NATURAL RESOURCES MANAGEMENT

The program is designed for students to receive an Associate of Science Degree upon completion of the requirements. The program will provide students with a basic understanding of natural resources and their management with emphasis on the natural resources of the Standing Rock Sioux Reservation. Natural resources include land, water, air, plant and animal resources and their relationship to people. Employment and Career Opportunities include: Conservationist, Range Management Specialist, Soil Scientist, Wildlife Biologist, Forest Ranger, Forester, Farmer, Park Ranger, Ecologist, Rancher, Fisheries Specialist, Teacher, and Sales. The emphasis in Agribusiness option prepares students for positions in the agricultural business world. They will be prepared for positions in sales and service in elevators, chemical and fertilizer application companies, farm supply stores and livestock auctions.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE.....		4 cr.
	BIOL 150 Biology I	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	37 credits

CORE REQUIREMENTS

AGEC 297	Agricultural Internship	3 cr.
ARSC 236	Introduction to Range Management	3 cr.
CHEM 115	Introduction to Chemistry	4 cr.
ENS 216	Wildlife Management and Conservation.....	4 cr.
SOIL 210	Introduction to Soil Science.....	4 cr.

NATURAL RESOURCES EMPHASIS REQUIREMENTS - (SELECT 14 CREDIT HOURS)

ARSC 114	Introduction to Animal Science.....	3 cr.
BIOL 224	General Ecology	4 cr.
ENS 113	Environmental Science I	4 cr.
ENS 260	Environmental Research Project I.....	2 cr.
GEOL 105	Physical Geology	4 cr.
SOIL 222	Soil Fertility and Fertilizers	2 cr.
Total Core Requirements		32 credits
TOTAL DEGREE REQUIREMENTS		69 CREDITS

AGRIBUSINESS EMPHASIS REQUIREMENTS - (SELECT 14 CREDIT HOURS)

AGEC 141	Introduction to Agribusiness Management	3 cr.
ARSC 114	Introduction to Animal Science.....	3 cr.
ARSC 220	Livestock Production.....	3 cr.
BAD 101	Introduction to Business.....	3 cr.
BAD 201	Principles of Accounting I.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
PLSC 225	Principles of Crop Production.....	3 cr.
SOIL 222	Soil Fertility and Fertilizers	2 cr.
Total Core Requirements		32 credits
TOTAL DEGREE REQUIREMENTS		69 CREDITS

OFFICE TECHNOLOGY

Sitting Bull College offers students seeking training in Office Technology one and two year programs.

Students who successfully complete a two-year program earn either an Associate of Science degree or an Associate in Applied Science degree. Those who successfully complete a one-year program earn a Nine-Month Certificate of completion and proficiency.

This curriculum is designed for students to learn a wide variety of communication, business, keyboarding, and technological skills. Emphasis is placed on various applications of the microcomputer including keyboarding, word processing, desktop publishing, spreadsheets, electronic presentations, database management, and World Wide Web research.

Placement includes working in a wide variety of offices, such as, sales offices, banks, government agencies, educational institutions, insurance companies, or law offices.

ASSOCIATE OF SCIENCE OFFICE TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES	or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education	.....	37 credits

CORE REQUIREMENTS

BAD 201	Principles of Accounting I.....	3 cr.
BAD 212	Conflict Resolution	3 cr.
OT 102	Word Processing I.....	3 cr.
OT 152	Administrative Support Procedures.....	3 cr.
OT 270	Spreadsheets.....	3 cr.
OT 271	Database Management.....	3 cr.
OT 297	Office Systems Internship	3 cr.
ELECTIVE	Any Division of Business Course Approved by Advisor.....	3 cr.

COMPUTER APPLICATION ELECTIVES - (SELECT A TOTAL OF 9 CREDIT HOURS)

CSCI 120	Survey of Computer Information Systems	3 cr.
OT 262	Word Processing II.....	3 cr.
OT 265	Desktop Publishing	3 cr.
OT 274	Telecommunications	3 cr.

Total Core Requirements 33 credits

TOTAL DEGREE REQUIREMENTS 70 CREDITS

ASSOCIATE OF SCIENCE PRACTICAL NURSING

The Practical Nursing Program is a fully accredited program that is an integral part of Sitting Bull College. This technical program exists to create the vision and behavior of a balanced, responsible, holistic health care practitioner. The primary aim of this program is to facilitate the development of competent practical nurses prepared to serve in an evolving health care environment.

In addition to the student outcomes for all graduates of Sitting Bull College the graduate of the Sitting

Bull College Practical Nursing Program will be able to:

- Practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background
- Demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
- Utilize the nursing process to give culturally focused care
- Demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long term care settings
- Practice within the ethical and legal guidelines of the Nurse Practices Act
- Demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, and licensed practitioners

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	PSYC 111 Introduction to Psychology	3 cr.
HEALTH/PHYSICAL EDUCATION	HPR 200 Nutrition	2 cr.
LABORATORY SCIENCE	BIOL 220 Anatomy and Physiology I	4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		37 credits

CORE REQUIREMENTS

BIOL 202	Microbiology.....	4 cr.
BIOL 230	Anatomy and Physiology II.....	4 cr.
NURS 101	Introduction to the Nursing Profession	1 cr.
NURS 201	Holistic Health Assessment Across the Lifespan.....	3 cr.
NURS 205	Basic Pharmacology for Nurses	2 cr.
NURS 206	Fundamental Nursing Interventions	4 cr.
NURS 231	Mental Health/Behavioral Health Nursing.....	2 cr.
NURS 245	Nursing Care of Families.....	4 cr.
NURS 246	Nursing Care Across the Lifespan.....	9 cr.
NURS 297	Capstone Experience in Nursing.....	1 cr.
PSYC 252	Child and Adolescent Psychology	3 cr.
Total Core Requirements		37 credits
TOTAL DEGREE REQUIREMENTS		74 CREDITS

Requirements:

- All students in the nursing program must have a C or above in BIOL 220, BIOL 230, BIOL 202, NURS 101, PSYC 111 with a cumulative GPA prior to the summer course NURS 206 of 2.3 or better.
- Prerequisite for entry to the nursing courses with number NURS 205 and above require the student to provide proof of current certification in both First Aid and CPR.
- All students in the nursing program will be required to complete a background check, a physical exam including current TB testing, and documentation of immunization status. (NOTE: Hepatitis B immunization is highly recommended.) This will be required prior to taking NURS 206. A criminal background check will be completed no later than the first week of NURS 206.

TEACHER EDUCATION

Sitting Bull College provides an Associate of Science degree designed to prepare students for specialized vocational training as Assistant Teachers in the elementary school. Additional course work is also provided through Sitting Bull College for those pursuing a B.S. degree in elementary education. Students will be required to complete a background check.

The mission of the Teacher Education program is to ensure the efficacy of our children to succeed in a changing world; Sitting Bull College Education Department provides educational opportunities for future educators of the Standing Rock Sioux Tribe. The two-year Teacher education program and the four-year Elementary/Special Education program focus on the history of Lakota/Dakota Culture, Language and Values. The success and uniqueness of our program is directly related to the participation of local North and South Dakota community educators who are aware of the individuality of Standing Rock children and who facilitate in the planning and implementation of our curriculum.

Employment and career opportunities for the Associate of Science degree are a requirement by North and South Dakota Department of Education for Teacher's Aides.

ASSOCIATE OF SCIENCE TEACHER EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech	3 cr.
MATH 103	College Algebra or higher	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
SOCIAL & BEHAVIORAL SCIENCE		3 cr.
HIST 103	American History.....	3 cr.
GEOG 205	Geography.....	3 cr.
MUSC 100	Music Appreciation or NA Traditional Song Course	3 cr.
ART 210	North American Art or NA Traditional Art Course	3 cr.
ENGL 238	Children's Literature	3 cr.
NAS 105	Lakota/Dakota Culture	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
	HPR 106 First Aid/CPR	
LABORATORY SCIENCE		
	Physical Science	4 cr.
	Life Science	4 cr.
	Earth or Space Science	4 cr.
CSCI 101	Introduction to Computers	3 cr.
Total General Education		63 credits

CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management	3 cr.
EED 256	Foundations of Education	3 cr.
EED 260	Educational Psychology	3 cr.
EED 277	Math for Elementary Teacher I.....	3 cr.
EED 278	Math for Elementary Teacher II.....	2 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 297	Teacher Education Internship	3 cr.
EED 298	Pre-Professional Experience.....	1 cr.
NAS 112	Native American Studies.....	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 252	Child and Adolescent Psychology	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		34 credits
TOTAL DEGREE REQUIREMENTS		97 CREDITS

ASSOCIATE OF APPLIED SCIENCE BUILDING TRADES

Construction, as in many other occupations, is becoming a field of specialists.

SBC's Building Trades Program follows curriculum guidelines set forth by the Associated General Contractors of America and the National Center for Construction and Education and Research (NCEER).

This program will provide students with the instruction and skills required for entry-level carpenters and remodeling of residential or other light-frame buildings. Coupled with "hands-on" experience work at off-campus construction sites, the curriculums provide the necessary theory as well as instruction in blueprint reading, estimating, safety, and the use of newly developed equipment and materials. Extensive experience is gained in building layout, framing, sheathing, roofing, exterior and interior finishing.

Students who successfully complete the program leave with a solid foundation as entry-level carpenters. Jobs that await them are many as demand are high for motivated individuals here locally and elsewhere with building contractors, lumber yards and maintenance shops.

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
COMM 100	Applied Communications or higher	3 cr.
MATH 101	Pre-Algebra or higher.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HPR 106	First Aid/CPR.....	2 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		26 credits

CORE REQUIREMENTS

BTT 101	Technical/Trade Math	3 cr.
BTT 105	Framing and Exterior Finishing	3 cr.
BTT 111	Fundamentals of Carpentry.....	2 cr.
BTT 115	Construction Practicum I.....	4 cr.
BTT 142	Construction Practicum II.....	4 cr.
BTT 162	Interior Construction.....	2 cr.
BTT 201	Concrete Technology.....	1 cr.
BTT 215	Construction Practicum III.....	4 cr.
BTT 222	Construction Estimating	2 cr.
BTT 232	Energy-Efficient Construction.....	1 cr.
BTT 242	Construction Practicum IV.....	4 cr.
BTT 251	Architectural Drafting	4 cr.
BTT 262	Interior Finishing	3 cr.
Total Core Requirements		37 credits

TOTAL DEGREE REQUIREMENTS 63 CREDITS

**ASSOCIATE OF APPLIED SCIENCE
BUSINESS ADMINISTRATION/MANAGEMENT
ARTS & CRAFTS ENTREPRENEURSHIP**

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or	
OT 220	Business Communications or higher	3 cr.
COMM 100	Applied Communications or higher	3 cr.
MATH 101	Pre-Algebra or	
OT 141	Business Math or higher	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HPR 106	First Aid/CPR.....	2 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		26 credits

CORE BUSINESS REQUIREMENTS

BAD 101	Introduction to Business.....	3 cr.
BAD 103	Legal Environment of Business.....	3 cr.
BAD 201	Principles of Accounting I.....	3 cr.
BAD 202	Principles of Accounting II.....	3 cr.
BAD 203	Personal and Small Business Finance.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
BAD 233	Payroll Accounting	3 cr.
BAD 297	Business Administration/Management Internship.....	3 cr.

CORE ART REQUIREMENTS - (SELECT A TOTAL OF 15 CREDIT HOURS)

ART 106	Introduction to Jewelry and Tool Making	3 cr.
ART 107	Pottery I	3 cr.
ART 130	Basic Drawing.....	3 cr.
ART 145	Quillwork.....	3 cr.
ART 146	Beadwork.....	3 cr.
ART 220	Painting I.....	3 cr.
ART 221	Painting II.....	3 cr.
ART 243	Silversmithing I	3 cr.
ART 244	Silversmithing II	3 cr.

Total Core Requirements 42 credits

TOTAL DEGREE REQUIREMENTS 68 CREDITS

ASSOCIATE OF APPLIED SCIENCE ENERGY TECHNICIAN PROGRAM

This program prepares operators for work in oil and ethanol refineries, wind generation farms, electrical generating stations, and water and wastewater facilities.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	English I.....	3 cr.
COMM 110	Speech	3 cr.
ETT 113	Applied Math.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 100	Job Seeking Skills.....	2 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
	HPR 106 First Aid/CPR	
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		27 credits

CORE REQUIREMENTS

ETT 111	Introduction to Process Technology	4 cr.
ETT 112	Safety, Health and Environment.....	4 cr.
ETT 114	Technology I – Equipment	4 cr.
ETT 115	Hydrocarbon Chemistry	4 cr.
ETT 116	Instrumentation I	4 cr.
ETT 211	Plant Science.....	4 cr.
ETT 212	Technology II – Systems.....	4 cr.
ETT 213	Unit Operations.....	4 cr.
ETT 217	Renewable Energy.....	4 cr.
ETT 218	Wind Turbines/Electricity.....	4 cr.
ETT 219	Environmental Protection	4 cr.
ETT 297	Energy Technician Internship.....	3 cr.
Total Core Requirements		47 credits
TOTAL DEGREE REQUIREMENTS		74 CREDITS

ASSOCIATE OF APPLIED SCIENCE OFFICE TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
COMM 100	Applied Communications or higher	3 cr.
MATH 101	Pre-Algebra or higher.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		26 credits

CORE REQUIREMENTS

BAD 201	Principles of Accounting I.....	3 cr.
BAD 212	Conflict Resolution	3 cr.
OT 102	Word Processing I.....	3 cr.
OT 152	Administrative Support Procedures.....	3 cr.
OT 220	Business Communications.....	3 cr.
OT 270	Spreadsheets.....	3 cr.
OT 271	Database Management.....	3 cr.
OT 297	Office Systems Internship	3 cr.
ELECTIVE	Any Division of Business Course Approved by Advisor.....	3 cr.

COMPUTER APPLICATION ELECTIVES - (SELECT A TOTAL OF 12 CREDIT HOURS)

CSCI 120	Survey of Computer Information Systems	3 cr.
OT 262	Word Processing II.....	3 cr.
OT 265	Desktop Publishing	3 cr.
OT 274	Telecommunications	3 cr.
Total Core Requirements		39 credits
TOTAL DEGREE REQUIREMENTS		65 CREDITS

**CERTIFICATE
BUILDING TRADES**

GENERAL EDUCATION REQUIREMENTS

BTT 101	Technical/Trade Math	3 cr.
ENGL 100	Applied English or higher	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.

Total General Education 11 credits

CORE REQUIREMENTS

BTT 105	Framing and Exterior Finishing	3 cr.
BTT 111	Fundamentals of Carpentry.....	2 cr.
BTT 115	Construction Practicum I.....	4 cr.
BTT 142	Construction Practicum II.....	4 cr.
BTT 162	Interior Construction.....	2 cr.

Total Core Requirements 15 credits

TOTAL CERTIFICATE REQUIREMENTS 26 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

**CERTIFICATE
BUSINESS ADMINISTRATION/MANAGEMENT
ARTS & CRAFTS ENTREPRENEURSHIP**

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or	
OT 220	Business Communications or higher	3 cr.
MATH 101	Pre-Algebra or	
OT 141	Business Math or higher	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
CSCI 101	Introduction to Computer Applications.....	3 cr.

Total General Education 14 credits

CORE REQUIREMENTS

BAD 101	Introduction to Business.....	3 cr.
BAD 201	Accounting I.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
BAD 297	Business Administration/Management Internship.....	3 cr.

CORE ART REQUIREMENTS- SELECT A TOTAL OF 9 CREDIT HOURS

ART 106	Introduction to Jewelry Making.....	3 cr.
ART 107	Pottery	3 cr.
ART 130	Basic Drawing.....	3 cr.
ART 145	Quillwork.....	3 cr.
ART 146	Beadwork.....	3 cr.
ART 220	Painting I.....	3 cr.
ART 221	Painting II.....	3 cr.
ART 243	Silversmithing I	3 cr.
ART 244	Silversmithing II	3 cr.

Total Core Requirements 24 credits

TOTAL CERTIFICATE REQUIREMENTS 38 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

CERTIFICATE ENTREPRENEURSHIP

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or	
OT 220	Business Communications or higher	3 cr.
MATH 101	Pre-Algebra or	
OT 141	Business Math or higher	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
CSCI 101	Introduction to Computer Applications.....	3 cr.

Total General Education 14 credits

CORE REQUIREMENTS

BAD 101	Introduction to Business.....	3 cr.
BAD 201	Accounting I.....	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 211	Principles of Supervision.....	3 cr.
BAD 219	Entrepreneurial Business Management	3 cr.
BAD 297	Business Administration/Management Internship.....	3 cr.

Total Core Requirements 21 credits

TOTAL CERTIFICATE REQUIREMENTS 32 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

**CERTIFICATE
FARM/RANCH MANAGEMENT**

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 101	Pre-Algebra or higher.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.

Total General Education 11 credits

CORE REQUIREMENTS

AGEC 141	Introduction to Agribusiness Management	3 cr.
ARSC 114	Introduction to Animal Science.....	3 cr.
ARSC 236	Introduction to Range Management	3 cr.
AGEC 297	Agricultural Internship	3 cr.

CONCENTRATION OPTION – (SELECT A TOTAL OF 6 CREDIT HOURS)

ARSC 220	Livestock Production.....	3 cr.
PLSC 225	Principles of Crop Production.....	3 cr.
SOIL 210	Introduction to Soil Science.....	4 cr.
SOIL 222	Soil Fertility and Fertilizers	2 cr.
BAD 101	Introduction to Business.....	3 cr.

Total Core Requirements 18 credits

TOTAL CERTIFICATE REQUIREMENTS 29 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

CERTIFICATE HORSEMANSHIP

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 101	Pre-Algebra or higher.....	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.

Total General Education 11 credits

CORE REQUIREMENTS

ARSC 160	Introduction to Horsemanship	3 cr.
ARSC 161	Basic Horsemanship Skills.....	3 cr.
ARSC 162	Horsemanship Nutrition and Diseases	4 cr.
ARSC 163	Horsemanship Conformation and Anatomy.....	4 cr.
ARSC 164	Introduction to Vet Care and Management.....	3 cr.
ARSC 165	Horsemanship Business Management.....	3 cr.

Total Core Requirements 20 credits

TOTAL CERTIFICATE REQUIREMENTS 31 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

**CERTIFICATE
INFORMATION TECHNOLOGY**

A+ CERTIFICATION (CompTIA)

CIS 164	Networking Fundamentals I	4 cr.
CIS 212	Operating System Client	3 cr.
CIS 215	Implementing a Server Environment	3 cr.
CIS 218	Microcomputer Hardware I	3 cr.
CIS 219	Microcomputer Hardware II	3 cr.
*CIS 296	A+ Prep Exam Preparation	3 cr.

