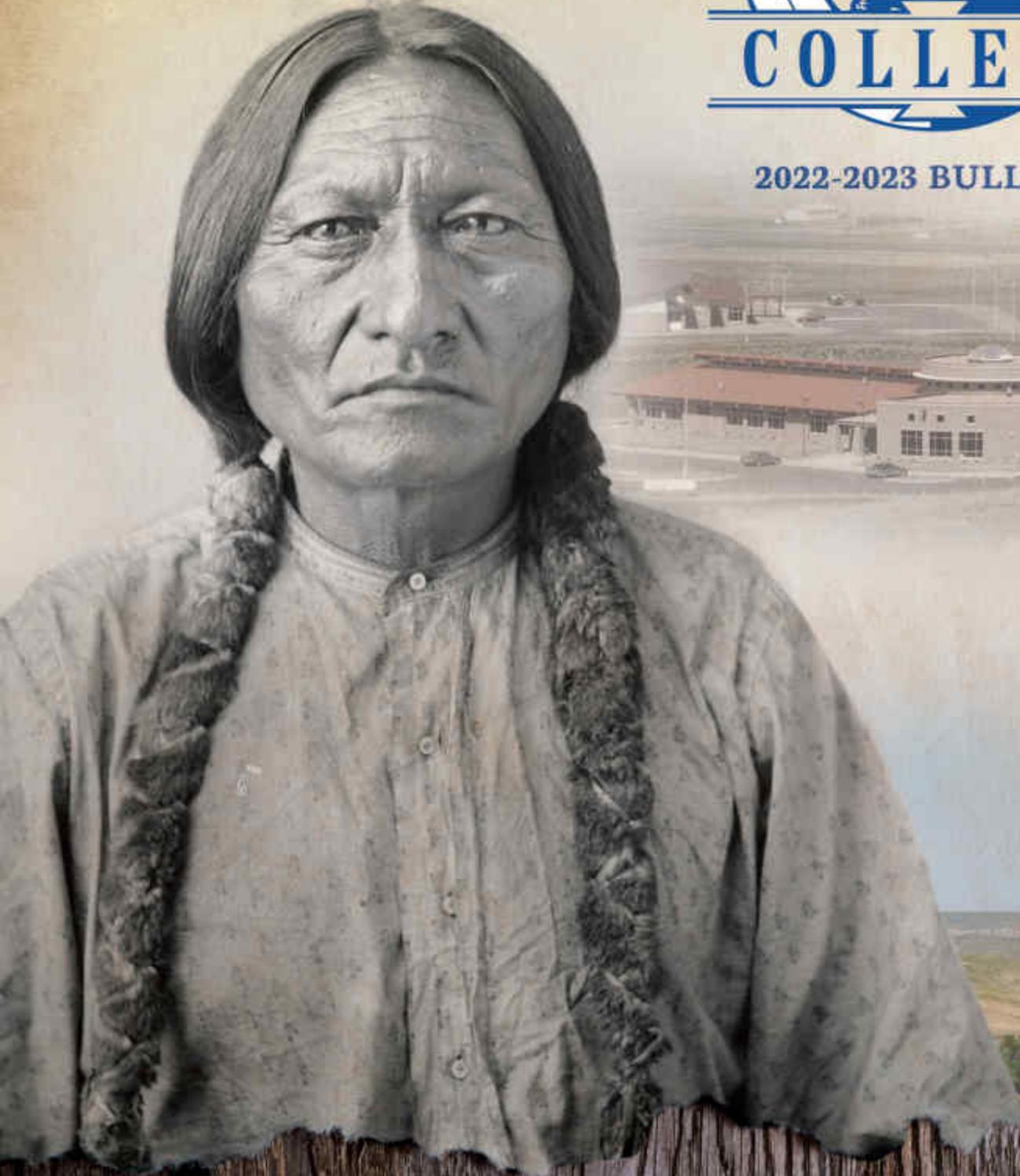




2022-2023 BULLETIN



— Build Your Brighter Future —

SITTING BULL COLLEGE 2022-2023

9299 Highway 24
Fort Yates, ND 58538

ADMINISTRATIVE OFFICES

(701) 854-8000 Administration
(701) 854-3403 Student Center Fax
(701) 854-8197 Science & Technology Center Fax
(701) 854-7171 Family Support Center Fax
(701) 854-2013 Entrepreneurial Center Fax
(701) 854-3061 Transit Center Fax
(701) 854-2345 Financial Center Fax

(605) 823-4318 McLaughlin Site
(605) 823-4982 McLaughlin Fax
(605) 845-5762 Mobridge Site

INSTRUCTIONAL SITES

Fort Yates, North Dakota 58538
McLaughlin, South Dakota 57642
Mobridge, South Dakota 57601

For additional information contact info@sittingbull.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.

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STATEMENT OF POLICY ON NON-DISCRIMINATION

It is the policy of Sitting Bull College (SBC) to afford equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. This also applies to Sitting Bull College's admission practices, financial aid practices, athletics events, recreation activities, public events or other College policies and programs.

REFERENCE

SBC operates in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

PROCEDURE/CONTENT

Specific complaints alleging discrimination must be in written form and referred to one of the following complaint receivers

TITLE IX AND 504 COORDINATOR

For Student Information

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

For Employee Information

Elisabeth Hertel, Human Resource Manager
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8004

COMPLAINT RECEIVERS

Fort Yates Campus
Science and Technology Center
Koreen Ressler, Vice President of Operations
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8001

Fort Yates Campus
Financial Center
Elisabeth Hertel, Human Resource Manager
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8004

Fort Yates Campus Student Center/Library
Sami Claymore Gates, Dean of Students
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8017

Fort Yates Campus Family Support Center
Chris Fried, Education Dept.
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8040

Fort Yates Campus Entrepreneurial Center
Jonathan Anderson, TBIC Director
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8122

Fort Yates Campus Transit Center
Pam Ternes, Transportation Director
9299 Highway 24
Fort Yates, ND 58538
(701) 845-8075

Fort Yates Campus Trades Center
Steve Yellow, Maintenance Director
9299 Highway 24
Fort Yates, ND 58538
(701) 824-8030

McLaughlin Site
Bernadette Terrell, Site Coordinator
PO Box 613
McLaughlin, SD 57642
(605) 823-4318

Mobridge Site
Jan Brockel, Site Coordinator
414 6th Street West
Mobridge, SD 57601
(605) 845-5762