TOTAL CERTIFICATE REQUIREMENTS 19 CREDITS

MAINTENANCE/OS/NETWORKING EMPHASIS

CIS 164	Networking Fundamentals I	4 cr.
CIS 165	Networking Fundamentals II	4 cr.
CIS 212	Operating System Client	3 cr.
CIS 215	Implementing a Server Environment	3 cr.
CIS 218	Microcomputer Hardware I	3 cr.
CIS 219	Microcomputer Hardware II	3 cr.

TOTAL CERTIFICATE REQUIREMENTS 20 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

**CERTIFICATE
NATIVE COMMUNITY DEVELOPMENT**

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 100	Applied Math or higher.....	3 cr.
PSYC 100	Psychology of Student Success.....	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.

Total General Education 11 credits

CORE REQUIREMENTS

NCD 110	Community Mobilization and Organization	3 cr.
NCD 120	Community Assets and Capital	3 cr.
NCD 130	Community Capacity Building	3 cr.
NCD 140	Community Leadership	3 cr.
NCD 150	Community Visioning and Planning.....	3 cr.
NCD 160	Community Resources and Project Sustainability	3 cr.

Total Core Requirements 18 credits

TOTAL CERTIFICATE REQUIREMENTS 29 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

CERTIFICATE OFFICE TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or	
OT 220	Business Communications or higher	3 cr.
MATH 101	Pre-Algebra or	
OT 141	Business Math or higher	3 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.

Total General Education 11 credits

CORE REQUIREMENTS

BAD 201	Accounting I	3 cr.
OT 102	Word Processing I.....	3 cr.
OT 152	Administrative Support Procedures.....	3 cr.
OT 262	Word Processing II.....	3 cr.
OT 270	Spreadsheets.....	3 cr.
OT 271	Database Management.....	3 cr.
OT 274	Telecommunications	3 cr.

Total Core Requirements 21 credits

TOTAL CERTIFICATE REQUIREMENTS 32 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

CERTIFICATE PALEONTOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 101	Pre-Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
Total General Education		15 credits

CORE REQUIREMENTS

GEOL 105	Physical Geology	4cr.
GEOL 121	Historical Geology.....	3cr.
PALE 101	Introduction to Paleontology.....	3cr.
PALE 121	Techniques in Curation and Preparation	2cr.
PALE 131	Paleontology Field School.....	3cr.
Total Core Requirements		15 credits

TOTAL CERTIFICATE REQUIREMENTS 30 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

**CERTIFICATE
WIND TURBINE TECHNOLOGY**

The program is designed to provide students with a basic knowledge of the wind energy industry, the roles and responsibilities of wind turbine employees and knowledge of equipment and on-the-job procedures. The program also stresses the general knowledge, skills and attitudes needed to succeed as a wind turbine employee.

REQUIREMENTS

WT 101	Introduction to Wind Turbines	3 cr.
WT 102	Wind Energy Fundamentals	3 cr.
WT 103	Electricity and Circuits.....	3 cr.
WT 104	Safety and Environment.....	3 cr.
WT 105	Basic Hydraulics	2 cr.
WT 106	OSHA Standards and Climbing Safety.....	2 cr.

TOTAL CERTIFICATE REQUIREMENTS 16 CREDITS

A student must follow SBC's admissions requirements and may be required to complete a Foundations of English and Foundations Math course(s) before enrolling in certificate courses.

COURSE DESCRIPTIONS

*Courses cross-referenced between divisions.

DIVISION OF AGRICULTURE

AGRICULTURAL ECONOMICS (AGEC)

- 141 INTRODUCTION TO AGRI-BUSINESS MANAGEMENT3
This is an introductory course dealing with the economic importance of the agribusiness community and the potential for employment with the agribusiness industry.
- 297 AGRICULTURE INTERNSHIP1-3
This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Agriculture degree plan.
- 299 AGRICULTURAL ECONOMICS SPECIAL TOPICS1-3

ANIMAL AND RANGE SCIENCE (ARSC)

- 114 INTRODUCTION TO ANIMAL SCIENCE3
General principles of the livestock industry and relationship to mankind.
- 140 INTRODUCTION TO BISON PRODUCTION3
This course will be an introduction to bison production. Topics will include: history, role in the plains culture, anatomy and physiology, breeding and genetics and bison behavior and herd dynamics.
- 160 INTRODUCTION TO HORSEMANSHIP3
This course will offer students the knowledge on horsemanship training and will provide a successful career in the vast world of the horse industry business.
- 161 BASIC HORSEMANSHIP SKILLS3
This course will provide basic horsemanship skills to the students and demonstrate the knowledge on nutritional sources that a horse needs. Prerequisite ARSC 160 Horsemanship or concurrent enrollment.
- 162 HORSEMANSHIP NUTRITION & DISEASES3
This course will provide the students the knowledge about the functions and properties of nutrients and effects of proper nutrition at the different stages of the life of a horse. Prerequisite: ARSC 160 Introduction to Horsemanship, ARSC161 Basic Horsemanship Skills or concurrent enrollment.
- 163 HORSEMANSHIP CONFIRMATION & ANATOMY3
This course will offer the student the ability to select a horse, whether buying for pleasure or business.

164	INTRODUCTION TO VET CARE AND MANAGEMENT	3
	This course will offer the students the knowledge in use and effects of different kinds of medications and dispense with documentation.	
165	HORSEMANSHIP BUSINESS MANAGEMENT	3
	This course will offer the student the opportunity to gain knowledge of the horse business industry.	
220	LIVESTOCK PRODUCTION	3
	General production and management of major meat animal species. Topics include: production systems, feeding, facilities, health, economics, and marketing.	
236	INTRODUCTION TO RANGE MANAGEMENT	3
	Principles of range management, which include plant identification, range evaluation, and range improvement.	
240	BISON MANAGEMENT AND PRODUCTION.....	3
	Topics will include feeding and nutrition; health, diseases and parasites; bison handling and facilities; marketing, productions and economics; and the future of bison.	
299	ANIMAL AND RANGE SCIENCE SPECIAL TOPICS	1-3

PLANT SCIENCE (PLSC)

225	PRINCIPLES OF CROP PRODUCTION	3
	This course will introduce the basic concepts and principles of crop production. Topics covered will include an introduction to the crops of the Northern Great Plains and their uses, crop and weed identification, crop and weed physiology, nutrition, fertilizers, growth stages, soil conservation and land management, cropping systems, seeding and harvest, storage of crops, diseases, pests, and safe use of pesticides and herbicides.	
299	PLANT SCIENCE SPECIAL TOPICS.....	1-3

SOILS (SOIL)

210	INTRODUCTION TO SOIL SCIENCE	4
	Physical, chemical, and biological properties of soils as related to use, conservation, and plant growth.	
222	SOIL FERTILITY AND FERTILIZERS	2
	Principles of plant nutrition and soil nutrient availability; soil testing and fertilizer recommendations and management. Macronutrient emphasis. Prerequisite: Soil 210 Introduction to Soil Science.	
299	SOILS SPECIAL TOPICS.....	1-3

- 431 SOIL CONSERVATION MANAGEMENT3
 This course covers the conservation of soil and water resources. The management techniques necessary for conservation will be stressed. Erosion topics which will be covered are soil erosion, wind erosion, predicting soil loss, land use planning, cropping systems and tillage practices. Conservation structures, reclamation and irrigation management will be discussed. Soil and water pollution will also be covered. Prerequisite: Soil 210 Introduction to Soil Science.

DIVISION OF ARTS AND HUMANITIES

ART (ART)

- 106 INTRODUCTION TO JEWELRY AND TOOL MAKING3
 An introduction to the history of jewelry making and a variety of tool making techniques.
- 107 POTTERY I3
 A study of forms, methods, materials, and the characteristics of pottery. Basic hand-building techniques are explored in addition to contemporary concepts and ideas. Techniques of firing and kiln building. Native American history and culture will be emphasized.
- 110 INTRODUCTION TO ART3
 Lectures, films, slides of original works, discussions and demonstrations will be used to acquaint the student with the diverse dimensions of aesthetics, to discuss and analyze visual art forms as modes of expression; and to develop a basic understanding of the role of the visual arts in relation to one's culture.
- 121 INTRODUCTION TO WATERCOLOR1-3
 A basic course in watercolor with emphasis on materials and various techniques. This course will explore composition and color in an experimental approach to landscape, still life, figure and contemporary modes.
- 122 INTRODUCTION TO DESIGN3
 A course with emphasis on fundamental design and its application. The visual elements of line, space, mass, value, color and texture will be studied with an emphasis in Native American Art.
- 130 BASIC DRAWING3
 Introduction to the technique of contour and gesture drawing. Principles of composition and design in figure, still life, and landscape. Media includes pencil, charcoal, pastels, pen and ink.
- 145 QUILLWORK3
 Students will begin this course gathering and sorting quills, collecting or selecting dye and drying quills. Methods of applying quills to leather, etc. Native American cultural and historic designs and color will be emphasized.
- 146 BEADWORK3
 This course will cover the basic stitches needed to complete beadwork used in Native American creations.

220	PAINTING I	3
	This course is an introduction to painting in oil and acrylics. It will provide experience in using different types of painting surface, materials and various techniques. Students will gain exposure to some theories of color, design, and composition.	
221	PAINTING II	3
	Study of the techniques and concepts of painting, with an emphasis on design and creative expression. Students are encouraged to explore their own cultural background and experience. Prerequisite: ART 220 Painting I.	
243	SILVERSMITHING I	3
	A variety of techniques in silver will be explored including design layout, sawing, filing, soldering and finishing.	
244	SILVERSMITHING II	3
	Refinement of skills with emphasis on more complex designs, using a wider range of materials and techniques including casting. Prerequisite: ART 243 Silversmithing I.	
*245	NORTH AMERICAN INDIAN ART HISTORY	3
	This is a survey course exploring the arts of North American peoples from Paleolithic to contemporary times. Lectures, readings, audio-visual means, research and resource persons constitute the main learning activities.	
*246	TRADITIONAL LAKOTA/DAKOTA ART	3
	Lectures and demonstration of traditional arts forms. Students will complete the production of one piece in a selected media.	
*247	NATIVE AMERICAN ART PROJECTS.....	3
	Creation of art activity based on the five different cultural aesthetics: Northwest Coast Transformation Masks, Plains Style Parfleches, Southeastern Shell Carving, Woodlands Beadwork, and Southwest Pottery Designs. Students will be required to complete five (5) different projects.	
250	BEGINNING PHOTOGRAPHY.....	3
	This course will introduce students to basic 35millimeter regular and single lens reflex camera use and creative use of accessories. It will help students understand differences in films, lenses, filters, and other attachments to produce creative photographs. The course will help students to become more aware of light as it relates to photography and encourage students to incorporate Native American ideas into their pictures. The course will also teach students how to photography in crime scene investigating.	
299	ART SPECIAL TOPICS.....	1-3

COMMUNICATIONS (COMM)

100	APPLIED COMMUNICATIONS	3
	This course introduces students to public speaking and verbal communications in public settings and in work situations. It emphasizes the formal preparation, practices, and presentations of speeches before a live audience of peers. Topics for speeches will be career and/or work related.	

110 SPEECH3
 Foundation course in skills of oral communication, including principles of leading and participating in group discussions, interviewing techniques, making introduction, and the preparation, organization, and delivery of all speech forms, both formal and informal. Native American issues and traditional Native American oratory are used.

299 COMMUNICATIONS SPECIAL TOPICS1-3

ENGLISH (ENGL)

010 FOUNDATIONS OF ENGLISH.....4
 Reading and writing are complementary acts; strengthening the one also strengthens the other. In this class students will learn strategies for reading with understanding and writing with insight and clarity. These strategies include, among others, pre-reading techniques, editing, proofreading, and organizing ideas, paragraphs, and parts of sentences. Applying these strategies to reading and writing activities will strengthen the ability to evaluate a variety of texts and communicate individual own ideas. Laboratory required.

100 APPLIED ENGLISH.....3
 This course is designed to develop techniques and insight which will improve students' writing ability and thinking processes; these techniques include: knowing grammatical structure, using library resources, writing about the world of work, writing process papers and problem/solution papers based on work situations.

110 ENGLISH I3
 An introduction to the essay with emphasis on coherence, idea development, conciseness and style. Analytical reading and writing will also be introduced to the student. Assignments will range from short creative pieces to longer critical essays. Reviews of paragraph structure and fundamentals of composition as needed. Understanding of basic grammar, sentence structure, and paragraph development is assumed.

120 ENGLISH II3
 A continuation of the study of the essay with more emphasis on idea development and style. An introduction to research methods and writing which will culminate in a mid-size research paper. A strong understanding of the essay and all that is included in it is mandatory. Prerequisite: ENGL 110 English I.

206 PRACTICAL RESEARCH: PLANNING, DESIGNING, AND WRITING2-3
 Students studying the behavioral, social, and environmental science in addition to the various disciplines of the humanities will learn the practical process of research from initiating thesis inquiry to writing a completed project report using professional APA or MLA conventions.

211 CREATIVE WRITING3
 Exploration of creative writing techniques through poetry, short stories, and short dramatic pieces. Emphasis is placed on Native American forms of creative writing and resource materials.

220	INTRODUCTION TO LITERATURE	3
	Introduction to the different genres of literature, emphasizing literary terms and nomenclature involved in all literacy forms (short stories, novel, drama, and poetry). Prerequisite ENGL 110 English I.	
221	INTRODUCTION TO DRAMA	3
	A survey of the world's greatest dramatic literature from Greek times to the present, including Native American dramatic expression. The history of playhouses and stagecraft, and other related arts of the theater are observed in connection with the study of world masterpieces.	
238	CHILDREN'S LITERATURE	3
	To provide a general survey of children's literature from its origins to the present.	
241	WORLD LITERATURE	3
	A study of the representative works of major writers throughout the world, especially looking at multi-cultural life views.	
261	AMERICAN LITERATURE	3
	A study of the representative works of major American writers from the Colonial Period through the present, including Native American writers.	
299	ENGLISH SPECIAL TOPICS	1-3

HISTORY (HIST)

101	WESTERN CIVILIZATION TO 1500	3
	A survey of the major economics, intellectual, political, social, geographical and religious developments from beginning of civilization through the Persian, Greek, and Roman Empires ending with the Middle Ages.	
102	WESTERN CIVILIZATION SINCE 1500	3
	A survey of the major economic, intellectual, political, and social developments in Europe from the Renaissance to recent times.	
103	AMERICAN HISTORY TO 1865	3
	An economic, intellectual, political and social survey of our nation including its colonial origins, the Revolution, the early growth of the nation, the issue of sectionalism, and the Civil War.	
104	AMERICAN HISTORY SINCE 1865	3
	An economic, intellectual, political and social survey of our nation since the Civil War period including the areas of reconstruction, industrialization and our increasing involvement in global responsibilities.	
*108	NATIVE AMERICAN HISTORY TO 1763	3
	This course will provide a survey of Native American history from pre-Columbian times up through the close of the French and Indian War in 1763. The course will focus on the political, economic, social, and cultural forces that have shaped and characterized relations among various Native American peoples in pre-Columbian times as well as between Native and non-Native Americans over the years from 1000-1763.	

- *109 NATIVE AMERICAN HISTORY SINCE 17633
This course will provide a survey of Native American history from the close of the French and Indian War in 1763 through to the contemporary period of self-determination and cultural revitalization in the 21th century. The course will focus on the political, economic, social, and cultural forces that have characterized relations between Native and non-Native Americans.
- 211 WORLD CIVILIZATIONS TO 15004
An overview of the development of the world’s major civilizations from earliest times to 1500. The major focus is on how developments in societies in the Americas, the West, China, India, southwest Asia, and Africa developed and influenced each other.
- 212 WORLD CIVILIZATIONS SINCE 15004
This is a continuation of HIS 211 and examines the development of societies in and around the world since the Reformation. This course emphasizes the interactions of a globalized and interconnected world from this time to the present.
- 299 HISTORY SPECIAL TOPICS1-3

HUMANITIES (HUM)

- 101 INTRODUCTION TO HUMANITIES3
This introductory survey course to the humanities explores selected world pieces in various forms to study human expression and experience as it relates languages, linguistics, literature, history, jurisprudence, philosophy, archeology, comparative religions, ethics, the history, criticism and theory of arts and aspects of the social sciences examining problems and insights in different cultures.
- *202 NATIVE AMERICAN IMAGES IN FILM3
This course will provide a critical examination of images and representations of Native Americans and their cultures in American film. The course will include relevant readings and analysis of particular films by non-native and indigenous film makers.
- 299 HUMANITIES SPECIAL TOPICS1-3
- 497 GENERAL STUDIES CAPSTONE 1
This interdisciplinary course is a review of the major ideas and issues across the broad areas of communications, humanities, mathematics, sciences, and social/behavioral sciences. Through development of an integrated E-Portfolio, the student will demonstrate proficiency in Sitting Bull College’s seven institutional outcomes.

MUSIC (MUSC)

- 100 MUSIC APPRECIATION3
This class will attempt to increase the awareness and understanding of music through listening to and discussion of a wide variety of music. Students will review or learn basic elements of music critical to an appreciation of music through reading, lecture and hands-on activities.

- *110 LAKOTA MUSIC AND DANCE3
This course will provide an introduction to the music and dance of the Lakota/Dakota. The course will include the traditional repertory, cultural context of musical and dance performance, musical styles and song types, dance styles, and study of dance regalia. Some comparative material from other Native American tribes will be included.
- 299 MUSIC SPECIAL TOPICS.....1-3

LITERATURE (LIT)

- *218 NATIVE AMERICAN LITERATURE3
A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.
- 299 LITERATURE SPECIAL TOPICS1-3

PHILOSOPHY (PHIL)

- 101 INTRODUCTION TO WESTERN PHILOSOPHY3
This course will provide the student with a broad overview of both traditional and contemporary philosophical trends. Topics to be covered include: human nature, the human mind, and the concept of freedom.
- 201 INTRODUCTION TO ETHICS3
A study of the development and nature of ethical norms and judgments and the problem of determinism versus freedom and responsibility.
- *208 LAKOTA TRADITION, PHILOSOPHY, & SPIRITUALITY3
This course is an examination of traditional Lakota/Dakota philosophical and spiritual beliefs, specializing in the study of documentation of the history and evolution of Lakota/Dakota ceremonies and rituals, as well as the “thought-in-practice” of traditional Lakota/Dakota medicine people.
- 299 PHILOSOPHY SPECIAL TOPICS1-3

DIVISION OF BUILDING TRADES

BUILDING TRADES (BTT)

- 101 TECHNICAL/TRADES MATH.....3
Application of math operations and calculations the carpenter will need to perform when constructing a building and preparing and estimate.
- 105 FRAMING AND EXTERIOR FINISHING3
Identification of floor, wall and roof framing members, and layout and assemble house framing members. Estimate material for framing. Laboratory required.