1. The complaint receiver will provide the written discrimination allegation to the President, who has five working days to establish and convene a hearing committee to review the alleged complaint. The committee shall consist of a faculty member, a staff member, and an administrator. The complainant will be allowed to select one member of the hearing committee, and the President will appoint the other two.
2. The hearing committee must meet with the complainant within five working days and complete their investigation within ten working days.
3. Findings of the hearing committee must be given to the President within twenty-four hours of the completion of the investigation.
4. If the findings indicate that discrimination occurred, the violator will be subject to appropriate disciplinary action within three days by the President. The complainant will be informed of the disciplinary action.
5. If specific complaint alleging discrimination is against the President of SBC it must be in written form and addressed to the Board of Trustees.
6. If the individual filing a complaint wishes to further pursue the complaint, a written report can be filed with the Office of Civil Rights, US Department of Education, Midwestern Division, 111 North Canal Street, Suite 1053, Chicago, Illinois, 60606-7204. Phone number (312) 886-8434, fax number (312) 353-4888.
7. If the individual filing a complaint wishes to further pursue the complaint on a USDA program, a written report can be filed with the U.S. Department of Agriculture, Director of Adjudication, 1400 Independence Avenue, S.W., Washington, C.D. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Complaint forms can be found online at http://www.ascr.usda.gov/complaint_filing_cust.html or call (866) 632-9992.

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.

PRESIDENT'S MESSAGE



Greetings!

On behalf of the Sitting Bull College (SBC) staff, faculty, and Board of Trustees, I want to take this opportunity to extend a heartfelt welcome to our 2022-2023 SBC Bulletin.

This Bulletin contains a lot of information for you to be a successful student. Please read and utilize the information to answer your academic and student-centered questions. This information is also an excellent way to share a snapshot of SBC with our visitors and potential students.

Regarding the COVID 19 pandemic, some have moved into a feeling of “normalcy”. Within this feeling of normalcy, the COVID numbers continue and we need to be cognizant that the pandemic is not over. Two departments on campus, still require mask wearing, but mask-wearing in other areas of the College, including the classrooms, are voluntary. Social distancing is encouraged.

SBC is a place to start and complete your higher education journey. A number of degrees are offered. We are confident that you will find one that fits your dreams and goals. Our students continue to be very resilient and our faculty & staff care deeply and wholeheartedly about the students.

Thank you to our students for choosing SBC for your higher education journey. We will always do our best to offer a rewarding and memorable experience for each of you.

Take care,

Philamayaye, (Thank you)
Dr. Laurel Vermillion (Oyate Wanyaka Pi-Win)
President

VISION

Let us put our minds together and see what life we can make for our children.

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčuŋkičiyukčanpi kte.

MISSION

Guided by Ochethi Sakowin culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

STUDENT INSTITUTIONAL/CO-CURRICULAR OUTCOMES

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

STUDENT SUCCESS DEFINITION

To be a successful student at Sitting Bull College, you do not forget who you are and where you come from. Success for a student is when you see opportunities the degree unlocks and are able to choose what path fits you best. When you are a successful student, you understand and pass on the knowledge you learn in order to invest in creating a better future for yourself and your community.

If it doesn't challenge you, it won't change you.

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, and General Studies. In 2014, SBC received an additional ten years of accreditation and has been selected to enter into the new accreditation open pathway. In addition, SBC has been approved to offer a Master's degree in Environmental Science, a Master's of Education in Curriculum and Instruction, and also a Bachelor of Arts in Native American Studies. In the spring of 2018, SBC was approved to offer a Bachelor of Social Work degree. In the fall of 2019, SBC was approved to offer a Master's degree in Business Administration. In the fall of 2021, SBC was approved to offer a Bachelor's in Criminal Justice.

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. Masters, bachelors, associate, and certificate level career and technical education 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.

CAMPUS FACILITIES

In 1998, with the purchase of 160 acres of land, building the new campus began. To date, the college has raised \$25 million of an ambitious \$40 million campaign to construct our current Fort Yates campus on land overlooking the Missouri River, home to native people for thousands of years. In addition, Sitting Bull College has sites in McLaughlin, SD and Mobridge, ND

The master plan for the Fort Yates campus 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 opened its 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 in 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 was completed in the fall of 2010 for a 14,000 square foot trades center which houses the college's current building trades program, along with the electrical, welding, energy technology, and CDL programs. In the fall of 2012, construction was completed for 5,000 square foot efficiency apartments that will house 12 female and 12 male students. Fall of 2014, construction was completed on a 3,000 square foot Vocational Rehabilitation office complex. Spring 2022, construction was completed on a 5,000 square foot Research facility.

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

TATANKA IYOTAKE, SITTING BULL

1831 (or 1838) - 1890
Hunkpapa Teton



ACADEMIC CALENDAR 2022-2024

FALL SEMESTER 2022

August 9.....	Registration McLaughlin
August 10.....	Registration Mobridge
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 19-23	Native American Week
October 10	Indigenous Peoples' Day Holiday
October 11-14.....	Midterms Week
October 24-28.....	Pre-registration for Spring (All Students)
November 11	Veterans Day Holiday (Observed)
November 18	Last Day to Drop Classes
November 24-25	Thanksgiving Holiday
December 1	Last Day of Classes
December 5-8	Final Exams
December 15	All Chiefs Day
January 6	Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2023

January 2	New Year's Day (Observed)
January 3-6.....	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
March 6-9.....	Midterms Week
March 13-17	Spring Break
April 7	Good Friday Holiday
April 10	Easter Monday Holiday
April 14.....	Last Day to Drop Classes
April 17-21	Pre-registration for Summer & Fall (All Students)
April 27	Last Day of Classes
May 1-4.....	Final Exams
May 11	Graduation
May 26.....	Last Day to Remove Incompletes from Spring Semester

SUMMER SESSION 2023

May 17-19	Summer Registration
May 19	Last Day to Register for Summer Classes
May 22	First Day of Classes
May 23	Last Day to Change Classes
May 29	Memorial Day Holiday
June 16	Last Day to Drop Classes
June 19	Juneteenth Holiday
June 26	Battle of Little Big Horn Holiday(Observed)
June 27	Last Day of Classes
June 28-June 29	Final Exams
July 4	Independence Day Holiday
July 21	Last day to Remove Summer Incompletes

FALL SEMESTER 2023

August 8	Registration McLaughlin
August 9	Registration Mobridge
August 10-11	In-Service
August 14-18	Registration (Fort Yates)
August 18	Last Day to Register for Classes
August 21	First Day of Classes
August 25	Last Day to Change Classes
September 4	Labor Day Holiday
September 18-22	Native American Week
October 9	Indigenous Peoples Day Holiday
October 9-13	Midterms Week
October 23-27	Pre-registration for Spring (All Students)
November 10	Veterans Day Holiday (Observed)
November 17	Last Day to Drop Classes
November 23-24	Thanksgiving Holiday
November 30	Last Day of Classes
December 4-7	Final Exams
December 15	All Chiefs Day
January 5	Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2024

January 1	New Year's Day
January 2-5	Spring Semester Registration (Fort Yates)
January 5	Last Day to Register for Classes
January 8	First Day of Classes
January 12	Last Day to Change Classes
January 15	Martin Luther King, Jr. Holiday
February 19	Presidents Day Holiday
March 4-7	Midterms Week
March 11-15	Spring Break
March 29	Good Friday Holiday

April 1.....Easter Monday Holiday
 April 15-19Pre-registration for Summer & Fall (All Students)
 April 19 Last Day to Drop Classes
 April 25 Last Day of Classes
 April 29-May 3..... Final Exams
 May 9..... Graduation
 May 24 Last Day to Remove Incompletes from Spring Semester

SUMMER SESSION 2024

May 15-17..... Summer Registration
 May 17..... Last Day to Register for Classes
 May 20..... First Day of Classes
 May 21..... Last Day to Change Classes
 May 27..... Memorial Day Holiday
 June 14..... Last Day to Drop Classes
 June 19..... Juneteenth Holiday
 June 24..... Last Day of Classes
 June 25..... Battle of Little Big Horn Holiday
 June 26-27 Final Exams
 July 4..... Independence Day Holiday (Observed)
 July 19 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 current high school student, 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 First Year Learning Experience for three of the eight credits, providing they have successfully completed three of the four official GED tests. However, the applicant will be required to work with the GED Director 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 sophomores, juniors and seniors may apply for admission to take 100 level classes. These students are not seeking dual credit. A high school sophomore, junior or senior will not be allowed to enroll in any developmental course with the exception of Math 102 Intermediate Algebra.

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 ACCUPLACER and score at or above the established cut scores for Composition (ENGL 110) and Math (MATH 102) in order to enroll in classes.
3. The program will allow students to enroll in only 100 level courses.
4. The students will only be allowed to enroll in a maximum of two courses or eight 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. Follow SBC policies for on-line courses.

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. Transcripts:
 - a. New students must submit an official high school transcripts or GED certificate/GED transcript.
 - b. Non-degree seeking students must submit either official high school transcripts, GED certificate/GED transcript, or official transcripts of the last degree received.
 - c. 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.
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. Per state, federal, and Internal Revenue Service guidelines, Sitting Bull College is required to verify Social Security Numbers (SSN) and Individual Taxpayer Identification Numbers (ITIN) annually for accurate tax reporting on 1098-T forms. Having an accurate SSN/ITIN on tax forms supports the tax deduction that a student or family may claim for qualified educational expenses on both federal and state income tax returns.

Note: 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:

- CDL/Heavy Equipment Operation – drug test/random drug testing
- Early Childhood Education – criminal history check (no convictions involving children)
- Teacher Education/Elementary Education/Secondary Science Education – criminal history check (no convictions involving children)
- Practical Nursing – criminal history check, physical, and current immunization
- Social Work – criminal history check

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 100% tuition and fees refund will be issued.

The student will be billed a "no show" fee of \$10.00 per course, registration fee (\$25), and the total cost of purchases made at the SBC Bookstore. Students may return books up to four 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 Admissions/Registrar's Office maintains the following records:

1. Admission forms: SBC application, certificate of degree of Indian blood, high school/college transcripts or GED transcript, disclosure of directory information, drug/alcohol policy form, and VA documents.
2. Permanent Academic Records: unofficial transcript and completed add/drop forms.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974 (FERPA)

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

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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 beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools 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 to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
www2.ed.gov/policy/gen/guide/fpc/ferpa/index.html

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. First-time degree seeking students are required to meet with a Freshman Advisor.

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/career and technical education 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 Accounts Receivable Technician to determine debt status.
3. See Financial Aid Office to finalize financial aid paperwork.
4. Meet with Academic/Career and Technical Education Advisor for scheduling assistance and approval. First-time degree seeking students are required to meet with a Freshman Advisor.
5. Obtain Student ID Card/E-Mail Address. Replacement cards will cost \$5.00 payable at the time of the request.
6. Return all registration material to the Registrar's Office.
7. Go to 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 Services if do not have GED to arrange for completion.
4. See the Office of Student Services to arrange for completion of the ACCUPLACER test if not done previously.
5. Consult with Academic/Career and Technical Education 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. Return all registration materials to the Registrar's Officer.
8. Go to Bookstore and acquire the necessary texts and materials.

ACCUPLACER TEST

The Office of Student Services will test all new degree seeking students, with the exception of the one semester certificate seeking students.

Students will be administered the ACCUPLACER test in English, writing, reading, and math proficiency to determine the proper placement of students in Math and Composition 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 ACCUPLACER score results.

Students who do not score at the established cut scores for English and Math on the ACCUPLACER will be required to enroll in the respective 099 Developmental course(s).

Transfer student who have completed college level Math or English with a letter grade of C or better will not be required to complete the ACCUPLACER test.

NEW STUDENT ORIENTATION

Orientation for new students is mandatory and will be completed on the second week of classes and is facilitated by the instructor for the First Year Learning Experience class. Orientation is designed to make the adjustment to college life a pleasant experience. Orientation will acquaint new students with various offices and services, policies and procedures, and introduce students to the SBC Bulletin, as well as Financial Aid procedures and deadlines. Students will also learn to navigate their college email and MySBC. During orientation students will meet with the faculty in their chosen area of study. Students will be asked to answer questions throughout the orientation and will complete a survey to help the college refine the orientation 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. Masters-level students must enroll in at least 9 credits to be full-time.

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.

Graduate – Students who have been accepted into Master's Degree programs.

Non-Degree – Students who are taking classes but 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 or university.

FINANCIAL AID POLICIES & PROCEDURES

COLLEGE FEES STRUCTURE

Fees and expenses shown here are those in effect at the time of publication. All fees are subject to change without notice.