111	FUNDAMENTALS OF CARPENTRY.....	2
	The course will establish safety procedures, shop and site operations, the proper use and maintenance of tools, sizing and description of building materials and construction methods. Laboratory required.	
115	CONSTRUCTION PRACTICUM I.....	4
	This course will include the safe and proper use of tools in various construction projects. The semester will conclude with the framing and enclosure of a residential building. Laboratory required. Prerequisites: Completion of or concurrent participation in BTT 101 Technical/Trades Math, BTT 105 Framing and Exterior Finishing, BTT 111 Fundamentals of Carpentry.	
142	CONSTRUCTION PRACTICUM II.....	4
	This course is a practical building application, which includes insulation, drywall hanging, taping and texture, painting, installing interior doors and trim. Laboratory required. Prerequisites: Completion of or concurrent participation in BTT 251 Architectural Drafting, BTT 162 Interior Construction.	
162	INTERIOR CONSTRUCTION.....	2
	This course will include the identification of interior framing techniques and procedures to include insulation, drywall and drywall finishing, doors and window trim. Laboratory required.	
201	CONCRETE TECHNOLOGY	1
	This course discusses the use of concrete, reinforcing for footings and foundations, and making concrete estimations.	
215	CONSTRUCTION PRACTICUM III.....	4
	This course will cover the building application which includes the safe and proper use of power tools, roofing and siding applications and additional experience in house framing. Laboratory required. Prerequisites: Completion of or concurrent participation in BTT 251 Architectural Drafting.	
222	CONSTRUCTION ESTIMATING	2
	Upon completion of this course, the student will be able to prepare a detailed bill of materials for a residential building project.	
232	ENERGY EFFICIENT CONSTRUCTION	1
	After completing this course, the student will be able to recognize and perform construction techniques which will enhance the energy usage for a new or retrofit project.	
242	CONSTRUCTION PRACTICUM IV	4
	After completing this unit, the student will have the practical experience to perform interior finish procedures to industry standards. Laboratory required. Prerequisites: Completion of or concurrent participation in BTT 222 Construction Estimating, BTT 232 Energy Efficient Construction, BTT 262 Interior Finishing.	

251	ARCHITECTURAL DRAFTING	4
	This course is an introduction to architectural drafting and AutoCAD which defines what the carpenter needs to know in order to interpret a blueprint during construction.	
262	INTERIOR FINISHING	3
	Students will identify and install all interior finish products such as window trim, extension jams, baseboards, handrails, and hardware. Laboratory required.	
299	BUILDING TRADES SPECIAL TOPICS	1-3

DIVISION OF BUSINESS

BUSINESS ADMINISTRATION/MANAGEMENT (BAD)

101	INTRODUCTION TO BUSINESS	3
	Introduction and analysis of the fundamental types of business organizations which include sole proprietorships, partnerships, and corporations. Includes the study of the accountability flow chart. This course will enable the student to study the comparative advantages and disadvantages unique to each type of organization and society's role in business. Emphasis on Native American heritage and culture.	
103	LEGAL ENVIRONMENT OF BUSINESS	3
	Introduction and analysis of the legal environment of business. Includes governmental regulations, contracts and property regulations. Emphasis on Native American culture and heritage.	
201	PRINCIPLES OF ACCOUNTING I	3
	Introduction to the fundamentals of accounting including the classification of accounts, debits/credits, the basic financial statements, special journals, and adjusting and closing entries.	
202	PRINCIPLES OF ACCOUNTING II	3
	Fundamentals of accounting that include control of cash, receivables/payables, plant and intangible assets, payroll, inventories, partnerships, corporations. Prerequisite: BAD 201 Accounting I.	
203	PERSONAL AND SMALL BUSINESS FINANCE	3
	This is a basic course to assist students in problems of buying, money management, and in understanding their place as consumers in society. This course also includes practical application in banking services, investing, taxes, home ownership, credit cards, car ownership and business opportunities. Emphasis on Native American culture and heritage.	

208	ENTREPRENEURIAL MARKETING .....3 The course will help students examine the marketing strategies and methods used by start-up, early-stage companies, and small business enterprises. The objective of this course is to move away from the abstract and closer to the real environment. Therefore, we will be making extensive use of actual firm experiences via the case method and real-world observations. Students will also utilize hands-on experiences with writing and presenting. Emphasis on Native American culture and heritage.	3
211	PRINCIPLES OF SUPERVISION .....3 This course offers practical information relating to personnel issues. Course components include staffing, training, motivation, employee rights and responsibilities, and contractual agreements. Emphasis on Native American culture and heritage.	3
212	CONFLICT RESOLUTION .....3 Introduction to conflict resolution in business with consideration of positive and negative outcomes. Causes of conflict will be considered with mediation procedures that might be utilized. Emphasis on Native American culture and heritage.	3
219	ENTREPRENEURIAL BUSINESS MANAGEMENT .....3 Content includes how to plan, organize, and manage an entrepreneurial business. Students will develop the skills to compose a business plan. Topics such as human resource development, ethics, finance, entrepreneurship and risk management, pricing, advertising, and promotion will be covered. Emphasis on Native American culture and heritage.	3
227	PROGRAM PLANNING .....3 Basic grant administration including compliance, federal regulations, review of non-profit and profit, and minimal fund accountability. Emphasis on Native American culture and heritage.	3
228	PROPOSAL WRITING .....3 This course introduces the step-by-step fundamentals for private sources and public agencies proposal requirements, with the objective of having students write a grant to be submitted for funding. Special emphasis will be placed on the needs of Native Americans since most funding is realized through grants and contracts.	3
229	GRANTS MANAGEMENT .....3 Concepts and methods for providing financial and programmatic accountability of public and private grants will be covered. Topics will include evaluation and reporting procedures. Emphasis on Native American culture and heritage.	3
297	BUSINESS ADMINISTRATION/MANAGEMENT INTERNSHIP .....1-3 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Business Administration degree plan.	1-3
299	BUSINESS ADMINISTRATION/MANAGEMENT SPECIAL TOPICS .....1-3	1-3

- 301 PRINCIPLES OF MANAGEMENT3
 This course covers the basic functions of a manager including planning, organizing, staffing, directing and controlling activities at all levels. It is designed to provide students with the information essential to develop a framework about management and to develop managerial knowledge and skill. Prerequisites: BAD 101 Introduction to Business, PSYC 111 Introduction to Psychology.
- 303 HUMAN RESOURCE MANAGEMENT3
 This course offers undergraduate students a practical introduction to the function and responsibilities of human resource management within any company—from staffing the organization, enhancing motivation and employee performance, to overseeing compensation and benefits.
- 305 ORGANIZATIONAL BEHAVIOR.....3
 A research approach to management with emphasis on understanding, prediction, and control of human behavior in the organization setting. Topics include individual behavior, interpersonal and group behavior, environmental adaptation, and organizational effectiveness. Prerequisites: BAD 101 Introduction to Business, BAD 303 Human Resource Management.
- 311 PRINCIPLES OF MARKETING3
 A study of marketing techniques and practices. The topics include: Strategic marketing and its environment, using technology for customer relationships in a global environment, target market selection and research, customer behavior, product decisions, pricing decisions, distribution decisions, and promotion decisions. Prerequisite: BAD 208 Entrepreneurial Marketing.
- 323 PAYROLL ACCOUNTING3
 A study of the various state and federal laws pertaining to payment of wages and salaries, preparation of employment records, payroll registers, employee earning records, time cards and state and federal reporting requirements. This course includes hands-on use of Excel. Prerequisites: CSCI 101 Introduction to Computer Applications, BAD 201 Principles of Accounting I.
- 333 BUSINESS WRITING3
 A course of modern practices in preparing, planning, writing and dictating types of business letters, memos, and reports which is commonly required in business operations. Prerequisites: ENGL 120 English II, CSCI 101 Introduction to Computer Applications.
- 353 TAX PROCEDURES3
 The course includes explanation and interpretation of the Internal Revenue Code in preparation and filing of federal income tax returns for individuals, partnerships, and corporations. Instruction includes VITA (Volunteer Income Tax Assistance) volunteer training and a computer lab component. Business topics include inventory, cost of goods sold, depreciation and business use of a home. Prerequisite: BAD 202 Accounting II

363	BUSINESS FINANCE.....3 A course study in management of Capital in Business including asset structure, risk, income, cash flows, working capital and long term financing with some emphasis on International finance. Prerequisites: ECON 201 Microeconomics, ECON 202 Macroeconomic, MATH 314 Applied Statistics.	3
401	NEW VENTURE.....3 The process of getting a new venture started, growing the venture, successfully harvesting it and starting again. The concepts of entrepreneurship and competencies, skills, know-how and experience those that are sufficient to pursue different entrepreneurial opportunities. Prerequisites: BAD 301 Principles of Management, BAD 311 Principles of Marketing, BAD 333 Business Writing, BAD 363 Business Finance.	3
405	BUSINESS LAW .....3 The course offers a basic explanation of the legal rights and responsibilities of people in both the public and private sectors. Prerequisite: BAD 103 Legal Environment of Business.	3
406	BUSINESS ETHICS .....3 A course covering the complex environment in which managers confront ethical decisions. Understanding how to recognize the different kinds of business ethical dilemmas and knowing why they occur. The course explores the cost to business and society of unethical and illegal behavior. Prerequisites: BAD 301 Principles of Management, BAD 311 Principles of Marketing, BAD 363 Business Finance.	3
434	WORLD BUSINESS.....3 A comprehensive coverage of a broad range of topics and the steps a business must take to go global. The course focuses on huge multi-national corporations as well as the small and medium-sized enterprises. It also compares and contrasts articles that present conflicting opinions on international issues such as globalization, trade, country differences, and global strategy. Prerequisites: BAD 301 Principles of Management, BAD 311 Principles of Marketing, BAD 363 Business Finance.	3
453	STRATEGIC MANAGEMENT .....3 This course provides a basis for integrating knowledge of various business disciplines. Skills developed are applied to the formation and implementation of strategic operation plans. The case study method is used throughout the course. Prerequisites: BAD 301 Principles of Management, BAD 311 Principles of Marketing, BAD 363 Business Finance, Senior Standing.	3
497	INTERNSHIP/SEMINAR.....3 This course is intended for the student nearing completion of a degree goal. This course involves a more intense participation and responsibility in the area of study of Business Administration. Prerequisite: Senior Standing or Department Chair Approval.	3
499	BUSINESS ADMINISTRATION/MANAGEMENT SPECIAL TOPICS.....1-3	1-3

COMPUTER INFORMATION SYSTEMS (CIS)

- 164 NETWORKING FUNDAMENTALS I.....4
This course focuses on the following: network terminology and protocols, Local Area Networks (LANs), Wide Area Networks (WANs), Open System Interconnection, (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, network standards. This is the first of four courses leading to the Cisco Certified Network Associate (CCNA) certifications.
- 165 NETWORKING FUNDAMENTALS II.....4
This course focuses on the following: initial router configuration, Cisco IOS software management, routing protocol configuration, TCP/IP, and Access control lists (ACLs). Students will develop skills in configuring a router, managing Cisco IOS Software, configuring routing protocols, and creating access lists that control access to a router. The second of four courses leading to the Cisco Certified Network Associate CCNA) certification. Prerequisite: CIS 164 Networking Fundamentals I.
- 181 CREATING WEB PAGES.....3
Students create web sites using a current version of a graphical user interface (GUI) web authoring tool.
- 212 OPERATING SYSTEMS CLIENT.....3
The course helps learners to gain the knowledge and skills to install, configure, customize, optimize, and troubleshoot a desktop operating system in a stand-alone and network environment. Windows XP, Vista, Windows 7, and Linux and Mac OS Snow Leopard are the current focus of the class. The purpose of this course is to offer all the critical information students need to successfully move into a role as an IT professional and support client computers in a business environment. Many hands-on exercises are included which allow students to practice skills as they are learned.
- 215 IMPLEMENTING A SERVER ENVIRONMENT3
This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows 2008 Professional and stand-alone and client computers that are part of a workgroup or domain. In addition, this course provides the skills and knowledge necessary to install and configure Linux server, and Mac OS X Snow Leopard Server to create file, print, Web and terminal servers.
- 218 MICROCOMPUTER HARDWARE I3
Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, will learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an introduction to networking is included with this course. This course helps students prepare for CompTIA's A+ certification.

- 219 MICROCOMPUTER HARDWARE II3
 A study of the types of hardware available to add on to a basic microcomputer system, and which of these are compatible with a particular microcomputer. The course includes such hardware as memory, monitors, printers, modems and hard disks. Simple troubleshooting techniques also will be explained. Students experiment with various software and hardware components during labs. Prerequisite: CIS 218 Microcomputer Hardware I.
- 296 A+ EXAM PREPARATION3
 This course will provide the student proper training and preparation to take the A+ Industry Certification test. Prerequisite: All Information Technology Degree Plan Core and Particular Emphasis Courses, and Permission of Instructor. Mandatory to pass official CompTIA A+ Certification exams to pass this course.
- 297 INFORMATION TECHNOLOGY INTERNSHIP3
 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the degree plan.
- 299 COMPUTER INFORMATION SCIENCE SPECIAL TOPICS1-3

COMPUTER SCIENCE (CSCI)

- 101 INTRODUCTION TO COMPUTER APPLICATIONS3
 Emphasis will be placed on the use of microcomputers in business. Focus will be placed on the hardware (computer components) and software (operating system, word processing, database, and spreadsheets programs) used in business.
- 120 SURVEY OF COMPUTER INFORMATION SYSTEMS3
 This course provides the student with an overview of computer information systems, fundamental computer concepts and programming techniques. Hands-on experience with selected business software and one programming language is utilized.
- 299 COMPUTER SCIENCE SPECIAL TOPICS1-3

OFFICE TECHNOLOGY (OT)

- 100 KEYBOARDING3
 An introduction to touch typing using a microcomputer keyboard. Emphasis will be placed on correct stroking techniques and on formatting simple business correspondence such as: letters, tables, and reports.
- 102 WORD PROCESSING I3
 Emphasis will be placed on advance formatting procedures of business correspondence, while focusing on the development of speed and accuracy.

131	RECORDS MANAGEMENT	2
	This course is an introduction to the principles and practices for creation and maintenance of a records management system. The rules applying to the alphabetic, subject, numeric, and geographic filing systems will be emphasized.	
141	BUSINESS MATH	3
	Review of fundamental math processes and their applications to business and marketing will be covered.	
152	ADMINISTRATIVE SUPPORT PROCEDURES	3
	Introduction to the duties and responsibilities of administrative support personnel in today's modern office will be covered. Included will be projects that relate to office procedures, human relation skills, and office ethics.	
220	BUSINESS COMMUNICATIONS	3
	This course will cover all forms of business communications including writing, reading, nonverbal, and listening skills. Prerequisite: ENGL 100 Applied English or ENGL 110 English I.	
262	WORD PROCESSING II	3
	Introduction to the use of word processing software through the windows approach will be covered. Included will be production and storage of business documents, retrieval, editing of stored information, and more advanced features. Prerequisite: OT 102 Word Processing I.	
265	DESKTOP PUBLISHING.....	3
	An introduction to the use of a software application to create documents such as flyers, announcements, newsletters, brochures, and other documents in-house. Perquisite: CSCI 101 Introduction to Computer Applications.	
270	SPREADSHEETS	3
	To provide hands-on experience using a spreadsheet application software package to gather, organize, and summarize numeric business data. Prerequisite: CSCI 101 Introduction to Computer Applications.	
271	DATABASE MANAGEMENT	3
	To provide hands-on experience using a database application software package to plan and design a database where information can be entered, stored, retrieved, and manipulated. Prerequisite: CSCI 101 Introduction to Computer Applications.	

- 274 TELECOMMUNICATIONS3
 This course will introduce the applications of different telecommunication methods and how they affect and facilitate the exchange of information. Emphasis will be placed on e-mail, Internet, and Interactive Video. Prerequisite: OT 102 Word Processing I.
- 297 OFFICE TECHNOLOGY INTERNSHIP1-3
 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Office Technology degree plan.
- 299 OFFICE TECHNOLOGY SPECIAL TOPICS1-3

DIVISION OF EDUCATION

COMMUNICATION DISORDER (CD)

- 426 SPEECH/LANGUAGE DEVELOPMENT & DISORDER FOR THE TEACHER3
 The study of speech-language development and disorders of children. Inter-relationships among personal, social, academic, speech and language skills are covered. Academic modifications and coordination with specialized personnel are emphasized. Prerequisite: SPD 200 Exceptional Children.

EARLY CHILDHOOD EDUCATION (ECE)

- 210 INTRODUCTION TO EARLY CHILDHOOD EDUCATION.....2
 This course will explore the historical and philosophical foundation of the care and schooling of young children, ages 0 – 8. Attention will be given to current practices and concerns regarding young children. Career options in Early Childhood will be explored. Personal characteristics and legal requirements suitable for the profession will be reviewed.
- 211 INTRODUCTION TO ASSESSMENT1
 This course is designed to help students become oriented to the various types of assessment used to evaluate their success in the Early Childhood program of studies.
- 213 LANGUAGE & LITERACY DEVELOPMENT IN ECE3
 This course will introduce students to the many aspects of language; such as how it is acquired, its function, how it develops, and various strategies to help support development and communication. Students will develop a language learning activity for presentation, which includes speaking, writing, and listening.
- 228 DEVELOPING LEARNING ENVIRONMENTS.....2
 This course will help students design classroom/daycare environments that enhance curriculum. Issues to be examined include child nutrition, growth, disease, accident prevention and indoor and outdoor safety. Environmental adaptations for children with special needs are included in this class.