TUITION (charged fall and spring semesters – 12-18 credit hours)	\$1,800.00
TUITION (charged fall and spring semesters – per credit hour up to 11 credits or per credit hour over 18 credits)	\$125.00
TUITION (summer semester – per credit hour)	\$125.00
TUITION (charged each semester – per credit hour – Master’s programs only)	\$350.00
TUITION - AUDIT & CEU COURSES (charged each semester – per credit hour)	\$62.50
REGISTRATION FEE (charged each semester)	\$25.00
ACTIVITY FEE (fall and spring semesters)	\$30.00
TECHNOLOGY FEE	
• Full-time enrollment (fall and spring semesters – 12 or more credits)	\$150.00
• Part-time enrollment (fall and spring semesters – 1 to 11 credits)	\$15.00 per credit hour
• Summer semester (full-time and part-time)	\$15.00 per credit hour
LAB, HPER, PSI, OTHER FEES (charged each semester - varies with the different courses)	
TOOLS/COVERALLS FOR CONSTRUCTION TRADES PROGRAM (one-time charge for each of the following programs: building trades, electrical, heavy equipment operations, and welding)	\$750.00
COMMERCIAL DRIVERS LICENSE (one-time charge)	\$300.00
NURSING FEES: (charged during semester enrolled in the course, cost subject to change)	
• NURS 201 course (stethoscope, blood pressure cuff, pen light, tote case, disposable lab supplies)	\$180.00
• NURS 206 course (uniform, shoes, scissors, liability insurance, disposable supplies)	\$450.00
• NURS 206C course (background check, hotel expense)	\$615.00
• NURS 231 course (Shadow Health clinical experience and disposable supplies)	\$125.00
• NURS 245 course (Clinical placement fee, HESI testing, hotel expense)	\$650.00
• NURS 246 course (hotel fees, disposable supplies)	\$1,055.00
• NURS 297 course (Nursing board fees, HESI Testing)	\$520.00
SBC GRADUATION FEE (purchase of cap, tassel, gown, diploma and cover) (purchase of diploma and cover only)	\$100.00 \$35.00
TRANSCRIPT FEE (academic and CEU)	\$15.00
NO SHOW FEE: (charged per class for students who do not attend any class in the first three weeks and do not complete the form to officially withdraw from classes)	\$10.00

FINANCIAL AID

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 SBC 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 receiving additional scholarships not listed on the award letter must report the funding source and amount to the financial aid office. Adjustments may be made to a student's award letter if there is an over award of need-based financial aid funds.

Students who submit the FAFSA should receive an early award letter notification by June 30. Only those students who have a completed financial aid file will receive payment of 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 that 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
- Must have earned a high school diploma or GED certificate
- Must not have already earned a baccalaureate degree
- Must be enrolled as a regular student in an eligible program
- Must be making satisfactory academic progress toward completion of an eligible course of study
- Must not be in default on a federal education loan
- Must not owe a refund or repayment on a federal education grant (Pell, SEOG, SSIG, ACG, SMART, TEACH, or other federal financial aid grant)
- Must have signed a statement of educational purpose located on the FAFSA
- Must be registered with U.S. Selective Service if required
- Must have signed an anti-drug abuse act statement located on the FAFSA
- Must 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
- Must be determined eligible based on information submitted on the FAFSA.

Beginning July 1, 2012 students are limited to a Pell lifetime eligibility unit (LEU) of 600% that equates to 12 semesters of full-time enrollment.

Financial aid awards are based on financial unmet 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.

Students are encouraged to apply for additional financial aid services to cover their educational expenses; visit SBC website for additional information on scholarship/grant opportunities.

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/miscellaneous expenses, child care expenses.

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

\$2,605 *	.....	1 semester Certificates
\$5,210 *	.....	2 semester Certificates and Associate
Degrees \$5,210 *	.....	Baccalaureate
Degrees \$7,910	.....	Masters
Degrees		

*The Building Trades, Electrical, Heavy Equipment Operator I, and Welding programs are higher (\$5,710) to accommodate the costs for tools, footwear, and/or coveralls (\$500) during the first term of enrollment. The Commercial Driver's License (CDL) program is higher (\$2,855) to accommodate the costs for testing fees for the driving permit.

*The Licensed Practical Nursing program is higher (\$6,265) in terms 3 and 4 to accommodate the costs for insurance, background check, uniforms, shoes, stethoscope, scissors, and expenses for clinical experiences in Bismarck (\$1,155). The annual nursing conference and the capstone experience class costs an additional \$1,595 in the final 2 terms of the sophomore year (\$6,705).

	Full Time Board Expenses Per Year (9-months)		
	Dependent	Independent W/No Dependents	Independent w/ Dependents
ON CAMPUS	\$3,600.00	\$3,600.00	\$5,400.00
OFF CAMPUS	\$3,600.00	\$3,600.00	\$5,400.00
WITH PARENTS	\$0.00	\$0.00	\$0.00

	Full Time Room Expenses Per Year (9-month)		
	Dependent	Independent W/No Dependents	Independent w/ Dependents
ON CAMPUS	\$2,250.00	\$2,250.00	\$4,500.00
OFF CAMPUS	\$5,220.00	\$5,220.00	\$6,300.00
WITH PARENTS	\$0.00	\$0.00	\$0.00

Budgets for full time independent students with dependents are based on one dependent. Independent students are allowed an additional \$1,000.00 per dependent in personal expenses and \$5,400.00 in childcare expenses per year. These estimates vary depending on the number

and age of the dependents. Students are allotted a minimum budget of \$1,200.00 per academic year for book/supplies; if a student's expenses exceeds the budget an adjustment will be made to the budget expense.

SBC students are allotted a minimum budget for transportation and personal expenses as listed under the Indirect Educational Expenses chart. If a student's expenses exceeds the allotted amount the student may request one budget increase per academic year.

	Indirect Educational Expenses		
	Dependent	Independent W/No Dependents	Independent w/ Dependents
Transportation	\$1,530.00	\$1,530.00	\$1,680.00
Personal Expenses	\$2,000.00	\$2,000.00	\$3,000.00
Childcare	\$0.00	\$0.00	\$5,400.00

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. SBC also has 12 single unit apartments available in Fort Yates and 18 single rooms plus 2 handicap accessible rooms in Mobridge. Students who live in the single unit apartments may expect to pay a monthly rent fee of \$250 per month.

The financial aid director and financial literacy/financial aid assistant may be contacted by e-mail financial.aid@sittingbull.edu or by telephone at (701) 854-8073.