- 233 PRE-K METHODS AND MATERIALS3
 This course is designed to emphasize the importance of appropriate curriculum planning, materials, and strategies to use with young children and their families. The student will learn to apply creativity to the educational setting and design developmentally appropriate strategies utilizing play, art, music, movement, drama, and other creative concepts.
- 236 SOCIAL/EMOTIONAL DEVELOPMENT & GUIDANCE IN ECE2
 This course will focus on developmentally appropriate, effective guidance and classroom management techniques for young children. Strategies for guiding behavior and the relationship between development, children’s behavior, culture, and the environment are presented.
- 238 CHILD, FAMILY & COMMUNITY RELATIONS.....3
 This course is designed to integrate the diverse environments and relationships in which children develop the interactions that take place within and between environments. This course will stress the need for strategies of effective communication, the identification of family systems and dynamics, and the relationship in which parents and professionals work together as an instructional team. This course will include a comprehensive look at parent-school participation.
- 252 STAGES OF CHILD DEVELOPMENT.....3
 This class examines the emotional, social, physical, cognitive, and language development of infants, toddlers, and preschoolers of diverse backgrounds. This course provides a hands-on guide for teacher/caregivers in determining the characteristics of typical and atypical development.
- 254 EARLY CHILDHOOD CURRICULUM AND METHODS2
 This course is designed to assist students in developing meaningful curriculum and effective instructional methods for children ages 0 – 8. The emphasis will be on selecting developmentally appropriate topics of study, planning and implementing integrated curriculum and activities that are reflective of the children’s interests and which will foster development in all learning domains.
- 297 EARLY CHILDHOOD EDUCATION INTERNSHIP1-3
 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Students will only be allowed to complete internship within the last two semesters of the Early Childhood Education Associate’s degree plan.
- 299 EARLY CHILDHOOD EDUCATION SPECIAL TOPICS1-3
- 304 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION.....3
 This course is a comprehensive overview of the sociological, historical, psychological, and philosophical foundations underlying the development and purposes of Early Childhood education.

- 310 DEVELOPMENT & DISORDERS IN EARLY CHILDHOOD SPECIAL EDUCATION3
 This course covers all of the aspects of special education for the young child from a theoretical-developmental perspective. Attention is paid to the issues of special education's historical foundations, the growth and development of the discipline, working with families, assessment and intervention. The future educator will gain a solid concept of exceptionality when compared to normal growth and development. The students will have a solid "knowledge-content-applications" approach from which to teach children from birth to eight years old with special needs.
- 315 EARLY CHILDHOOD MATH AND SCIENCE METHODS.....3
 This class is designed to teach strategies that engage children in learning in learning mathematical concepts and the use of science processing. This class also includes a practicum.
- 320 EARLY CHILDHOOD SOCIAL STUDIES METHODS3
 This class includes the study of teaching and skill development including methodology, curriculum and global issues, computer assisted instruction and management, assessment, and evaluation for children ages 0 – 8. This class also includes a practicum.
- 322 ADMINISTRATION & LEADERSHIP IN ECE3
 This class explores aspects of administering early childhood programs. Program development focusing on local and state regulations, financing, personnel management, environmental design, and staff development will be examined.
- 325 READING AND LANGUAGE ARTS METHODS.....4
 This class includes an investigation and analysis of the role of language arts of speaking, listening, reading, and writing, along a developmental continuum for children ages 0 – 8.
- 330 OBSERVATION/ASSESSMENT TECHNIQUES IN EARLY CHILDHOOD3
 Students will become acquainted with various techniques of child observation. The students will record and disseminate observations to aid in curriculum planning, behavior management, and parent collaboration.
- 337 INCLUSION IN EARLY CHILDHOOD SETTINGS3
 By helping the early childhood educators understand the basic needs of disabled children they will be better able to meet all children's needs.
- 338 PLAY AND THE SOCIAL ENVIRONMENT IN ECE2
 Play is one of the main vehicles by which children assimilate their experiences with the world around them. During this class, students will discover how to successfully use play to enhance learning.

- 362 EARLY CHILDHOOD HUMANITIES2
 The study of aesthetic and physical development of young children ages 0 – 8 will be included in this class. The course will provide an opportunity for students to develop knowledge and skills in ways of creating a positive environment for the creative, physical, psychological and social growth of young children.
- 428 ISSUES IN EARLY CHILDHOOD EDUCATION3
 This course is designed to be the culminating course in the Early Childhood program with emphasis on research and technology. Students will research and write about a topic in Early Childhood of their choice. Prerequisite: Must be within one semester of ECE 497 Internship - Field Study.
- 497 EARLY CHILDHOOD INTERNSHIP – FIELD STUDY 12
 This internship prepares Early Childhood majors with the opportunity to work alongside a profession in Early Childhood. During the field study period, the student will observe, develop lessons while under the tutelage of a professional and eventually be in charge of the setting with either a daycare group or a group in preschool. Students must have completed their coursework prior to enrolling in the internship. Prerequisites: ECE 304 Foundations of Early Childhood Education, ECE 315 Early Childhood Math and Science Methods, ECE 320 Early Childhood Social Studies Methods, ECE 325 Reading and Language Arts Methods, ECE 330 Observation/Assessment Techniques in Early Childhood Education.
- 499 EARLY CHILDHOOD EDUCATION SPECIAL TOPICS1-3

EDUCATION (EED)

- 250 INTRODUCTION TO EDUCATION2
 This course is designed for students who are planning to major in education, with an emphasis on Lakota thought, philosophy, and culture. The course consists of two components: a) orientation to the teacher education program; b) observing experienced teachers as well as students.
- 254 CLASSROOM MANAGEMENT3
 This course is designed to familiarize students with basic theories of classroom control and to give them a working knowledge of classroom management. It will focus on prevention and remediation of problems through focusing on lesson content and evaluation of learning. Students will become familiar with current teaching methods and models for elementary teachers.
- 256 FOUNDATIONS OF EDUCATION.....3
 This course introduces the prospective teacher to the historical, social, and philosophical foundations of the American education system as well as the Lakota education system. In addition to the class time spent on campus, students are required to spend 30 hours of observations/participation in area classrooms.

- 260 EDUCATIONAL PSYCHOLOGY3
 This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in the class setting to facilitate learning. It includes discussion of relevant theories and topics including student needs, learning styles, cognitive processing, reflective teaching, and characteristics of learning environments and student assessment. This course introduces humanistic, cognitive, behavioral and psychological models of classroom management.
- 277 MATH FOR ELEMENTARY TEACHER I.....3
 Utilizing a problem-solving approach, this course will provide a background in the structure and theory of mathematics including whole numbers, integers, rational numbers, and real numbers. Local, state, and national standards are addressed as well as the use of appropriate technology. Students will explore current elementary math programs and teaching techniques. Prerequisite: MATH 103 College Algebra.
- 278 MATH FOR ELEMENTARY TEACHER II.....2
 This course is the second semester in a sequence of the study of mathematics theory for elementary teachers. This course will provide a background in the structure and theory of mathematics and will include the following topics: rational and real numbers, statistics, probability, measurement, and geometry. The class will explore current elementary math programs and teaching techniques. Mathematics standards are addressed also. Prerequisite: EED 277 Math for Elementary Teacher I.
- 290 ART FOR ELEMENTARY TEACHER.....2
 This course is designed to introduce students to the basic concepts needed to teach art in the elementary classroom. Students will experience a broad range of activities, materials and teaching strategies in a workshop type setting. The main intent will be for students to develop an appreciation for self-expression and divergent thinking through art. An integrated approach to teaching art using listening, speaking, reading and writing will be explored. Students will become acquainted with audio-visual materials.
- 297 TEACHER EDUCATION INTERNSHIP1-3
 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Students will complete this internship within the last two semesters of the Teacher Education degree plan.
- 298 PRE-PROFESSIONAL EXPERIENCE 1
 This course consists of documented observations in a variety of K-12 classrooms. The students will also experience the rewards and challenges in an educational setting. This course is taken in conjunction with EED 250 Introduction to Education.
- 299 EDUCATION SPECIAL TOPICS1-3

- 301 INTEGRATING TECHNOLOGY INTO THE CLASSROOM2
 This course is designed to provide opportunities for the development of skills and strategies needed to integrate computer technology into the curriculum throughout all disciplines and all grades. This course provides a thorough understanding of how to use the word processor, database and spreadsheet as a tool for personal and classroom use. The candidate will develop methods to teach students to use technology for problem-solving, accessing and analyzing information, and creative and expository writing. Prerequisite: CSCI 101 Introduction to Computer Applications.
- 305 METHODS OF TEACHING IN THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL3
 This course is designed to provide a survey of current teaching methods and models for elementary, middle, and secondary teaching. Develop competencies in using a variety of instructional strategies and materials through videotaped microteaching experiences. Students will write appropriate lesson plans and develop culturally relevant units. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience.
- 310 METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL2
 Students will have the opportunity to preview science materials and learn how to use them in a classroom through planning and simulation. This course provides opportunities for students to develop an understanding of what science is and how children learn. Students will learn to integrate science lessons with other content areas including Lakota studies, with an emphasis on the integration with math and to critique science materials, activities, and children's materials for appropriateness. Students will identify the fields of study and explore cultural variations in science learning and teaching. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.
- 315 METHODS OF TEACHING MATH IN THE ELEMENTARY SCHOOL2
 This course is designed to provide a survey of current teaching methods in mathematics and to develop competencies in using various instructional strategies and materials including those involving calculators and computers. It will also focus on problem solving approaches to teaching mathematics and provide teaching experiences using manipulative. Current math standards will be emphasized as well as the integration of mathematics within the curriculum, in particular the connections between math, science and technology. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.
- 320 METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL2
 This course is intended to provide students an opportunity to explore multiple social studies teaching methods. Students will have an opportunity to read and discuss literature concerning the teaching of the social sciences and will create teaching units, which exemplify these methods. Students will be expected to utilize all resources available to them including print and electronics. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.

- 325 METHODS OF TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL2
 This course is designed to provide a survey of current teaching methods in the language arts and to develop competencies in using various instructional strategies and materials. All major aspects of expressive and receptive language will be addressed. Students will be required to develop lesson plans, projects, and teaching units that integrate the language arts throughout the curriculum. Current theories in teaching language arts will be explored. Students will be required to work with children in a classroom that reflects the Service Learning model of instruction. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.
- 330 METHODS OF TEACHING READING IN THE ELEMENTARY SCHOOL.....3
 This course is designed to provide a survey of current teaching methods in expository and narrative reading materials; develop competence in using various instructional strategies; promote an enthusiasm for reading in elementary and middle school classrooms; and teach skills that will ensure future teachers can establish a balanced literacy approach in their classrooms. Different approaches toward analysis and reading comprehension will be discussed and modeled. Research related to reading styles will be discussed and integrated throughout the course. Current theories that build upon the unique strengths that each student possesses will be discussed. Since teachers must be keen observers and reflective thinkers this course will promote the idea that teachers can and must make instructional and diagnostic judgments in order to select appropriate strategies and techniques. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.
- 335 METHODS OF TEACHING MUSIC IN THE ELEMENTARY SCHOOL.....2
 Since music has been recognized as an important part of a complete education since the early 1800's, the purpose of this class is to provide the elementary education major with the necessary knowledge and skills required to teach music to their students. This class will provide opportunities to explore the possibilities of the integration of music across the curriculum, presenting a more encompassing and less fragmented over-all education for the students. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.
- 345 METHODS OF TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL2
 This course includes an analysis of activities in the elementary school physical education curriculum and how they relate to motor skills and development age. Included in this course are organizational methods for the administration of various sports. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School.

- 350 CURRICULUM PLANNING, DELIVERY, AND ASSESSMENT FOR THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL SETTING2
 This course is designed to provide the pre-service teacher with knowledge about the various the types of curriculum used in the elementary school setting. Participants will experience the selection of curriculum, the development of curriculum, and the delivery of curriculum instruction. Course content will focus on the assessment issues encountered when designing and delivering instruction. Prerequisite: Students must have completed the methods courses in their major/minor field. Prerequisite: Admission to Bachelor’s Education Program.
- 447 MULTICULTURAL EDUCATION3
 This course provides pre-service and in-service teachers with an understanding of the importance of multiculturalism in our global society. Topics to be addressed will include: learning styles and multiple intelligence's; culturally-sensitive teaching strategies; recognizing prejudices, biases, and stereotypes in teaching materials and in our lives as teachers and learners; learning how to develop curricular materials with a multicultural approach; respecting human rights and diversity; and developing sensitivity to the values of individuals and groups which are not always personally shared and understood.
- 450 READING THEORY AND PROCESS.....3
 This course is designed to give students knowledge of theory and procedures in the identification and remediation of reading. Prerequisite: EED 330 Method of Teaching Reading in the Elementary School.
- 495 TEACHING READING IN THE CONTENT AREA2
 This course is designed for pre-service teachers and experienced teachers pursuing a reading credential who want to gain knowledge and skills in helping their students read content assignments with more understanding. Strategies and techniques for teaching subject matter content and increase reading ability will be explained, demonstrated and practiced. The integration of reading/writing skills will be integrated within the course through demonstration and practice. Attention will also be given to the teaching of reading/study skills and the promotion of reading as a lifelong habit.

497 STUDENT TEACHING IN THE ELEMENTARY SCHOOL9-12
 This experience prepares elementary education majors planning to teach in elementary and middle schools with the opportunity to observe, record, and assess children's behavior in order to plan appropriate instructional programs and learning environments. Students will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. This experience provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in a collaborative manner. It gives students the opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved elementary or middle school and the college supervision of student teaching. Prerequisites: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School, EED 310 Methods of Teaching Science in the Elementary School, EED 315 Methods of Teaching Math in the Elementary School, EED 320 Methods of Teaching Social Studies in the Elementary School, EED 325 Methods of Teaching Language Arts in the Elementary School, EED 330 Methods of Teaching Reading in the Elementary School, EED 335 Methods of Teaching Music in the Elementary School, EED 345 Methods of Teaching Physical Education in the Elementary School, EED 350 Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting.

499 EDUCATION SPECIAL TOPICS1-3

MIDDLE SCHOOL (ME)

296 PHILOSOPHY & CURRICULUM OF MIDDLE LEVEL EDUCATION3
 This course focuses on education foundations appropriate to middle level schools and essential to meeting the needs of young adolescents. It identifies and expands central ideas in the area of philosophy, historical background, curriculum, facilitation of learning, organizational practices, assessment, and planning.

299 MIDDLE SCHOOL SPECIAL TOPICS.....1-3

486 FIELD EXPERIENCE IN THE MIDDLE SCHOOL1
 This experience is intended to give pre-service and in-service teachers the opportunity to observe in a middle school setting, linking theory to practice in the middle school. The course consists of two components: a) orientation to the middle school environment b) observing experienced middle school teachers as well as students involved in the learning process. All participants must complete at least 20 hours of field experience. Prerequisite: EED 330 Method of Teaching Reading in the Elementary School.

499 MIDDLE SCHOOL SPECIAL TOPICS.....1-3

SECONDARY EDUCATION (SED)

- 299 SECONDARY SCHOOL SPECIAL TOPICS.....1-3
- 390 SCHOOL SCIENCE SAFETY.....3
This course leads future teachers to investigate best practices in the area of classroom, laboratory and school safety and make important decisions in the selection of methods and materials. Student safety in the elementary, middle school and high school will be addressed. Personal protective equipment, safety equipment, air quality, hazardous waste, chemical storage and labeling, liability issues, safety contracts and health issues will be among many areas that will be covered. The course will be based on the National Science Teachers Association (NSTA) publications Exploring Safely-A Guide for Elementary, Middle School, and High School Teachers. Prerequisites: EED 250 Introduction to Education, EED 254 Classroom Management, EED 298 Pre-Professional Experience.
- 400 METHODS AND MATERIALS OF SECONDARY SCIENCE EDUCATION4
This course will explore various teaching methods and strategies along with the materials used to teach in secondary science education. The course is designed to provide students with an increased professional development through increased knowledge and skills in pedagogy. Students will be required to develop lesson plans, projects, and teaching units that integrate inquiry based learning. Prerequisites: EED 250 Introduction to Education, EED 254 Classroom Management, EED 298 Pre-Professional Experience.
- 497 STUDENT TEACHING IN THE SECONDARY SCHOOL 12
Prepares secondary science majors with the opportunity to observe, record, and assess learners' behavior in order to plan appropriate instructional programs and learning environments. Students will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. This course provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in a collaborative manner. It gives students the opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved secondary school and the college supervision of student teaching. Prerequisite: SED 400 Methods and Materials of Secondary Science Education.
- 499 SECONDARY SCHOOL SPECIAL TOPICS.....1-3

SPECIAL EDUCATION (SPD)

- 200 EXCEPTIONAL CHILDREN3
This course is an overview of special education, focusing on issues, concepts, and legal requirements related to the identification, assessment and provision of services to children with disabilities. This course will examine the etiology and characteristics of each exceptionality and discuss the impact of the disability on the learning process and related areas of cognitive, affective and psychomotor development. In addition, this course will examine the importance of the child's culture, family and community when developing and implementing an individual education program.

299	SPECIAL EDUCATION SPECIAL TOPICS	1-3
300	TECHNIQUES OF MANAGING BEHAVIOR..... This course focuses on demonstrating to potential teachers how to address classroom behaviors that occur while working with students with special needs and disabilities. The course illustrates concepts that promote self-control, building self-esteem, considering environmental influences and ways to promote acceptable behavior. The course will review effective theories and methods for classroom management that will promote success in students. This course includes a field experience in special education classroom or elementary classroom with special education students included in the regular curriculum.	4
310	INTRODUCTION TO DEVELOPMENTAL DISABILITIES..... This course will examine the education of persons with developmental disabilities including handicapping conditions, legal aspects, history, parental perspectives, educational programming, service delivery, and current research. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum.	4
320	CURRICULUM AND RESOURCES IN MENTAL RETARDATION	3
322	TEACHING CHILDREN AND YOUTH WITH SEVERE MENTAL RETARDATION..... This course will examine the current issues related to the field of teaching individuals with severe and multiple disabilities. A goal of the course is to provide current information about individuals with severe and multiple disabilities, to examine strategies for effective service delivery and appropriate teaching methods and curriculum development for meeting the individualized needs of children and young adults with severe disabilities. Strategies for collaboration with parents and other professionals in order to facilitate effective and meaningful programming will be discussed. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum.	4
324	TEACHING CHILDREN AND YOUTH WITH MILD TO MODERATE MENTAL RETARDATION..... This course will examine methods and strategies for teaching students with mild to moderate disabilities. All curriculum and content areas will be discussed as they relate to meeting the individual learning needs of students with disabilities. This course will explore the relationship of assessment, curricular adaptations, and instructional and environmental modification when designing appropriate educational programs for individual students. Strategies for collaboration with parents and professionals in order to design and implement effective programming will also be examined. Legal requirements will be reviewed for their impact in teaching and curriculum. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum.	4

328	COMMUNICATION WITH PARENTS AND PROFESSIONALS.....3 This course examines communication and negotiation skills necessary for conferring and planning with parents, staff members, administrators, community, professional, and others concerning the academic, vocational, social, cognitive, language, and physical needs of children. Prerequisite: SPD 200 Exceptional Children.	3
420	SPECIAL EDUCATION ASSESSMENT .....3 This course will provide an overview of assessment practices in special education programs. This course will examine the purposes and uses of norm-referenced, criterion-referenced, and curriculum-based, observation-based and portfolio methods of assess in order to identify the needs of children who may have a disability. The limitations of selected assessment practices and problems of interpretation will be addressed. The course will also address how assessment is tied to program planning for children with disabilities. The importance of active and meaningful participation of families in the assessment process will also be emphasized. Prerequisites: SPD 322 Teaching Children and Youth with Severe Mental Retardation, and SPD 324 Teaching Child and Youth with Mild to Moderate Mental Retardation.	3
444	TRANSITION FOR SECONDARY STUDENTS WITH MENTAL RETARDATION.....3 This course provides the background required to understand the developmental and educational process that takes place from early adolescence through adulthood. Prospective teachers will learn the policies and procedures needed to help students through the transition process, explore the roles of both schools and post-school professionals functioning within a team process. The course will provide prospective teachers the background needed to meet the transition needs across the diverse populations of special education. Prerequisite: SPD 200 Exceptional Children.	3
497	INTERNSHIP IN SPECIAL EDUCATION/MENTAL RETADATION 12 Prospective teachers gain practical experience teaching children and youth with disabilities from the elementary through middle level. They experience the multiple roles and responsibilities of being a special education teacher including preparing daily lessons, experimenting with different teaching strategies, consulting with regular classroom teachers, and participating in educational program planning. Prerequisite: Permission of Division of Education. Prerequisites: SPD 322 Teaching Children and Youth with Severe Mental Retardation, and SPD 324 Teaching Child and Youth with Mild to Moderate Mental Retardation.	12
499	SPECIAL EDUCATION SPECIAL TOPICS .....1-3	1-3

DIVISION OF ENERGY TECHNOLOGY

ENERGY TECHNOLOGY (ETT)

111	INTRODUCTION TO PROCESS TECHNOLOGY4 Introduction to refinery and chemical plant operations. Topics include, plant technician duties, responsibilities and expectations; plant systems and the physical and mental requirements of the plant technician.	4
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112	SAFETY, HEALTH, AND ENVIRONMENT4 Develop knowledge and skills to reinforce the attitudes and behaviors required for safe and environmentally sound work habits. Emphasis on safety, health and environmental issues in the performance of all job tasks and regulatory compliance issues.	4
113	APPLIED MATH .....4 Study of math related to plant operation and performance. Math designed to assist technicians with everyday calculations necessary for obtaining maximum plant efficiency.	4
114	TECHNOLOGY I .....4 Instruction on the use of common plant equipment.	4
115	HYDROCARBON CHEMISTRY .....4 Instruction in the fundamentals of hydrocarbon chemistry as used in the process industries, as well as the applications for an operations technician.	4
116	INSTRUMENTATION I .....4 Study of instruments and instrument systems used in the energy industry, including terminology, variables, symbols, control loops and basic troubleshooting.	4
211	PLANT SCIENCE .....4 Instruction in the basic principles of physics and its application to process facilities.	4
212	TECHNOLOGY II - SYSTEMS .....4 Study of the interrelation of plant equipment and systems including related scientific principles.	4
213	UNIT OPERATIONS.....4 Instruction in the principles of operating plant equipment.	4
217	RENEWABLE ENERGY .....4 This course will familiarize students with different types of alternative energy sources available in our region of the nation.	4
218	WIND TURBINES/ELECTRICITY .....4 A study of wind turbine history and future expansion of wind generation as a viable energy source. Basic electricity will be included in the course.	4
219	ENVIRONMENTAL PROTECTION .....4 This course will cover clean air standards and emission control equipment. Also, energy industry policies and environmental concerns will be included in along with quality work practices.	4
297	ENERGY TECHNOLOGY INTERNSHIP1-3 This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Energy Technology degree plan.	1-3

299	ENERGY TECHNOLOGY SPECIAL TOPICS	1-3
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WIND TURBINE TECHNOLOGY (WT)

101	INTRODUCTION TO WIND TURBINES.....	3
	This course will expose students to the many requirements and issues associated with wind turbine development. Terminology, wind turbine history, turbine design and environmental concerns will be included in the course. Learning outcomes: The student will have a knowledge of wind flow patterns, the process by which wind is used to generate electricity, terminology associated with wind energy, environmental concerns brought on by turbine construction and operation.	
102	WIND TURBINE FUNDAMENTALS	3
	This course will introduce students to the types of wind turbines and the typical operation procedures necessary to efficiently operate the equipment. Conversion of kinetic energy to mechanical energy will be included. Learning outcomes: The student will have knowledge of the different designs of wind turbines, mechanical parts of a turbine, different forms of energy conversion.	
103	ELECTRICITY and CIRCUITS	3
	This course will provide students with an understanding of electrical theory, electrical circuits and the transmission system required for the industry. Transformers, disconnects and safety devices will be included. Learning outcomes: The student will have an understanding of Ohms Law, will be able to calculate the cost of electrical usage, identify electrical equipment, have a knowledge of alternating and direct current.	
104	SAFETY and the ENVIRONMENT	3
	This course will expose the students to the many safety and environmental issues associated with the construction and operation of wind turbines. Proper attitude and safe work habits will be stressed. Learning outcomes: The student will have a knowledge of safety rules and procedures associated with the job, methods to reduce environmental problems, regulatory requirements, methods used to protect wild life.	
105	BASIC HYDRAULICS	2
	This course will introduce students to hydraulic components. It will cover hydraulic terminology, schematics and application of equipment used in the systems. Learning outcomes: The student will have a knowledge of how information can be collected and transmitted, how indicating instruments work, operating principles of gauges and recorders.	
106	OSHA STANDARDS and CLIMBING SAFETY.....	2
	This course will provide the students with an understanding of industry safety requirements, OSHA rules and regulations, tagging procedures and necessary communication. Learning outcomes: The student will know safety standards and requirements of the job, learn lockout/tagout procedures, know equipment clearance procedures, be able to work safely.	

***DIVISION OF HEALTH, PHYSICAL EDUCATION, & RECREATION
(HPR)***

101	BEGINNING VOLLEYBALL.....1 Fundamental rules and techniques are taught along with actual learning of skills and techniques during participation.	1
103	BEGINNING TENNIS .....1 Fundamental techniques, scoring rules, and equipment care and selection are taught along with actual learning of skills and techniques during class participation.	1
105	AEROBICS.....1 Exercise and techniques for posture, figure control and personal physical fitness are discussed and practiced.	1
106	FIRST AID/CPR .....2 Recognition and treatment of common injuries. Basic first aid developed by Civil Defense for medical self help training program.	2
110	WEIGHT LIFTING .....1 Fundamental information concerning body metabolic processes and personal conditioning. Emphasis is on coordination and muscle tone.	1
112	JOGGING/CONDITIONING.....1 Fundamental information concerning normal physical development and the necessity for conditioning, sound health, proper respiration and weight control.	1
114	CARE, PREVENTION, & MANAGEMENT OF ATHLETIC INJURIES.....2 Study of common athletic injuries, the cause, prevention, and care of injuries.	2
116	ARCHERY.....1 This course involves learning terminology, safety habits for the sport, basic physical exercise for archery, as well as the fundamentals of longbow shooting.	1
117	CURLING I .....1 This course is designed to provide students with an introduction to the sport of curling. Curling terminology, rules of the game, and basic delivery and sweeping mechanics will be covered.	1
118	CURLING II.....1 This course is designed to provide students with advanced education in the sport of curling. Curling terminology and basic delivery and sweeping mechanics will be reviewed. An introduction to curling strategy will be covered. Prerequisite: HPR 117 Curling I.	1
123	FUNDAMENTAL OF BASKETBALL .....1 Basic techniques and skills involved in basketball. There will be demonstrations and practices.	1

124	FUNDAMENTAL OF BOWLING	1
	Fundamental rules, techniques, scoring, and terminology are taught along with actual learning of basic skills during practices games.	
200	NUTRITION.....	2
	Nutrition is the study of food, how it nourishes the body, and how it impacts health. Students in this course study food nutrients and their actions as well as nutrient need changes throughout the life cycle. The interaction between diet and health is explored. Topics include nutritional guidelines and reading food labels. Assessment of dietary intake and the influence of culture, values, and economics will be integrated.	
205	HORSEMANSHIP PHYSICAL EDUCATION	2
	This course shall demonstrate the basics of learning how to ride a horse while getting a good physical workout. This course is an introduction to using horse riding and physical exercises associated with therapeutic uses of horsemanship. It will provide experience in using different types of physical activities, materials and various stretching techniques. Students will gain exposure to some theories of physical exercise, use of equipment and duration of techniques in horsemanship.	
220	TRIBAL DIABETES EDUCATOR	2
	This course will identify role of CHRs as health resource staff in American Indian communities; describe the meaning of health as understood by American Indian people; identify the extent of Type 2 diabetes in American Indian communities and the risk factors that contribute to the development of diabetes and its complications.	
299	HEALTH, PHYSICAL EDUCATION, & RECREATION SPECIAL TOPICS	1-3

DIVISION OF MATHEMATICS AND SCIENCE

MATHEMATICS (MATH)

010	FOUNDATIONS MATH	4
	The course covers the basic computations involved in working with whole numbers, fractions, decimals, percents, squares, and other topics. Laboratory required.	
100	APPLIED MATH	3
	A study of basic mathematics, enabling the student to gain math proficiency required for vocational programs. Topics included are decimals, fractions, calculator use, and measurement.	
101	PRE-ALGEBRA.....	3
	This course covers properties and operations of numbers, equations, computation with positive and negative numbers, and graphs.	
102	INTERMEDIATE ALGEBRA	4
	Properties of the real number system, factoring, linear and quadratic equations, polynomial expressions, inequalities, exponents, radicals, functional notation, rational equations and absolute value equations. Prerequisite: MATH 101 Pre-Algebra.	

103	COLLEGE ALGEBRA	4
	Relations and functions, equations and inequalities, complex numbers; polynomial rational, exponential and logarithmic functions. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	
104	FINITE MATHEMATICS	3
	Geared toward business and social science majors, this course covers functions, systems of linear equations, matrices, linear programming with the Simplex method, and mathematics of finance. Graphing calculators are required. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	
105	TRIGONOMETRY	2
	This course looks at functions of the general angles, graphs of the trigonometric functions, reduction formulas, inverse functions, identities, and trigonometric equations. Graphing calculators are required. Prerequisite: MATH 103 College Algebra.	
107	PRECALCULUS.....	5
	This course is a combination of College Algebra and Trigonometry and is designed for those students going on to study Calculus. Topics from algebra will include graphing linear, quadratic, exponential, and logarithmic functions. From trigonometry we will be graphing circular functions and solving trigonometric equations. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	
146	APPLIED CALCULUS	3
	Limits, derivatives, optimization applications, exponential and logarithmic functions, and integrals. Graphing calculators are required. Graphing calculators are required. Prerequisite: MATH 103 College Algebra.	
165	CALCULUS I	4
	This course reviews exponential, logarithmic and trigonometric functions. We begin with limits and derivatives, tangent and velocity problems, differentiation rules. Applications of differentiation, integrals and the Fundamental Theorem of Calculus are covered. The semester will end by looking at areas and volumes of solids of revolution. Graphing calculators are required. Prerequisite: MATH 107 Precalculus.	
166	CALCULUS II	4
	Applications of the definite integral, areas, volumes of solids of revolution, and surface areas, centroids, techniques of integration, L'Hopital's rule, improper integrals, tests of convergence, and conic sections. Graphing calculators are required. Prerequisite: MATH 165 Calculus I.	
210	STATISTICS I	3
	An introduction to statistical methods of gathering, presenting and analyzing data. Topics include descriptive statistics like frequency distributions, histograms, bar graphs, stem and leaf displays, correlation and linear regression, probability and probability distributions and binomial probabilities. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	

314 APPLIED STATISTICS.....3
 A continuation of MATH 210 Statistics I. Topics include normal distribution, z-scores, central limit theorem, estimation and confidence intervals, hypothesis testing, inferences about differences and chi-square distributions. Graphing calculators are required. Prerequisite: MATH 210 for Business Administration students and ENS 240 for Environmental Science students.

299 MATHEMATICS SPECIAL TOPICS1-4

SCIENCES

BIOLOGY (BIOL)

109 THE LIVING WORLD4
 This is an introductory level course. The class is not for biology majors. Includes: basic concepts in biology, natural history, sociobiology, and human biosocial interaction. Laboratory required.

150 BIOLOGY I4
 A general course in the biological sciences including major concepts concerning the cell, genetics and their development as they deal with the dynamics of structure, function, evaluation and ecological adaptation in plants and animals. Laboratory required.

151 BIOLOGY II4
 A course in the biological sciences including expansion on the core principles of physiology, anatomy, genetics, ecology and other life processes in plants, vertebrates and invertebrates. Laboratory required. Prerequisite: BIOL 150 Biology I.

170 ZOOLOGY4
 This course examines the study of Zoology. This course is the study of the anatomy, distribution, identification, classification, and behavioral adaptations of the Kingdom Animalia. Emphasis is placed on common species of this region, particularly grassland species of management concern, but the course also focuses on the diversity of animals in aquatic marine, desert, and forested environments.

202 MICROBIOLOGY4
 This course will familiarize students with classification, recognition, production, control positive and negative impacts of all types of microorganisms. Laboratory required. Prerequisite BIOL 220 Anatomy and Physiology I.

220 ANATOMY AND PHYSIOLOGY I4
 A general survey of the function and anatomy of human systems. Emphasis on introductory topics of cell and tissue structure and function; anatomical terminology and skeletal; nervous, and endocrine systems. Laboratory required.

224	GENERAL ECOLOGY.....4 The course will be an introduction to the basic concepts of ecological theory as it is related to the world around us. The examination of energy flow, nutrient cycles, and population ecology will form the basis of the course. Laboratory required. Prerequisite: BIOL 111 Biology I.	4
230	ANATOMY AND PHYSIOLOGY II.....4 Structure and function of the human body with emphasis on maintenance systems; i.e. cardiovascular, respiratory, digestive, urinary, metabolism and reproductive. Laboratory required. Prerequisite: BIOL 220 Anatomy and Physiology I.	4
*240	ETHNOBOTANY.....3 This course will take students into the outdoor classroom of Ina Maka – Mother Earth. Along with range plant identification, students will learn to identify 100 plants of the wetlands, grasslands, and woodlands of the Standing Rock Nation. We will identify these plants at various stages of growth, learn the English, Lakota/Dakota and scientific names of these plants and we will learn the traditional uses. We will harvest selected plants and make the traditional foods or medicines from them. We will learn the proper protocol for collecting plants in the traditional way. We will bring both western and native science into the course by investigating certain biological characteristics of the plants we find. Finally we will discuss habitat diversity – including optimal growth conditions, plant origins – including native and invasive species, and the interdependence of organisms, including plant and animal life	3
241	ETHNOBOTANY LAB .....1 This is a lab course to complement Ethnobotany 240. Students will be involved in hands-on activities to examine the relationships between plants and people. For example, students will identify local plants with cultural, economic and/or medicinal importance. The labs will feature lessons in plant morphology, active compounds, antimicrobial properties, traditional preparation effectiveness, nutritional content, and defining preparations such as tinctures, decoctions, infusions, and salves.	1
258	BIRDS AND CULTURE W/LAB .....4 This course is a survey of techniques used for identifying and studying local avian populations and examining written and oral histories about bird lore and traditional uses of bird parts. Emphasis is placed on species with strong cultural significance such as Eagles. This is a field course, with much of our time spent outdoors observing birds. The required laboratory focuses on anatomy and flight adaptations.	4
299	BIOLOGY SPECIAL TOPICS .....1-4	1-4
450	MAMMALOLOGY.....3 This course examines the stuffy of the biology and ecology of Mammals. This course is a study of the anatomy, distribution, identification, classification, and behavioral adaptations of mammals. Emphasis is placed on common species of this region, particularly grassland mammal species of management concern. Emphasis is placed on species with strong cultural significance such as bison and bear.	3

- 455 HERPETOLOGY: REPTILES AND AMPHIBIANS3
 This course examines the study of the biology and ecology of Herpetiles (Reptiles & Amphibians). This course is a study of the anatomy, distribution, identification, classification, and behavioral adaptations of reptiles and amphibians. Emphasis is placed on common species of this region, particularly grassland and wetland species of management concern. Emphasis is placed on cultural connections to Herpetiles.
- 458 ORNITHOLOGY3
 This course examines the study of the biology and ecology of Birds. This course is a study of the anatomy, distribution, identification, classification, and behavioral adaptations of birds. Emphasis is placed on common species of this region, particularly grassland songbirds, raptors and species of management concern. Emphasis is placed on species with strong cultural significance such as Eagles.
- 499 BIOLOGY SPECIAL TOPICS1-4

CHEMISTRY (CHEM)

- 110 SURVEY OF CHEMISTRY4
 This course will cover the basic principles and concepts of inorganic, organic and biological chemistry. Topics will include states of matter, measurements, elements, atoms and the periodic table, chemical bonding, chemical equations, gases, liquids and solids, energy and equilibrium reaction, acid-base and oxidation reduction. Organic topics include hydrocarbons, alcohol, ethers, esters, aldehydes and ketones. Topics in biochemistry will include carbohydrates, carboxylic acids, lipids, amines, proteins, enzymes, and metabolism. Laboratory required. Prerequisites: MATH 101 Pre-Algebra.
- 115 INTRODUCTION TO CHEMISTRY4
 This course will cover the basic principles and concepts of inorganic, organic and biological chemistry. Topics will include states of matter, measurements, elements, atoms and the periodic table, chemical bonding, chemical equations, gases, liquids and solids, energy and equilibrium, reactions, acid-base and oxidation-reduction. Laboratory required. Prerequisites: MATH 101 Pre-Algebra.
- 116 INTRODUCTION TO ORGANIC AND BIOCHEMISTRY4
 This course will cover the basic principles and concepts of organic and biological chemistry. Organic topics include saturated and unsaturated hydrocarbons, alcohol, ethers, esters, aldehydes and ketones. Topics in biochemistry will include carbohydrates, carboxylic acids, lipids, amines, proteins, enzymes, and metabolism. Laboratory required. Prerequisites: CHEM 115 Introduction to Chemistry, MATH 101 Pre-Algebra.
- 299 CHEMISTRY SPECIAL TOPICS1-4