STUDENT POLICY – STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID ELIGIBILITY

(Effective Fall 2022)

POLICY

Sitting Bull College, in compliance with federal regulations, established the following policies and procedures to ensure that students who receive federal financial aid (Pell, SEOG, FWS, SSIG) are making satisfactory academic progress (SAP) toward a certificate, associate degree or baccalaureate degree. Students who fail to meet these standards of satisfactory academic progress will not be eligible to receive federal financial aid until eligibility is once again established.

***Financial aid status is NOT the same as academic standing (i.e. academic warning, probation, continued probation, and suspension)

MEASURES OF SATISFACTORY ACADEMIC PROGRESS (SAP)

SAP standards are measured as qualitative academic standards (grade point average) and quantitative rate of progression or PACE of completion (number of credits completed divided by number of credits attempted).

GRADE POINT AVERAGE OR GPA (QUALITATIVE)

Students are required to maintain a term and cumulative grade point average (CGPA) of 2.00 if they receive federal financial aid from any of the following programs at SBC: Pell Grant, Federal Work Study (FWS); Supplemental Education Opportunity Grant (SEOG); or State Student Incentive Grant (SSIG).

For purposes of determining financial aid eligibility, the cumulative GPA calculation will include transfer credits accepted towards degree or certificate at SBC. Remedial course honor points are included in the CGPA.

At the end of each semester, SBC shall evaluate the term and cumulative GPA for students who received federal Title IV aid in the semester. Any student who does not meet the 2.00 minimum term and CGPA standard will be placed on Financial Aid Warning for the next semester the student enrolls at SBC. Students on Financial Aid Warning have access to all financial aid programs for which they are eligible for during that semester. If the student does not earn a 2.00 term and cumulative GPA during the warning semester, the student will be placed on Financial Aid Probation. Students on Financial Aid probation have access to all financial aid programs for which they are eligible for during that semester. If the student does not earn a 2.00 term and cumulative GPA during the probation semester, the student will be placed on Financial Aid Suspension which terminates financial aid eligibility. A disqualified student may file an appeal to reestablish eligibility for federal financial aid.

COMPLETION OF ATTEMPTED CREDITS OR “PACE” (QUANTITATIVE)

Pace is measured in two increments:

- Completion of Attempted Credits: Students must successfully complete two-thirds (66.667%) of the credits in which they enroll. This measurement is evaluated each semester as well as cumulatively.

The percentage is calculated by dividing the total number of successfully completed credits by the total number of credits attempted. The number of attempted credits for the term shall be

determined based on number of credits enrolled on the last day to add or change a class at 100% tuition refund rate.

When credits are first transferred in, the cumulative credit calculation on the academic transcript includes all transfer credits accepted by SBC plus all SBC credits attempted and completed. Remedial course credits are not included in the 66.667% semester and maximum time frame calculations.

- **Maximum Time Frame:** All students are expected to complete the degree or certificate requirements within 150% of the published length of the program. For example, if a program requires 60 credits to complete, the student would be allowed 90 attempted credits (60 credits x 150% = 90 attempted credits). Similarly, a 16 credit hour certificate program would be allowed 24 attempted credits of Title IV eligibility.

A student will be placed on Financial Aid Suspension if the student has not completed the degree requirements within the 150% maximum time frame. There is no Warning or Probation period for 150% maximum time frame. A student may appeal the disqualification status due to the 150% maximum time frame limitation.

UNOFFICIAL WITHDRAWALS

Students who receive all failing or incomplete grades in a given semester are considered to have unofficially withdrawn from SBC and are subject to immediate placement on either Warning or Disqualification status. Federal regulations require that a refund calculation be completed for all students receiving federal financial aid unless SBC can document an official last date of attendance beyond the 60.01% point in one of the student's classes. If required to calculate a Return to Title IV (R2T4) calculation, the R2T4 calculation may result in the student owing a balance to SBC and/or the U.S. Department of Education. Federal financial aid recipients whose class activity cannot be verified may have to pay back all or a portion of their grant.

SUCCESSFUL COMPLETIONS

Successfully completed credit hours include grades of A, B, C, D, and P (Pass). Credit hours that are not considered successfully completed include I (Incomplete), IP (In Progress), F (Fail), and W (Withdraw); however, these hours are included as attempted hours. If a grade is officially changed by the instructor, the student is asked to notify the Financial Aid Office.

DROPPED COURSES AND OFFICIAL WITHDRAWALS

Classes that a student drops or withdraws from do not count toward the cumulative credits attempted if they are dropped or withdrawn from on or before the last day to add or change a class in the term at 100% tuition refund rate.

How are non-standard credits calculated in the SAP policy?

- Audit credits are not included in the GPA calculation and are not included in either the 66.667% or the maximum time frame calculations.
- Pass credits are not included in the GPA calculation but they are included in both the 66.667% and the maximum time frame calculations.
- Transfer credits accepted (A, B, C grades) are included in the cumulative GPA calculation as well as both the 66.667% and the maximum time frame calculations.
- Students may repeat a previously passed course once and have it calculated in federal financial aid payments. The highest grade of the two repeated courses is included in the GPA calculation.

- Each repeated course credit is included in both the 66.667% and the maximum time frame calculations.

REMEDIAL COURSES

Remedial course credit hours (# 010 courses) are not included in the 66.667%, and the maximum number of credit hours attempted or successfully completed when assessing SAP. Students are allowed to enroll in a maximum of 30 credit hours of remedial course work that can be included in the Pell grant payment. Remedial course numbers changed from “100” to “010”, “011” etc in Fall 1997 term. Remedial course numbers changed again from “010” and “011” to “099” beginning Summer 2012 term.

TRANSFER CREDITS

SBC accepts transfer credits with letter grades A, B, or C. Transfer credits earned at another institution that are accepted by SBC shall be used in calculating the total credits attempted and earned as well as in determining the cumulative GPA in the degree in which the student is enrolled.

How will I know what my SAP status is each term?

After grades are posted at the end of each semester, students will receive both an e-mail notification to the address listed on the student account and written notification of their SAP status (warning, probation or disqualification) through the U.S. mail. This letter will come from the SBC Financial Aid Office.

What happens if you do not meet SAP requirements?

The first time a student does not meet the SAP requirements he/she will be placed on Financial Aid Warning for the next semester of enrollment. Students on warning status do not need to file an appeal.

Financial aid may be received during the semester of warning. During the semester of warning status, students are encouraged to seek assistance from various SBC resources that may help them in meeting their educational goals i.e. the Student Support Services, the Center for Student Success, tutoring programs, Library Services.