321	ENVIRONMENTAL CHEMISTRY.....3 This course will examine the chemical nature of air, water, and soil. Some of the specific topics covered will include: the ozone layer and ozone depletion, greenhouse effect, nutrient cycles, radiation, and acid rain. The fate of chemicals in the environment will be studied. Prerequisites: ENS 113 Environmental Science I, CHEM 115 Introduction to Chemistry, MATH 103 College Algebra.	3
403	ANALYTICAL CHEMISTRY.....3 This course will introduce students to the use of advanced scientific analytical equipment. This equipment will allow students to identify almost any element or chemical compound. Students will be exposed to analyses using pH meter, conductivity meter, spectrophotometers, atomic absorption and graphite furnace. They will also analyze samples using UV and IR spectrophotometers, HPLC, and gas chromatograph. Students will learn techniques of sampling, sample preparation and storage. Lab safety will be emphasized. Prerequisites: CHEM 115 Introduction to Chemistry or CHEM 116 Introduction to Organic and Biochemistry.	3
499	CHEMISTRY SPECIAL TOPICS.....1-4	1-4

ENVIRONMENTAL SCIENCE (ENS)

113	ENVIRONMENTAL SCIENCE I.....4 The course will be an introduction to environmental principles emphasizing the interrelationships between human cultures, organisms, and their environments. Specifically, this course will examine environmental interrelatedness, environmental ethics, energy sources and issues, and human influences on ecosystems. Laboratory required.	4
202	ENVIRONMENTAL ISSUES.....2 The course will examine controversial issues that will inevitably shape future environmental legislation and the way we view the environment in which we live. The Environmental Issues course will address environmental controversies from both ends of the continuum and allow students to form their own opinions on where they stand regarding the environment as it relates to economics, legislation, technology and human rights. Specifically, the Endangered Species Act, the North American Free Trade Act (NAFTA). Environmental Racism, Old-Growth Forest and Indigenous People's fishing rights as well as other topics will be discussed.	2
216	WILDLIFE MANAGEMENT AND CONSERVATION.....4 The course will be an introduction to the management principles of wildlife as well as expose students to conservation practices that are used to enhance wildlife populations. Predation, wildlife diseases, carrying capacity, and a history of wildlife management are topics that will be studied in depth throughout the semester. The laboratory section of the course will allow students to use a hands-on approach to learning wildlife conservation principles. Laboratory required.	4

- 225 ENVIRONMENTAL SAMPLING4
 The course will expand on introductory courses in environmental science and ecology. Field laboratories will allow students to understand the environment around them by using a hands-on approach. Specifically, this course will allow students to examine water, air, and soil quality, as well as introduce students to the concepts of soil stratification, soil profiles, and examine how drinking water distribution systems operate. Laboratory required. Prerequisites: BIOL 224 General Ecology, or CHEM 110 Survey of Chemistry, and ENS 113 Environmental Science I.
- 240 ENVIRONMENTAL STATISTICS3
 The course will introduce students to statistical methods that are important in ecological and environmental research. Quantitative analysis of data sets will be the primary focus of the course. Students will use actual data sets, utilizing statistical computer software, to calculate and interpret central tendencies, standard deviation, variance t-tests, chi square, confidence intervals, linear regression Prerequisites: MATH 101 Mathematics.
- 260 ENVIRONMENTAL RESEARCH PROJECT I.....2
 This course will be an expansion of Environmental Science I (ENS 113) and General Ecology (BIOL 224). Students will learn the scientific method of research using a hands-on approach. Students that have chosen a concentration area in the Environmental Science Program will conduct an undergraduate research study that will be designed by the student with help from their major advisor. Prerequisites: ENS 113 Environmental Science I, BIOL 224 General Ecology.
- 261 ENVIRONMENTAL RESEARCH PROJECT II.....2
 This course will be an expansion of Environmental Research Project I (ENS 260). Students that have chosen a concentration area in the Environmental Science Program will conduct an advanced undergraduate research study that will be designed by the student with help from their major advisor. This course should be a culmination of all environmental science courses that the student has taken in their concentration area. Prerequisite: ENS 260 Environmental Research Project I.
- 297 ENVIRONMENTAL SCIENCE INTERNSHIP1-3
 This provides the student with the opportunity to experience environmental science in the work place in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. The internship experience will be conducted at an advisor-approved location that will provide the student with a quality educational and practical encounter in the field of environmental science. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Environmental Science degree plan.
- 299 ENVIRONMENTAL SCIENCE SPECIAL TOPICS1-4
- 301 HYDROLOGY3
 This course will examine the hydrologic cycle and how it functions to transport water across Earth. The study of surface flow and of groundwater flow will make up the major concentration of this course. Quantitative methods will be used to determine water infiltration into soil, surface runoff rates, precipitation measurements, and water pressure. Students will gain valuable knowledge in all areas of water transport through the environment. Prerequisites: ENS 113 Environmental Science I, CHEM 115 Introduction to Chemistry, MATH 103 College Algebra.

- 211/311 INTRODUCTION TO GIS/GPS3
 This course will teach students to use Geographical Information System software and Global Position System (GPS) technology. Students will learn to collect waypoints using GPS technology and will download the waypoint data onto GIS mapping software. Students will develop maps and enter attribute data to correspond to maps that are created. This course will serve as a thorough introduction to GIS software and GPS technology. Prerequisites: CSCI 101 Introduction to Computer Applications, MATH 103 College Algebra.
- 321 ENVIRONMENTAL CHEMISTRY3
 This course will examine the chemical nature of air, water, and soil. Some of the specific topics covered will include: the ozone layer and ozone depletion, greenhouse effect, nutrient cycles, radiation, and acid rain. The fate of chemicals in the environment will be studied. Prerequisites: ENS 113 Environmental Science I, CHEM 115 Introduction to Chemistry, MATH 103 College Algebra.
- 331 WILDLIFE CONSERVATION3
 This course is an introduction to the management principles of wildlife that are used to enhance wildlife populations. The examination of predation, wildlife diseases, carrying capacity, and a history of wildlife management are topics that will be studied in depth. Techniques for creating habitat suitable for specific wildlife species and management purposes will be discussed. Laboratory required. Prerequisites: BIOL 150 Biology I, ENS 113 Environmental Science I, MATH 314 Applied Statistics.
- 422 ENVIRONMENTAL TOXICOLOGY3
 This course will examine factors that influence the transport of contaminants and pollutants through environmental media of water, soil, and air. The effects of chemical compounds on living organisms, particularly humans, will form the foundation of the course. Routes of entry into organisms, as well as detoxification and toxin removal from living organisms will be discussed. Methods of obtaining human exposure limits, and risk assessment will be examined. Prerequisites: BIOL 150 Biology I, CHEM 115 Introduction to Chemistry, ENS 113 Environmental Science I, MATH 103 College Algebra.
- 432 AQUATIC ECOSYSTEMS3
 This course is designed to give students the basic understanding of the principles of aquatic ecosystems. The ecological functioning, and the chemical and biological processes occurring in aquatic ecosystems will make up the main focus of the course. Human impacts on aquatic ecosystems will be addressed in the course. Prerequisites: BIOL 224 General Ecology, CHEM 115 Introduction to Chemistry, ENS 113 Environmental Science I, ENS 301 Hydrology, MATH 103 College Algebra.
- 433 SOLID WASTE MANAGEMENT3
 This course will survey common biological, thermal, chemical, and physical waste stream methods. A brief overview of the laws and regulations governing the treatment, storage, and disposal of solid waste, including hazardous waste, will be presented. Some of the tools used to identify, track, minimize, and prevent solid waste generation will be discussed. Case studies of selected industry's waste minimization treatment and disposal techniques will be presented. Prerequisite: CHEM 115 Introduction to Chemistry.

- 452 SCIENCE LITERATURE3
 This course will prepare students to read scientific literature in an objective manner. The interpretation of research published in journals will be the focal point of the course. In addition, students will learn methods of writing research papers for publication. Prerequisites: ENGL 110 English I, MATH 103 College Algebra, MATH 314 Applied Statistics, BIOL150 Biology I, BIOL 224 General Ecology.
- 453 ENVIRONMENTAL LAW AND POLICY.....3
 This course examines major federal, state, and tribal laws that are in place to regulate activities that impact the environment. Students will study the methods by which environmental laws are formed. Students will be trained to use the Federal Register and the Code of Federal Regulations to conduct research related to environmental issues. Students will become familiar with the major environmental acts passed by the United State Congress that impact environmental decisions across the U.S. Tribal law addressing environmental issues will be reviewed. Prerequisite: ENS 202 Environmental Issues.
- 493 SENIOR RESEARCH.....1-3
 This course will be a capstone course for all senior students. Students will learn methods of conducting undergraduate research in the field of science. This course will expand on the 200-level research course that students will complete in the Associate of Science degree plan. Statistical analysis of data collected will be incorporated into this course. A final presentation to a board of faculty members will be required of each student completing their research project. Prerequisites: Senior status and instructor consent.
- 499 ENVIRONMENTAL SCIENCE SPECIAL TOPICS1-4

GEOLOGY (GEOL)

- 100 EARTH SCIENCE4
 This introductory lab course in physical geology covers the Earth, its structure, composition, and the geologic processes acting on and within the earth. Special attention is given to the areas of meteorology, earth movements, and history. Laboratory required.
- 105 INTRODUCTION TO PHYSICAL GEOLOGY4
 A study of geological processes such as erosion, volcanoes, earthquakes, mountain building, fossils, and origin of land forms. Laboratory required.
- 121 HISTORICAL GEOLOGY3
 A study of the history of the Earth, including major geologic and biologic events. Prerequisites: GEOL 105 Introduction to Physical Geology, PALE 101 Introduction to Paleontology.
- 133 ENVIRONMENTAL GEOLOGY4
 This course is an introduction to processes involved in shaping the Earth. This course will focus primarily on how human activities impact the Earth's physical environment. Specific topics include: rocks and minerals, streams and flooding, mass movement, water as a resource, soil as a resource, and pollution.

201	MINERALOGY AND PETROLOGY	3
	This class is a study of rocks and minerals, their properties and how they relate to each other. Prerequisite: GEOL 101 Introduction to Physical Geology.	
221	SEDIMENTOLOGY AND STRATIGRAPHY	3
	A study of sedimentary rocks, how they are formed and how to interpret them with respect to environment and geologic history of a region. Prerequisites: GEOL 121 Historical Geology, GEOL 201 Mineralogy and Petrology, PALE 201 Advanced Paleontology.	
243	ATMOSPHERIC SCIENCE	3
	This course is a study of the basic physical principles applied to the study of atmospheric phenomena. Topics include the structure of the atmosphere, atmospheric motions, meteorological processes, air masses, fronts, weather map analysis, weather forecasting, and severe storms.	
299	GEOLOGY SPECIAL TOPICS	1-4
499	GEOLOGY SPECIAL TOPICS	1-4

PALEONTOLOGY (PALE)

101	INTRODUCTION TO PALEONTOLOGY	3
	An overview of basic principles and concepts in invertebrate and vertebrate paleontology, including field and laboratory techniques.	
121	TECHNIQUES IN CURATION AND PREPARATION	2
	In this course, students will learn and practice methods of preparing, making reproductions of and cataloging fossils. Prerequisites: GEOL 105 Physical Geology, PALE 101 Introduction to Paleontology.	
131	PALEONTOLOGY FIELD SCHOOL	3
	This course introduces the basic methods, techniques and principles in field paleontology as a hands-on learning experience at one, or several known paleontological localities of the late Cretaceous Hell Creek and Fox Hills formations on the Standing Rock Reservation. Prerequisites: GEOL 121 Historical Geology, PALE 101 Introduction to Paleontology.	
201	ADVANCED PALEONTOLOGY	4
	A study of paleontological concepts and evolutionary processes such as speciation, natural selection, classification, etc. Prerequisites: GEOL 121 Historical Geology, PALE 101 Introduction to Paleontology.	
221	FIELD RESEARCH PROJECT	3
	The student will develop and execute an individual, original research project based on the Paleontology Field School experience. The project may focus on any combination of Paleontology, Paleobiology, Paleoecology, Paleoenvironment, sedimentology, stratigraphy and/or any other pertinent field(s) of Paleontology and geology. Prerequisites: PALE 131 Paleontology Field School, PALE 201 Advanced Paleontology, ENGL 110 English I.	

PHYSICS (PHYS)

102	PHYSICAL SCIENCE.....4 Elementary principles of physics, meteorology, chemistry, geology, and astronomy. Laboratory required. Prerequisite: MATH 101 Pre-Algebra.
110	ASTRONOMY .....4 This course is an introduction to astronomy, which covers the operations and functions of a telescope, star charting, the solar system, planets, stars and the universe. Laboratory required. Prerequisite: MATH 101 Pre-Algebra.
211	COLLEGE PHYSICS I.....4 This is the first semester course in physics for students without a calculus background. The course will cover topics relative to Newton's Laws of Motion. These will include describing motion, falling objects and projectile motion, explaining motion, circular motion, the planets and gravity, energy and oscillations, momentum and impulse, and the rotational motion of solid objects. Laboratory required. Prerequisite: MATH 101 Pre-Algebra.
212	COLLEGE PHYSICS II.....4 This is the second semester course in physics for students without a calculus background. The course will cover topics in fluids and heat, heat engines and thermodynamics, electricity and magnetism, wave motion and optics, radiation, atomic spectra, quantum mechanics, nuclear chemistry and relativity. Laboratory required. Prerequisite: PHYS 211 College Physics I.
299	PHYSICS SPECIAL TOPICS .....1-4
499	PHYSICS SPECIAL TOPICS .....1-4

DIVISION OF NATIVE AMERICAN STUDIES

NATIVE AMERICAN STUDIES (NAS)

101	LAKOTA/DAKOTA LANGUAGE I.....4 This course will provide an introduction to the Lakota/Dakota language. The course will emphasize the sounds of the Lakota/Dakota language, correct pronunciation, and the alphabet used to represent those sounds. The course will also focus on Lakota/Dakota kinship terms, the numeric system, vocabulary for seasons, weather, animals, foods, environmental and cultural contexts, and basic sentence structure.
102	LAKOTA/DAKOTA LANGUAGE II.....4 This is an advanced course designed to enhance the use of the Lakota/Dakota language in both written and oral forms. Emphasis is on pronunciation, a more advanced examination of grammar, an expanded vocabulary, and continued practice in reading, writing, and speaking the language. Lessons will include discussion of Lakota/Dakota history, culture, oral tradition, and ceremonies with specific reference to the language. Prerequisite: NAS 101 Lakota/Dakota Language I.

- 105 LAKOTA/DAKOTA CULTURE I3
 This course will survey the history and culture of the Lakota/Dakota people, including both the past as well as the lived reality of the contemporary Lakota/Dakota reservations. Topics the course will cover include social customs, patterns of behavior, the social system (kinship), cultural beliefs and practices (rituals and ceremony), and oral literature.
- 106 LAKOTA/DAKOTA CULTURE II3
 This course is a continuation of NAS 105 Lakota/Dakota Culture I. The course will provide a specialized study of Lakota/Dakota culture, covering both the past as well as the lived reality of the contemporary Lakota/Dakota reservations. The use of Lakota/Dakota accounts (both oral and written) as primary sources of knowledge and understanding will be emphasized. Topics to be covered include a detailed examination of certain ceremonies and rituals, curing practices, military and social societies, and songs and dances.
- *108 NATIVE AMERICAN HISTORY TO 17633
 This course will provide a survey of Native American history from pre-Columbian times up through the close of the French and Indian War in 1763. The course will focus on the political, economic, social, and cultural forces that have shaped and characterized relations among various Native American peoples in pre-Columbian times as well as between Native and non-Native Americans over the years from 1000-1763.
- *109 NATIVE AMERICAN HISTORY SINCE 17633
 This course will provide a survey of Native American history from the close of the French and Indian War in 1763 through to the contemporary period of self-determination and cultural revitalization in the 21st century. The course will focus on the political, economic, social, and cultural forces that have characterized relations between Native and non-Native Americans.
- *110 LAKOTA MUSIC AND DANCE3
 This course will provide an introduction to the music and dance of the Lakota/Dakota. The course will include the traditional repertory, cultural context of musical and dance performance, musical styles and song types, dance styles, and study of dance regalia. Some comparative material from other Native American tribes will be included.
- 112 INTRODUCTION TO NATIVE AMERICAN STUDIES3
 This course will provide an introduction to the concepts and methods of Native American Studies, with an emphasis on the history, culture, and government of the tribes of North and South Dakota – particularly, the Lakota/Dakota, Mandan, Hidatsa, Arikara (Sanish), and Plains Ojibwa (Chippewa). This course meets the Education Standards and Practices Board Native American Studies requirement for teacher certification.
- *201 INTRODUCTION TO CULTURAL ANTHROPOLOGY3
 This course examines the methods, theories, and content of cultural anthropology, which is the study of human social and cultural diversity. The course will explore the richness and variety of human life in the world, covering such topics as kinship and social organization, political and economic systems, gender and sex roles, medical and religious belief systems, and social and cultural change. Emphasis will be placed on the peoples of Native North America.

- *202 NATIVE AMERICAN IMAGES IN FILM3
This course will provide a critical examination of images and representations of Native Americans and their cultures in American film. The course will include relevant readings and analysis of particular films by non-native and indigenous film makers.

- *203 LOCAL TRIBAL GOVERNMENT3
This course offers an introductory examination of tribal government, including analysis of the history, development, structure and politics of tribal peoples and governments. The course will also include the issues of dual citizenship, the powers of tribal government, and the relationships between federal, state, and tribal governments. Emphasis will be on Standing Rock Sioux Tribe.

- *204 NATIVE AMERICAN GOVERNMENTS: TRADITIONAL AND CONTEMPORARY3
This course will survey the structure of various American Indian tribal governments (both traditional and contemporary), and will examine the on-going struggle to retain sovereign powers of self-government over internal affairs and preservation of a land base and natural resources. The course will examine key events and legislation in American Indian policy that have affected tribal governments and shaped how those political institutions relate to state and federal governments.

- *208 LAKOTA TRADITION, PHILOSOPHY, & SPIRITUALITY3
This course is an examination of traditional Lakota/Dakota philosophical and spiritual beliefs, specializing in the study of documentation of the history and evolution of Lakota/Dakota ceremonies and rituals, as well as the “thought-in-practice” of traditional Lakota/Dakota medicine people.

- 213 LAKOTA/DAKOTA ORAL TRADITION AND STORYTELLING3
This course will provide an introduction to traditional Lakota/Dakota oral tradition and storytelling, including an examination of the general narrative structure, characters, content, and thematic characteristics of the Lakota/Dakota categories of oral narratives as well as stylistic features and other aspects of the actual performance of storytelling.

- *218 NATIVE AMERICAN LITERATURE3
A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.