Students who once again meet the SAP requirements at the end of the warning semester will automatically be removed from warning status.

Students who do not meet SAP requirements at the end of the warning semester will be placed on Financial Aid Probation. Financial aid may be received during the semester of warning. During the semester of warning status, students are required to meet with the academic counselor and/or advisor to form a success plan.

Students who meet the SAP requirements at the end of the probation semester will be moved to warning status.

Students who do not meet SAP requirements at the end of the probation semester will be placed on Financial Aid Suspension.

If the student had an extenuating circumstance that negatively impacted his/her academic performance, the student is advised he/she should appeal the suspension status..

Financial aid suspension means the student has lost eligibility for federal student aid until: he/she completes one term at SBC in which all SAP requirements are met, or he/she has successfully appealed the financial aid disqualification status. If the appeal is approved, the student will be placed on Financial Aid Probation and/ or Financial Aid Probation with an academic success plan.

Note: Financial aid probation is not the same as academic probation. Financial aid probation means during the next semester of enrollment at SBC, the student may receive federal financial aid, but must meet all SAP requirements at the end of the semester. A student who is placed on Financial Aid Probation on an academic plan must pass 66.667% of attempted credits in the semester with a minimum 2.00 the term and cumulative GPA. If he/she does not meet SAP requirements at end of term, the student will once again be placed on Financial Aid Suspension for federal financial aid.

Note: Financial aid suspension is not the same as academic suspension. If the student did not have an extenuating circumstance or does not wish to file an appeal, he/she may attend SBC at his/her own expense (unless suspended academically by SBC). If a student is on Financial Aid Probation and s/he does not meet SAP requirements at the end of that term, the student may file another appeal IF there is another extenuating circumstance that prevented her/him from meeting the SAP requirements in the term, and the extenuating circumstance is different than the previous circumstance in which the appeal was approved.

How can my financial aid be reinstated?

- To have financial aid eligibility reinstated, the student must make up the credit hour and/or GPA deficiencies without the receipt of federal financial aid; or
- If a student files an appeal for extenuating circumstances, he/she may be reinstated if the appeal is successful and the student is placed on financial aid probation. A student may be placed on financial aid probation with or without an academic success plan.

What circumstances can I Appeal ?

A student who is placed on Financial Aid Suspension may appeal this status:

- If the student had an extenuating circumstance that negatively impacted his/her academic performance i.e. documented medical problems (personal injury or illness/hospitalization of the student), impaired emotional health, family difficulties (divorce, death or illness of a family member); youthful indiscretion, job conflict, extreme financial hardship, or other circumstances beyond the student's control);
- If the student who was on Suspension does not have an extenuating circumstance on which to base the appeal, she/he must successfully complete a semester passing a minimum of 6 credit hours without the benefit of federal aid and must have earned a 2.00 cumulative gpa;
- If the student who was on WARNING remains disqualified following the successful completion of a semester, she/he may submit an appeal based on academic success and demonstrated ability to be successful in future semesters [example: student passed at least 6 credit hours in the semester and earned a 2.00 semester gpa].
- If the student has exceeded the maximum time frame he/she may submit an appeal detailing the number of courses required to complete the degree.

Specific documentation must be submitted to support the appeal. Submission of an appeal does not guarantee approval and reinstatement of financial aid eligibility.

A student on financial aid disqualification may complete an appeal form and submit all requested documents to the SBC Financial Aid Office. The student must indicate the reason why SAP standards were not achieved and what has changed that will allow the student to complete successfully. Students will be notified in writing of the decision of the Financial Aid Appeal Committee within 30 days of filing their appeal. The Financial Aid Appeal Committee shall consist of the Financial Aid Director, the Academic Counselor, and the Financial Literacy/Scholarship Coordinator. The notification may include information outlining the student's responsibilities in attempting to regain eligibility for federal financial aid at SBC and will include, at the least, notification of one of the following status categories:

- Denied: The student's appeal may be denied due to insufficient documentation or incomplete information on the appeal form. Student will not be eligible for federal financial aid.
- Probation: The student may be placed on financial aid probation for one term if it is determined she/he can meet SAP standards (2.00 term and cumulative GPA, maximum time frame, or 66.667% credits completed) at the end of the probation term. A student who is placed on financial aid probation will continue to qualify for federal financial aid if she/he meets all other federal financial aid requirements; or
- Probation on Academic Plan: The student may be placed on probation with an academic success plan that outlines how she/he will continue to progress toward degree completion. The academic success plan will be developed between the student, advisor, the financial aid director, and the academic counselor. The academic plan may include limitations on number of credits allowed for enrollment per term, expected semester GPA requirements, expected percentage of credits completed each term; and/or other criteria with the specific goal of successfully moving the student toward completion of degree requirements. A student who is placed on financial aid probation will continue to qualify for federal financial aid if she/he meets all other federal financial aid requirements and continues to meet the requirements of the academic success plan. If needed, the academic success plan may be revised through another appeal process. If the appeal is denied, the student may request a review by the Dean of Student Services whose decision will be final.

RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID) POLICY

(Effective Fall 2013)

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 on the fourth Friday after the semester has begun and on the first Friday of consecutive months in the term.

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

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.

SBC shall calculate the percentage of Title IV aid earned by the student.

SBC INSTITUTIONAL REFUND POLICY

(No Show and Official/Unofficial Withdrawals)

Effective Fall 2014

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 6th scheduled class day after classes begin.

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. The student will be billed a "no show" fee of \$10.00 per course, a \$25.00 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 any class, s/he will be considered to be enrolled in all courses registered in during that term. Tuition will only be refunded if the student withdraws from a course(s) during the first 3 weeks of the fall or spring semesters or during the first 6 class days of the summer term based on the refund schedule listed below.

During Fall and Spring terms 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
- 60% refund will be issued the third week of classes
- 0% refund issued after the third week of classes

During the Summer term the refund shall be calculated as follows:

- 100% refund will be issued the first two days of classes

- 80% refund will be issued the third and fourth day of classes
- 60% refund will be issued the fifth and sixth day of classes
- 0% refund issued after the sixth day of classes

In the programs offered in modules (Energy Technician, Wind Turbine, and Accelerated Business Administration), 100% of tuition will be refunded if the student officially withdraws from the class prior to the start of the class. If a student attends class during the first week in any of the modules, no tuition will be refunded for that module.

The above policy applies to ALL courses regardless of when they actually begin and also applies to students who do not officially withdraw from all their classes.

FINANCIAL AID DISBURSEMENT SCHEDULE

Financial disbursements will be authorized for payment at the end of week four (4) of the semester and every first Friday in the months following. Federal financial aid funds will only be issued to students who have a completed financial aid file. Financial Aid files that are completed after the first scheduled disbursement date will be paid out on the next scheduled financial aid disbursement date. Pell grants are paid once per semester unless the student requests more disbursements or another funding source pays for the student's tuition, books, and fees.

If a student's FAFSA application is selected for verification, no funds shall be issued from Title IV federal financial aid sources until verification is completed. If selected, students will be notified by the Financial Aid Office.

Financial aid disbursements may be issued to students as a debit on their SBC Mazaska Master Card or on their personal bank account debit card. If a student prefers not to use a debit card, their financial aid will be disbursed by check.

Attendance will be verified before financial aid disbursements are authorized. Funds may be withheld from any student who has not attended class during the two weeks prior to the disbursement date.

If there is an issue with a student's attendance, the debit card will not be uploaded. Checks will be issued but will not be mailed to the student.

Federal Pell grant program requires that the students attend all of their classes to qualify for the payment. For example, if enrolled full-time (12 or more credit hours), students are required to attend at least 12 credit hours to qualify for the payment.

Students enrolled in the CDL certificate and students enrolled in the accelerated Business Administration degree will not receive excess Pell funds until attendance is documented for all the classes in which they are enrolled.

Student grades are reviewed by the Financial Aid Director at the end of each semester to determine whether a student is meeting satisfactory academic progress [SAP] standards toward meeting the declared major.

A student may be required to repay federal financial aid funds if any of the following situations occur prior to the completion of 60.01% of the semester:

- it is determined that the student did not attend all the classes for which she was paid
- it is determined that the student officially withdrew from all her classes
- it is determined that the student quit attending classes without officially withdrawing from college

SBC monitors attendance every two weeks. Adjustments to Pell will be made if a student stops attending class. If the student is considering withdrawing from classes, it is recommended she visit with the Financial Aid Director to determine how it will affect future financial aid eligibility.

Financial aid awards will be paid on the following expenses before funds are issued to the student.

- Current term tuition, books, and fees expenses. SBC shall grant an extension of credit to students to purchase their books from the SBC Bookstore. Students may choose not to utilize this option and must notify the financial aid office in writing at least one month prior to the start of the term. These students may receive excess federal financial aid to purchase their books somewhere else if they have attended all their classes by the end of the first week of school.
- Current term housing fees and rent (if living in student housing or in the efficiency apartment or dorm.)
- Current term daycare expenses – as authorized by the student.
- If student owes SBC for prior-year expenses, up to \$200 per year will be taken from excess federal financial aid funds (Pell, FWS or SEOG) and used to pay on the prior-year debt to SBC.

Federal Work Study jobs (\$12.00 per hour) are available on campus. Students do not earn benefits. Job announcements are posted each semester.

Other Disbursement Rules:

If the Federal Pell grant is not sufficient to pay all tuition, books, fees, and housing costs, payment shall be made from other aid awarded before issuing any financial aid disbursement to the student.

Students who fail to maintain attendance at minimum full-time enrollment may have their full-time financial aid award canceled by some programs i.e. Pell grant.

Students may opt to purchase a meal ticket or SBC promotional products with their excess financial aid. Students may contact the Financial Aid Office if interested.

STUDENT POLICIES & PROCEDURES

OCHETHI SAKOWIN EQUITY, DIVERSITY, INCLUSION, AND VALUES

Sitting Bull College strives for educational equity, diversity, and inclusion in scholarly activities by cultivating opportunities for collaboration and community to create, model, apply, and practice the Ochethi Sakowin values, or virtues that are culturally identified ideals for being in this world. Rather than abstract and elusive philosophical principles to be strived after, however, these qualities are essential elements of one's everyday life.

As the Ochethi Sakowin author Joseph Marshall points out, they are instilled in us as firmly and as specifically as American courtesies like saying "please" and "thank you" . . . I knew growing up that at some point I was supposed to be the things I learned in the stories: compassionate, honorable, and brave, and so forth . . . The virtues espoused by the stories . . . are the foundation and moral sustenance of Ochethi Sakowin culture. (Marshall, *The Ochethi Sakowin Way* p. xiii).

There are numerous virtues, and while individuals may identify different virtues or order them variously according to significance, the underlying theme is always the same: expectations for individual behavior and character that ensure balance and well-being within society – human and beyond. In Marshall's words, "There is nothing more important."

The following Ochethi Sakowin values have been adopted as a guide for students to follow during their educational journey at Sitting Bull College.

1. Wóohola (Respect): SBC family should be thoughtful and considerate towards property, policies and people including themselves, fellow students, faculty, staff, and visitors.
2. Wówačhaŋtognake (Generosity): SBC family should assist others in need without expecting anything in return.
3. Wówaunšila (Compassion): SBC family should display empathy for those less fortunate.
4. Wóowoŋaŋla (Integrity): SBC family should show [honesty](#) and [truthfulness](#) for their actions and work.
5. Wówačhiŋtŋaŋka (Patience): SBC family should show endurance under difficult situations.
6. Wówičakŋe (Honesty) SBC family should display integrity, truthfulness and straightforwardness in their educational studies and activities.
7. Wóuŋšiič'iyē (Humility): SBC family should be modest and respectful to themselves, fellow students, faculty, staff, and visitors.
8. Wówsape (Wisdom): SBC family should strive to gain the understanding to apply perceptions, actions, and judgment in a good way.
9. Wóohitike (Bravery): SBC family may face uncertainty and need to find courage in order to succeed.
10. Wówalitake (Fortitude): SBC family need to find the mental and emotional strength in difficult times.

Sources for the following list of values/virtues come from Joseph Marshall's book, *The Ochethi Sakowin Way: Stories and Lessons for Living* (New York: Penguin ACCUPLACER 2002). Other useful sources discussing Ochethi Sakowin values are *Land of the Spotted Eagle* (Lincoln: University of Nebraska Press 1978) by Luther Standing Bear, *Speaking of Indians* by Ella C. Deloria (University of Nebraska Press 1998, and *The Sioux* by Royal B. Hassrick (University of Oklahoma Press 1964). The spelling of the values here follows the *New Ochethi Sakowin Dictionary* (Bloomington, IN: Ochethi Sakowin Language Consortium 2008).