- *240 ETHNOBOTANY3
This course will take students into the outdoor classroom of Ina Maka – Mother Earth. Along with range plant identification, students will learn to identify 100 plants of the wetlands, grasslands, and woodlands of the Standing Rock Nation. We will identify these plants at various stages of growth, learn the English, Lakota/Dakota and scientific names of these plants and we will learn the traditional uses. We will harvest selected plants and make the traditional foods or medicines from them. We will learn the proper protocol for collecting plants in the traditional way. We will bring both western and native science into the course by investigating certain biological characteristics of the plants we find. Finally we will discuss habitat diversity – including optimal growth conditions, plant origins – including native and invasive species, and the interdependence of organisms, including plant and animal life.

- *245 NORTH AMERICAN INDIAN ART HISTORY3
This is a survey course exploring the arts of North American peoples from Paleolithic to contemporary times. Lectures, readings, audio-visual means, research and resource persons constitute the main learning activities.
- *246 TRADITIONAL LAKOTA/DAKOTA ART3
Lectures and demonstration of traditional arts forms. Students will complete the production of one piece in a selected media.
- *247 NATIVE AMERICAN ART PROJECTS.....3
Creation of art activity based on the five different cultural aesthetics: Northwest Coast Transformation Masks, Plains Style Parfleches, Southeastern Shell Carving, Woodlands Beadwork, and Southwest Pottery Designs. Students will be required to complete five (5) different projects.
- 299 NATIVE AMERICAN STUDIES SPECIAL TOPICS1-3
- 301 LAKOTA/DAKOTA LANGUAGE III4
This is an advanced course designed to teach advanced grammar and Lakota/Dakota literacy, with an emphasis on verb conjugation, composition of sentences, and in-depth study of Lakota/Dakota language texts. Prerequisite: NAS 102 Lakota/Dakota Language II.
- 302 LAKOTA/DAKOTA LANGUAGE IV.....4
This is an advanced course designed to continue teaching grammar and Lakota/Dakota literacy, with continued emphasis on verb conjugation, composition of sentences, and analysis of Lakota/Dakota language texts, as well as conversational skills and knowledge of appropriate word-usage. Prerequisite: NAS 301 Lakota/Dakota Language III.
- 309 COMPARATIVE SPIRITUALITY.....3
This course will examine different religious traditions and dimensions of human existence in the world, both historical and contemporary. The course will include such topics as the history of select religious traditions, outstanding individuals, key rituals and ceremonies, and perspectives on the sacred dimensions of human existence. Emphasis will be on the Lakota religious tradition and spirituality.
- 311 NATIVE AMERICAN WOMEN.....3
This course examines Native American women and their roles and experiences in traditional tribal societies. The course will include both historical and contemporary periods, including the effects of Western values and gender/sex roles on Native American societies.
- 321 PEOPLES AND CULTURES OF NATIVE NORTH AMERICA3
This course will provide a survey of the diversity of Native peoples and their cultures in North America, including coverage of tribes in all the major culture areas. Topics covered will include origin stories, historical and cultural development, social and kinship systems, religious belief and ceremonialism.

- 411 LAKOTA/DAKOTA HISTORY3
 This course will provide a detailed study of the historical development and experiences of the Lakota and Dakota peoples, with emphasis on the impact of Euro-American contact and settlement, treaties and agreements with the federal government, conflicts with the military, and the impact of the establishment of the reservations and implementation of other federal policies. Prerequisite: NAS 105 Lakota/Dakota Culture.
- 415 HISTORY OF NATIVE AMERICAN EDUCATION3
 This course will provide a general historical survey of the encounters between Native American and Western education systems, including traditional tribal education, mission schools, BIA schools, and current school systems both on and off reservations in the United States and Canada.
- 420 CURRENT ISSUES IN NATIVE NORTH AMERICAN3
 This course will investigate a variety of contemporary issues in Indian Country, as well as the background for understanding present-day issues. Topics might include sovereignty, blood quantum, tribal enrollment, loss and revitalization of native languages and other identity issues; tribal gaming; tribal education; law enforcement; and natural resources.
- 421 LAKOTA/DAKOTA SOCIAL AND KINSHIP SYSTEMS3
 This course will provide a detailed analysis of the social and kinship systems of the Lakota/Dakota people, including the organization and structure of the tiyóšpaye and tiwáhe units, appropriate use of kinship terms and their associated behaviors, the values and moral philosophies of the social system, and the expectations for proper roles of males and females within traditional Lakota/Dakota society.
- 431 HISTORY OF TRADITIONAL LAKOTA/DAKOTA LEADERSHIP AND THE ITÁŃČAŃ ...3
 This course will provide a detailed analysis of the traditional Lakota/Dakota system of leadership and government, including the organization and structure of traditional band and tribal government, how leaders were selected and expectations for their behavior and moral philosophies of the leadership system, and study of specific itáŃčaŃ (chiefs) who greatly influenced the historical direction of the Lakota/Dakota people.
- 499 NATIVE AMERICAN STUDIES SPECIAL TOPICS1-3

NATIVE COMMUNITY DEVELOPMENT (NCD)

- 110 COMMUNITY MOBILIZATION & ORGANIZATION3
This course addresses the major contributors to begin effective Native community development and empowerment. It uncovers the major contributors to apathy and resistance to change in a Native community.
- 120 COMMUNITY ASSETS & CAPITAL3
Understanding assets in communities are a powerful way to mobilize a community in places where mobilization was previously lacking or “impossible”. This course explores the identification of community assets and the transformation of those assets into community Capitals that allow the community to compound their own sense of empowerment.
- 130 COMMUNITY CAPACITY BUILDING3
As we begin working in a community we must come to understand the dynamics of the community. We introduce concepts from which we can base strategies to positively change the community for the better and prepare community members to positively manage change in the community.
- 140 COMMUNITY LEADERSHIP3
The purpose of Community Leadership is to develop a larger core of leaders locally. This leadership development segment is designed to expand the leadership base of the community and to generate capacity and structure from which to identify and seize partnerships that will be needed to achieve the long term goals of the community.
- 150 COMMUNITY VISIONING AND PLANNING3
Visioning is the process to create a powerful new context of hope within the community. The issues that form the future of communities revolve around the notion of creating or reclaiming balance in the community. We learn how to bring a community closer to its dreams and then assigning responsibility to groups or individuals to carry out the dreams.
- 160 COMMUNITY RESOURCES AND PROJECT SUSTAINABILITY3
Getting the structures in place to attract and handle resources that are needed to sustain the efforts of the community. Community focused not for profit development allows the community to attract needed capital and create partnerships with outside entities that are critical to sustaining their efforts for the long term.
- 299 NATIVE AMERICAN COMMUNITY DEVELOPMENT SPECIAL TOPICS1-3

DIVISION OF NURSING

NURSING (NURS)

- 101 INTRODUCTION TO THE NURSING PROFESSION.....1
This course will explore nursing as a profession. The student will be introduced to the concepts of health and wellness, holistic nursing practice, medical terminology, and the steps of the nursing process. Ethical and legal issues will be discussed.
- 201 HOLISTIC HEALTH ASSESSMENT ACROSS THE LIFESPAN.....3
Holistic assessments across the lifespan and the skills necessary to do them will be the focus of this class. Students will learn to do a systematic collection of health information using the nursing process. Interviewing and documentation skills in particular will be stressed. Laboratory required. Prerequisites: NURS 101 Introduction to the Nursing Profession, BIOL 220 Anatomy & Physiology I. Concurrent enrollment in BIOL 230 Anatomy & Physiology II and BIOL 202 Microbiology.
- 205 BASIC PHARMACOLOGY FOR NURSES2
This course provides the student with an introduction to clinical drug therapy. The basic knowledge and skills for the safe administration of drugs is taught. The nursing process is applied to the administration of a variety of clinical drugs. Prerequisite: NURS 201 Holistic Health Assessment Across the Lifespan.
- 206 FUNDAMENTAL NURSING INTERVENTIONS.....4
This course teaches the student the basic knowledge, principles, and skills fundamental to the practical nursing role. The skills will include both traditional and complementary techniques. The student will gain confidence in these skills by practicing on peers, self, and models. Laboratory and nursing practice experience required. Prerequisite: NURS 201 Holistic Health Assessment Across the Lifespan.
- 231 MENTAL HEALTH/BEHAVIORAL HEALTH NURSING2
This course focuses on assessing, promoting, maintaining, and restoring mental health across the life span. Therapeutic communication techniques will be explored. Nursing practice experience required. Prerequisites: NURS 206 Fundamental Nursing Interventions and concurrent enrollment in NURS 205 Pharmacology.
- 245 NURSING CARE OF FAMILIES4
Knowledge from previous courses is expanded and applied to the physical, psychosocial, emotional, and spiritual needs of the childbearing and childrearing family. The focus remains on the role of the practical nurse in assessing, planning, implementing, and evaluating nursing care under the supervision of a registered nurse when indicated. Nursing practice experience required. Prerequisites: PSYC 252 Child and Adolescent Psychology, NURS 206 Fundamental Nursing Intervention and concurrent enrollment in NURS 231 Mental Health/Behavioral Health Nursing.

246	NURSING CARE ACROSS THE LIFESPAN.....9 This course focuses on the transitions and experiences of families and individuals during the adult years. Knowledge from previous courses is expanded and applied to the physical, psychosocial, emotional, and spiritual needs of the maturing and aging family. The focus remains on the role of the practical nurse in assessing, planning, implementing, and evaluating nursing care under the supervision of a registered nurse when indicated. Nursing practice experience required. Prerequisites: NURS 231 Mental Health/Behavioral Health Nursing and NURS 245 Nursing Care of Families.	9
297	CAPSTONE EXPERIENCE IN NURSING .....1 This course provides the student with the opportunity to develop confidence in their competence as they transition to the beginning practical nurse role. This is a practical experience during which the student works closely with selected health professionals in a variety of nursing practice settings. Prerequisite: Satisfactory completion of all degree requirements for Associate of Science in Practical Nursing AND Consent of Instructor.	1
299	NURSING SPECIAL TOPICS.....1-3	1-3

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

ANTHROPOLOGY (ANT)

*201	INTRODUCTION TO CULTURAL ANTHROPOLOGY.....3 This course examines the methods, theories, and content of cultural anthropology, which is the study of human social and cultural diversity. The course will explore the richness and variety of human life in the world, covering such topics as kinship and social organization, political and economic systems, gender and sex roles, medical and religious belief systems, and social and cultural change. Emphasis will be placed on the peoples of Native North America.	3
299	ANTHROPOLOGY SPECIAL TOPICS .....1-3	1-3

CRIMINAL JUSTICE (CJ)

201	INTRODUCTION TO CRIMINAL JUSTICE.....3 Basic introduction to the three primary elements of the American Criminal Justice system – law enforcement, the courts, and corrections. The course will briefly explore the history of policing, constitutional law, criminal law, and the relationship between American law and Indian tribes and general aspects of tribal law.	3
203	INTERVIEWING AND INTERROGATION .....3 This course is an Introduction to techniques commonly used to conduct one-on-one interviews and interrogations. Emphasis is placed on the legal and practical differences between interviews of witnesses and interrogations of criminal suspects. Course uses classroom settings and practical applications to identify and refine methods used to detect truthful, as well as deceptive, actions or responses. Prerequisite: CJ 201 Introduction to Criminal Justice.	3

205	INDIAN LAW	3
	This course will examine both tribal and federal Indian law from historical and social perspectives, the roles and functions of various agencies, and the processes involved in the administration of American Indian law. Prerequisite: CJ 201 Introduction to Criminal Justice.	
215	CRIMINAL PROCEDURES	3
	This course examines the methods and mechanics of the legal process with a particular emphasis on arrest, search, and seizure, and the rights and responsibilities of the various actors during the investigation and prosecution of a criminal act. Prerequisite: CJ 201 Introduction to Criminal Justice.	
225	INTRODUCTION TO AMERICAN COURTS.....	3
	This course examines the structure, jurisdictions, responsibilities, and constitutional authority of the various courts within the American criminal justice system. Prerequisite: CJ 201 Introduction to Criminal Justice.	
226	CRIMINAL INVESTIGATIONS	3
	An introduction to principals and procedures used in criminal investigations including crime scene management and documentation, chain of custody, and evidence collection and preservation techniques. Prerequisites: CJ 201 Introduction to Criminal Justice.	
230	CRIMINAL LAW	3
	This course investigates the principles of criminal accountability, including an analysis of substantive law and the elements necessary to prove crimes against persons, property, and society. Prerequisite: CJ 201 Introduction to Criminal Justice.	
235	CRIMINAL EVIDENCE	3
	This course will provide an in-depth analysis of the rules of evidence within the American criminal justice system. Topics include admissibility, relevancy, materiality, weight, burden of proof, examination of witnesses, testimony, and types of evidence. Prerequisite: CJ 201 Introduction to Criminal Justice.	
245	SURVEY OF FORENSIC SCIENCES	3
	This course is a basic investigatory analysis of the various disciplines involved in the Forensic Sciences and their application to the investigation and prosecution of criminal acts. Prerequisite: CJ 201 Introduction to Criminal Justice.	
252	CRIMINOLOGY.....	3
	This course is a survey of the historical, philosophical, and theoretical causes and definitions of deviance and criminality and society's responses to these issues with a special emphasis on the extent, theories of causation and punishment, and efforts at prevention of criminal behaviors. Prerequisite: CJ 201 Introduction to Criminal Justice.	
253	JUVENILE JUSTICE	3
	This course examines the historical, philosophical, and organizational foundations of the American juvenile justice system and the functions, jurisdictions, and roles of the various juvenile justice actors and agencies. Prerequisite: CJ 201 Introduction to Criminal Justice.	

- 270 INTRODUCTION TO CORRECTIONS3
 This course examines the various theories, models, and applications of corrections including retribution, rehabilitation, and isolation from historical and theoretical perspectives and examines the roles of various actors within the correctional system. Prerequisite: CJ 201 Introduction to Criminal Justice.
- 290 CRIMINAL BEHAVIOR ANALYSIS.....3
 This course examines assorted approaches to criminal behavioral analysis. Topics include the philosophical, taxonomic, and practical studies of the various types of criminal behaviors and their applications to the investigation and prosecution of crimes of violence. Prerequisite: CJ 201 Introduction to Criminal Justice.
- 297 CRIMINAL JUSTICE INTERNSHIP/CAPSTONE EXPERIENCE3
 This provides the student with the opportunity to experience the employment areas of their program of study. Students will complete a minimum 135 hours of internship training provided by various employers in the Criminal Justice Field. For those who are unable to, or choose not to find internship placement within their individual areas of interest, students who select the capstone experience option will pursue a plan of independent study relating to their chosen field of study culminating in a thesis and multi-media presentation. Prerequisite: Students, through advisor approval, will only be allowed to complete internship/capstone within the last two semesters of the Criminal Justice degree plan.
- 299 CRIMINAL JUSTICE SPECIAL TOPICS1-3
- 320 ETHICS IN CRIMINAL JUSTICE3
 Examines the philosophical, moral, and ethical bases of human behavior from a criminal justice perspective. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and sentencing.
- 321 CRIME, TRIBAL POLICY, AND TRIBAL POLICING3
 This course will explore the role, conflicts, and cooperation of tribal police agencies, Tribal courts, and Tribal governments in preventing crime and administering justice on the reservation. Special attention will be given to the many challenges faced by Tribal police departments, such as heightened crime rates, a lack of resources (working patrol vehicles, 911 systems, overall funding), and vast patrol areas. This course analyzes the structure of Tribal law enforcement and the ways it differs from mainstream policing; the role of women, tribal members, and others who comprise tribal law enforcement personnel; tribal jails and corrections; police training; and the legal, political, cultural, and historical issues that affect American Indian Tribal policing.
- 325 TRIAL TECHNIQUES3
 This course is designed to familiarize students in all areas of the criminal justice system with the techniques and practices of the courtroom by utilizing mock student trials in which the students act as advocates, witnesses, judges, court officials, and police officers.

- 350 FISH AND GAME MANAGEMENT AND ENFORCEMENT IN INDIAN COUNTRY3
 This course will expose students to the legal basis and purpose of Tribal game and fish management and enforcement practices by studying the Standing Rock Sioux Tribe's management and enforcement mechanisms and conflicts, including the interaction of federal, state, and Tribal laws and jurisdictions.
- 390 CRIME ANALYSIS3
 This course will emphasize the analysis of crime patterns and criminal behavior and consider the identification of evolving or existent crime patterns and serial crimes, the forecasting of future crime occurrences, and the initiation of target profile analysis.
- 402 SPECIAL POPULATIONS AND AMERICAN JUSTICE3
 Examines the historical and contemporary practices of the American criminal justice system in relation to women, various racial and ethnic groups, the handicapped, the elderly, and other historically marginalized special populations.
- 407 SOCIOLOGY OF LAW AND CRIME PREVENTION AS SOCIAL CONTROL.....3
 This course will explore the social impacts of the criminal justice system, the interaction of tribal, state and federal laws and criminal justice systems, and crime prevention theories and models on the Native American experience. Students will be assigned research and writing assignments pertaining to the alarmingly high juvenile and adult crime rates on Standing Rock, and engage in a sociological analysis of how the law shapes and is shaped by social structure and culture while examining different methods of crime prevention and social control.
- 435 RESTORATIVE JUSTICE AND CORRECTIONAL ALTERNATIVES.....3
 This course will examine the various forms and effectiveness of alternative justice systems. Native justice involves bringing together victims, offenders, and their supporters to resolve problems, and healing and reintegrating individuals into the community is of paramount importance. Special emphasis will be given to the issues of youth and adult offenders, recidivism, and the effective prevention and treatment of various social ills on Standing Rock and in other Native communities.
- 499 CRIMINAL JUSTICE SPECIAL TOPICS1-3

ECONOMICS (ECON)

- 201 MICROECONOMICS3
 This course focuses on the nature, method, and scope of economic analysis, economic scarcity, resources, specialization of labor, supply-demand analysis, production and cost analysis, product and resource market structures, distribution of income, international trade, and economics of information and externalities.
- 202 MACROECONOMICS3
 This course centers on aggregate income and employment analysis, business cycles, unemployment, inflation and economic growth, fiscal policy, money and monetary policy, the U.S. economy and the world economy.
- 300 MONEY AND BANKING.....3
 An introduction to the financial system and the impact of money and monetary policy on the economy.

310	ECONOMIC DEVELOPMENT .....3 An analysis of the factors affecting the economic growth and development of the nation and how it relates to the Standing Rock Reservation. It will include discussion of problems that affect development of policies.	3
299	ECONOMICS SPECIAL TOPICS .....1-3	1-3
499	ECONOMICS SPECIAL TOPICS .....1-3	1-3

GEOGRAPHY (GEOG)

161	WORLD GEOGRAPHY .....3 This is a survey course covering regions of the world with the emphasis on the economic, physical, and cultural criteria used to differentiate one region from another.	3
201	GEOGRAPHY I .....3 An in depth course in regional geography covering the Western Hemisphere including Oceania (Australia, New Zealand, New Guinea and Pacific Islands). Basic content and methodology of geography such as climate, landforms, populations, distribution, and analysis of human, physical, economic, cultural, and political features on a map will be covered.	3
202	GEOGRAPHY II .....3 An in depth course in regional geography covering the Eastern Hemisphere including Europe, Asia, Africa, the Middle East (South West Asia). Basic content and methodology of geography such as climate, landforms, population distribution, and analysis of human, physical, economic, cultural, and political features on a map will be covered.	3
299	GEOGRAPHY SPECIAL TOPICS .....1-3	1-3

HUMAN SERVICES (HS)

101	INTRODUCTION TO HUMAN SERVICES .....3 This course provides an orientation to the field of human services and provides an opportunity to explore human service occupations and professional organizations. It gives an introduction to the philosophical framework, the major theoretical models, and the function and roles of a human service worker. A component of the course will include a service-learning project.	3
102	INTERVIEWING I .....3 This course is an introductory experience in active listening. The emphasis is on basic awareness and communication skills, empathetic listening, and positive regard for the client. It provides students with the basic overview of the attitudes, knowledge, and skills which human service professionals need when they conduct interviews.	3

103	INTERVIEWING II	3
	This course builds upon the basic skills learned in HS 102 Interviewing I. It emphasizes the development of skills utilizing theories, practice and case application to allow students to conduct interviews. It provides students with the overview of the attitudes, knowledge, and skills which human service professionals need when they conduct interviews. Prerequisite: HS 102 Interviewing I.	
201	CASE MANAGEMENT I	3
	This course will focus on concepts of problem identification and assessment. The course will concentrate of skill development as opposed to theoretical concepts.	
202	CASE MANAGEMENT II	3
	This course will build on HS 201 Case Management and will focus on concepts of intervention and evaluation of interventions. Students will gain a working knowledge of short-term intervention. The course will concentrate on skill development as opposed to theoretical concepts. Prerequisite: HS 201 Case Management I.	
211	SUBSTANCE ABUSE COUNSELING	3
	This course will focus on alcohol and drug abuse treatment methods needed for working with special populations, group techniques, relapse prevention, and non-traditional treatment methods. Prerequisite: SOC 210 Chemical Dependency.	
220	MANAGEMENT & ADMINISTRATION IN HUMAN SERVICES	3
	This course is designed to provide students with a comprehensive overview of planning, evaluating, managing, community relations and other activities which affects the operation of a human service agency.	
260	CRISIS INTERVENTION/SUICIDE PREVENTION	3
	This course focuses on crisis intervention aspects applicable to the field of human services. The course will give the student an opportunity for competency development and increased understanding of emergency, legal, and therapeutic interventions. Prerequisites: HS 101 Introduction to Human Services, HS 102 Interviewing.	
297	HUMAN SERVICES INTERNSHIP	3
	This course provides the student opportunities to gain supervised, practical experience working in a human service profession. A minimum of 135 hours of field experience and completion of a competency portfolio are required. Students must pass with a "C" or better. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisites: Advisor approval and completion within the last two semesters of the Human Service Technician degree plan.	
299	HUMAN SERVICES SPECIAL TOPICS	1-3
310	GRIEF AND LOSS	3
	Students will study the life cycle and other theoretical perspectives of loss and grief as well as the social justice, conceptual, cultural, and moral issues relating to death and dying. This course will encompass an in-depth exploration of the physical, emotional, and spiritual dimensions of death and dying, and the process of bereavement. These topics will be considered with awareness of history and of various cultures with the central stress being on the present and on multiculturalism.	

315	PARENT-CHILD RELATIONSHIPS.....3 This course will provide the student with an in-depth look at the concepts, tasks and current status of parenting. It will focus on a variety of types of families, as well as the risks and challenges they face. Topics include parent education and participation in the learning process, family and community lifestyles, child abuse, and contemporary family issues.	3
320	YOUTH AT RISK.....3 This course is intended to educate the student about the causes and special challenges of the at-risk adolescent. Alternatives to traditional outpatient psychotherapy or hospitalizations will be reviewed.	3
350	THEORIES OF INTERVENTION IN HUMAN SERVICES.....3 This course covers contemporary theories and techniques of counseling, the counseling process, comparison of various theoretical approaches, and introduction to professional and ethical issues in the helping profession.	3
401	MENTAL DISABILITIES .....3 This course will provide students with a base of information necessary for understanding individuals with severe long term mental illness. The course will focus on bio-psychosocial and cultural issues effecting them, their roles in the community, the rehabilitation process, the technologies in use, and the roles/functions of personnel working with this population. This course is also designed to assist learners in making connections between mental health concerns and the overall ability of individuals to experience a desirable quality of life in the social and cultural contexts they prefer.	3
402	PHYSICAL DISABILITIES .....3 This course explores the medical and psychological aspects of a variety of physical disability conditions. The material includes an overview of rehabilitation approaches for persons with each group of disability conditions. Students will explore and reassess their attitudes toward physical disabilities in general. Prerequisite: HS 401 Mental Disabilities	3
455	DOMESTIC VIOLENCE, ABUSE, AND NEGLECT.....3 This course will cover violence in intimate relationships ranging from the traditional family situation to alternative family structures. Although considerable attention will be devoted to wife abuse and child abuse, substantial consideration will be addressed for elderly abuse, GLBT abuse, dating violence, neglect, husband abuse, and characteristic of societies and cultures which enhance and promote interpersonal violence. There will also be a section on how culture, race, and ethnicity impacts domestic violence and how interventions may need to be modified in order to meet the diverse needs women affected by violence in ethnic minority and immigrant groups.	3
497	SENIOR SEMINAR .....1 This course involves a review of the major competencies of the Human Services curriculum. This seminar course serves to assist students in the integration of their previous human service coursework and field experience through contemporary literature.	1
499	HUMAN SERVICES SPECIAL TOPICS .....1-3	1-3

POLITICAL SCIENCE (POLS)

- 115 AMERICAN GOVERNMENT3
This course is a study of the United States federal government. Topics covered are the U.S. Constitution, federalism, links between citizens and the government, institutions, civil liberties, civil rights, and public policy making.
- 116 STATE & LOCAL GOVERNMENT3
This course will examine the structure and processes of state and community government, and their relationship to the federal government. Special attention will be given to North and South Dakota government, and the interaction of state and local government with the Standing Rock Sioux Tribal Government.
- *203 LOCAL TRIBAL GOVERNMENT3
This course offers an introductory examination of tribal government, including analysis of the history, development, structure and politics of tribal peoples and governments. The course will also include the issues of dual citizenship, the powers of tribal government, and the relationships between federal, state, and tribal governments. Emphasis will be on Standing Rock Sioux Tribe.
- *204 NATIVE AMERICAN GOVERNMENTS: TRADITIONAL AND CONTEMPORARY3
This course will survey the structure of various American Indian tribal governments (both traditional and contemporary), and will examine the on-going struggle to retain sovereign powers of self-government over internal affairs and preservation of a land base and natural resources. The course will examine key events and legislation in American Indian policy that have affected tribal governments and shaped how those political institutions relate to state and federal governments.
- 299 POLITICAL SCIENCE SPECIAL TOPICS1-3

PSYCHOLOGY (PSYC)

- 100 PSYCHOLOGY OF STUDENT SUCCESS.....3
The purpose of this course is to provide an opportunity for students to learn and adopt methods to promote their success in school and life. Topics in this course include critical thinking skills, career planning, time organization, test-taking, communication skills, study techniques, question-asking skills, library use, and personal issues that face many college students.
- 111 INTRODUCTION TO PSYCHOLOGY3
This course is designed to introduce students to the many and varied facets of psychology. Emphasis throughout the course will be on interactions of individuals in their cultural, social and economic environments as determined by their cognitive, behavioral and emotional experiences and training.
- 255 CHILD & ADOLESCENT PSYCHOLOGY3
This course examines the cognitive, physical and psychological changes that take place from birth through adolescence. Emphasis is placed on the description and explanation of the dimensions of developmental change. Prerequisite: PSYC 111, Introduction to Psychology.

270	ABNORMAL PSYCHOLOGY .....3 This course will build the strengths of theoretical systems and clinical methods to provide students with a comprehensive and real-world overview of the field of abnormal psychology. This course will focus in on maladaptive behavior as a product of the interaction between personal vulnerabilities and resiliencies. Prerequisite: PSYC 111 Introduction to Psychology.	3
299	PSYCHOLOGY SPECIAL TOPICS .....1-3	1-3
355	ADULT DEVELOPMENT AND AGING .....3 This course provides an overview of the key ingredients necessary for a successful old age, with an emphasis on mental health needs of older persons. Also, common emotional problems facing older persons will be considered. The course will review a variety of treatment principles and skills supportive of positive mental health among the elderly. This course will examine commonly accepted stereotypes of later life and compare these myths with factual information about the physical, emotional, and spiritual changes that often accompany senescence. Healthy aging will be emphasized, as well as support systems available to older adults.	3
476	GROUP DYNAMICS .....3 This course is intended to explain the basic issues and key concepts of group process and to familiarize the student with the theoretical perspectives of group dynamics. This course also will enable the student, as a group leader or member, to apply these concepts in working with a variety of groups (including family, therapeutic groups, and in-class groups).	3
499	PSYCHOLOGY SPECIAL TOPICS .....1-3	1-3
SOCIOLOGY (SOC)		
100	JOB SEEKING SKILLS .....2 This course is designed to assist students with developing the skills necessary to be successful in the world of work. The course will include self-assessment, exploring careers, resumes, interviewing, and job seeking and job keeping skills. Prerequisites: Advisor approval and completion within the last two semesters of one's degree plan.	2
110	INTRODUCTION TO SOCIOLOGY .....3 This course is a general introduction to the scientific study of group life, culture, social institutions, and social interaction.	3
115	SOCIAL PROBLEMS .....3 Theoretical analysis of contemporary social issues. Topics include economics, politics, education, the family, inequality between racial, ethnic and gender groups, poverty, crime and deviance, and drug and alcohol abuse.	3
210	CHEMICAL DEPENDENCY .....3 This course provides an overview of the broad field of drug abuse and alcoholism including pharmacology, legal aspects of drug abuse, intervention and prevention, physiology and psychological aspects of alcohol. Alternatives to substance abuse and the self-destructing behaviors will be explored.	3

211	CHEMICAL DEPENDENCY II	3
	Emphasis will be placed upon psychological and behavioral effects of drugs and addiction. A laboratory is required which involves designing, implementing and reporting on individual projects of addiction rehabilitation. Prerequisite: SOC 210 Chemical Dependency I.	
220	THE FAMILY	3
	This course will review the differing theories of family development and how those theories relate to a variety of issues. These theories will include structural functionalism, symbolic interaction, exchange theory, systems theory, and Bowen family systems theory. The course will look at a variety of issues and how they affect the family. These will include aging family members, dislocation and unemployment, teenage childbearing, chronic illness, families with special needs children, drug and alcohol abuse, domestic violence, crime and delinquency and family response to death. Prerequisite: ENGL 120 English II.	
253	JUVENILE DELINQUENCY	3
	This course studies theories, legal codes and law enforcement, and programs to prevent and treat juvenile delinquency.	
299	SOCIOLOGY SPECIAL TOPICS.....	1-3

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BOARD OF TRUSTEES

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ADMINISTRATION

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M.Ed., University of North Dakota
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A.A., Sitting Bull College
- Ressler, Koreen Vice President of Academics
Ph.D., Capella University
M.M., University of Mary
B.S., Moorhead State University
- Alkire, Leonica Vice President of Finance
M.M., University of Mary
B.S., University of Mary
A.A., Sitting Bull College
- Julie Desjarlais..... Vice President of Student Service
M.S.A., Central Michigan University
B.S., Valley City State University

FACULTY

- Baang, Henry Student Services Math
M.S., University of Silliman
B.A., University of Silliman
- Bauer, D'Arlyn Division of Nursing Director
Ph.D., University of North Dakota
M.M., University of Mary
M.S.N., University of Mary
B.S., University Wyoming
B.S.N., University Wyoming
- Buresh, Daniel J. Environmental Science
Ph.D., Oregon State University
B.S., Oregon State University
A.A., Sitting Bull College
- Cain, Jean Nursing
M.S., University of Mary
B.S., South Dakota State University
- Gerriets, Carla Student Services English
M.S., Minot State University
B.S., University of Mary
B.S., University of South Dakota
- Froelich, Kathy Division of Education Director
Ph.D., University of North Dakota
M.Ed., University of North Dakota
B.S., University of North Dakota
- Froelich, Renee English
M.M., University of Mary
B.S., Minot State University
A.A., Bismarck State College
- Howes, Roxanne Human Services
M.S., Northern State University
B.S., Northern State University
A.A., Sitting Bull College
- Halvorson, Gary Division of Agribusiness Director
Ph.D., Oregon State University
M.S., Oregon State University
B.A., St. Olaf College
- Harrison, Chad English
B.A., Notre Dame University

Krahler, Tim	Math
M.S., Northern State University	
B.S., Valley City State University	
Lehr, Eugene	Biology
M.C.S., University of Mississippi	
B.S., Valley City State University	
Luger, Dave	Building Trades
B.S., University of North Dakota	
Moore, Michael	Native American Studies
M.S., Indiana University	
B.A., University of South Dakota	
Ndiva Mongoh, Mafany	Science/Ag/Natural Resources
Ph.D., North Dakota State University	
M.S., North Dakota State University	
B.Sc., University of Buea	
Schmidt, Therese	Office Technology
M.M., University of Mary	
B.S., University of Mary	
Shelley, Wayne	Criminal Justice
M.S., Oklahoma State University	
B.S., Northeastern State University	
St. John, Sterling	Business Administration
M.B.A., University of Mary	
B.S., Oglala Lakota College	
A.A., Sitting Bull College	
Yellow Fat, Gayleen	Elementary/Special Education/Early Childhood Education
M.S., University of North Dakota	
B.S., University of North Dakota	

STAFF

Anderson, Jonathan.....Tribal Business Information Center Director (TBIC)
M.S., North Dakota State University
B.S., University of Minnesota

Azure, Melody..... Registrar
M.M., University of Mary
B.S., Sinte Gleska University
A.A., Standing Rock College

Bahm, Glen.....Director of Transportation/Transportation Driver

Birdhorse, Tami..... ND Youth Service Organizer
B.S., Sinte Gleska University
A.S., Sitting Bull College

Blevins, EmileeChild Care Giver

Brave Bull, Kevin..... Bus Driver

Clown, Sybil Administrative Assistant McLaughlin Site
A.S., Sitting Bull College

Comeau, Virgil Bus Driver

Condon, Terry..... Bus Driver

DeLoughery, RickBison Program Coordinator
Ph.D., University of Nebraska
M.S., University of Minnesota
B. S., University of Wisconsin

Dunn, JoeDirector, Horsemanship

Dwarf, Betty Receptionist
A.A., Sitting Bull College

Eagle, Candace JTPT Director/Housing Project Manager
M.B.A., University of Mary
B.S., Sitting Bull College
A.S., Sitting Bull College
A.S., Sitting Bull College

Eagle, Jon..... Vocational Rehab Director
B.S., Sitting Bull College
A.A., Sitting Bull College

Flying Horse, Schalemar..... Caregiver

Good Iron, Percy.....Custodian

Harrison, David Maintenance Technician/Groundskeeper

Harrison, MarthaAccounts Receivable Technician
A.S., Bismarck State College

Hertel, Stan.....Facilities Director
B.S., Northern State University

Hoblit, Ronya Vocational Counselor
M.I.S., University of Montana
B.A., University of Montana
A.A., Dull Knife Memorial College
A.A.S., Sitting Bull College

Holman, Mark Librarian
M.L.S., Emporia State University
B.S., Mayville State College

Iron Eyes, Carl Bus Driver

Iron Road, Jaci..... Executive Coordinator to the President
M.M., University of Mary
B.S., University of Mary

Iron Road, KevinCustodian

Jacobo, Janice Accounting Technician
B.S., Sitting Bull College
A.S., Sitting Bull College

Jentz, Gretchen.....7th Generation AEC Coordinator
B.S., St. Cloud State University

Jewett, Jennifer..... TBIC Administrative Assistant
B.S., Oglala Lakota College
A.S., Sitting Bull College

Kills Small, Adrienne Administrative Clerk

Maher, Tracy.....Bookstore Manager
A.A., Dawson Community College

Marshall, William.....Custodian

McLaughlin, Lisa..... Institutional Data Coordinator
B.S., Sitting Bull College
A.S., Sitting Bull College
A.S., Sitting Bull College
A.A., Rogers University

Morsette, Amanda..... Caregiver

Mueller, Dave..... Information Technology Manager
A.S., Bismarck State College

Murphy, Ellen Early Childhood Director
M.S., University of Mary
B.S., University of North Dakota

Parisien, James Bus Driver

Parisien, Justin..... Bus Driver

Ridley, Bill Bus Driver

Rookey, Adam Lab Technician
A.S., Sitting Bull College

Rousseau, Mary Coordinator for Academic Affairs
M.M., University of Mary
B.S., Oglala Lakota College
A.A., Sitting Bull College
A.S., Sitting Bull College
A.A., Standing Rock College

Running Hawk, Laurie.....Voc Rehab-Intake/Field Technician
B.S., Sitting Bull College
A.A., Sitting Bull College

Schaeffer, Karen Scenic Byway Coordinator

Seaboy, Donna Financial Aid Director
M.M., University of Mary
B.C.S., Minot State University
A.A.S., Standing Rock College

Shields, Chad Lab Technician
A.A., Sitting Bull College

Siewert, Les Information Technology Specialist
B.S., South Dakota School of Mines

Snider, Kelli..... Daycare Director
A.A., Sitting Bull College

Stonefish, Gillian Voc Rehab Counselor
M.S., University of Mary
B.A., Salish Kootenai College
A.A., Sitting Bull College

Ternes, Pamela..... Special Projects Coordinator
B.S., University of Mary
A.S., Sitting Bull College

Two Shields, Robert.....Cook, Day Care

Vermillion, Renee..... Business Manager
A.A., Sitting Bull College

Walters, Ron Resource Development
B.S., University of South Dakota

White Temple, Althea Vocational Rehabilitation Counselor
B.A., Salish- Kootenai College
A.S., Sitting Bull College

Zahn, Amy Caregiver