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, verbal, and/or cyber (as outlined by the social media network) 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.
11. Smoking in non-designated areas.
Penalties for items 2-11 may include but are not limited to the following:
 - Mandatory counseling
 - Failure of a course
 - Travel privileges revoked
 - Participation in college sponsored activities revoked
 - Academic suspension
 - Permanent expulsion

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 Dean of Academics and/or Dean of Students. 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 Dean of Academics or Dean of Students 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 Dean of Academics and/or Dean of Students.
2. The Dean of Academics and/or Dean of Students 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 Dean of Academics and/or the Dean of Students 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 Dean of Academics and/or Dean of Students 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 Dean of Academics and/or Dean of Students.

STUDENT APPEALS BOARD

PROCEDURE

The request for a hearing in front of a Student Appeals Board must be in writing to the Dean of Students when dealing with student services issues or the Dean of Academics when dealing with faculty or grading issues. It will be the Dean of Academics and/or Dean of Students responsibility to assemble the Student Appeals Board. The request for a hearing before the Student Appeals Board must take place within five (5) working days from receipt of written notification from the Dean of Academics and/or the Dean of Students. If the student does not appeal within the appropriate time period, the decision of the Dean of Academics and/or the Dean of Students will be final.

The student will be given written notice at least three (3) school days prior to the scheduled hearing.

1. Membership of the Student Appeals Board shall consist of:
 - a. One faculty selected by Dean of Academics and/or the Dean of Students

- b. Two students - the President of the Student Government and one student at-large (selected by the student)
- c. One Board of Trustees member
- d. The Dean of Academics (non-voting member)
- e. One counselor selected by the Dean of Students
2. All members will have equal votes. The President of the Student Government will serve as Chairperson of the Board.
3. Three out of five voting committee members will make a quorum. In the absence of a Student Government President, the Dean of Academics and/or the Dean of Students 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, but the hearing will continue as scheduled. The Board members will base their decision on the evidence presented.

The decision of the committee is final. The Dean of Academics and/or the Dean of Students will notify the student in writing within five (5) working days of the hearing.

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 including the Statement of Non-Discrimination listed on page two of the *College Bulletin*. You may obtain a copy of the grievance procedure from the Dean of Academics and/or the Dean of Students.

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 Dean of Academics and/or the Dean of Students. 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 Dean of Academics and/or the Dean of Students, she/he must submit a written grievance to the Dean of Academics and/or the Dean of Students within five (5) working days and she/he will receive a written response from the Dean of Academics and/or the Dean of Students 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 Dean of Academics and/or the Dean of Students and a hearing will be scheduled within five (5) working days.
The committee shall be comprised of the following:
 - a. Dean of Academics and/or the Dean of Students;
 - b. One counselor selected by the Dean of Students;
 - c. One faculty member selected by the Dean of Academics;
 - d. One staff member selected by the Dean of Academics and/or Dean of Students;
 - e. One member of the SBC Student Government selected by the grieving student
 - f. One Board of Trustees member

The decision of the committee is final. The Dean of Academics and/or the Dean of Students will notify the student in writing within five (5) working days of the hearing

CAMPUS SECURITY

The Sitting Bull College Campus Security Department has the primary responsibility for serving the safety and security needs of the campus community. All campus buildings and facilities are patrolled and inspected regularly to ensure a safe and comfortable academic environment where learning is the central focus. Campus Security is available 24 hours a day, 365 days a year.

No community can be completely risk-free in today's society. Safety and security are everyone's responsibility. Therefore, the collective efforts of students and staff in collaboration with Campus Security are necessary. Students, staff and visitors are partners in maintaining an environment that is safe and conducive to the learning process. Everyone is asked to be alert, security conscious, and involved. Students are required to abide by the Students Code of Conduct and all other policies and procedures. The main security office is located on campus in the Entrepreneurial Center.

POLICY FOR REPORTING CRIMINAL ACTIVITY OR OTHER EMERGENCIES

Each student and employee of Sitting Bull College is expected to promptly report any criminal activity or other emergencies to the Campus Security Department. Campus Security will respond immediately and take the appropriate action.

The on campus Resident Manager will act as the point of contact for emergencies occurring in the campus dorms/apartments.

Campus Security will act immediately on any report of criminal activity or other emergency; will investigate, categorize, and report on each incident; and will involve outside police (BIA or Sioux County Sheriff) as appropriate.

CAMPUS LAW ENFORCEMENT

The Campus Security Department of Sitting Bull College has a uniformed officer, employed by the college to protect SBC personnel and property. Campus Security has the authority to request identification, issue parking citations, monitor campus traffic and sign complaints with Tribal Court and local Law Enforcement on behalf of Sitting Bull College.

POLICY ON DORM/APARTMENT SECURITY

Apartments are to be kept secured. Safety/Security deficiencies are immediately acted upon by Campus Security and maintenance.

Students are responsible for keeping their rooms locked when unoccupied and for keeping personal valuables and college equipment and furnishings secure at all times. They are also expected to keep all exterior doors and windows to the apartment secured during all non-open access hours and to report anything out of the ordinary to Campus Security.

HARASSMENT POLICY

Harassment comes in many forms, some of which are listed below:

BULLYING

A complex phenomenon of unwanted offensive and malicious behavior which undermines an individual or group through persistently negative attacks. There is typically an unpredictable and irrational abuse of power or position that can manifest itself in physical, verbal or non-verbal forms. There is usually an element of vindictiveness attached to bullying and the behavior is calculated to undermine, patronize, humiliate, intimidate or demean the recipient.

SEXUAL HARASSMENT

Unwanted behavior of a sexual nature. It includes unwanted attention of a sexual nature that denigrates or ridicules or is intimidating. This may be physical, ranging from unwanted touching, groping or the invasion of personal space to sexual assault, rape or indecent exposure. Sexual

harassment can be verbal and may include unwanted personal comments or sexual slurs, belittling, suggestive, lewd or abusive remarks, explicit 'jokes' or innuendo, and compromising invitations, including demands for sexual favors. Examples of non-verbal sexual harassment include: suggestive looks, leering, explicit gestures, sending sexually explicit emails or the display of pornographic material on College equipment or premises. Most commonly, the reported incidents refer to the sexual harassment of women by men, although there are reports of women sexually harassing men and of same sex sexual harassment.

RACIAL HARASSMENT

Unwanted behavior based on race, ethnic or national origin. It includes written or verbal threats or insults based on race, ethnicity or skin color, abusive comments about racial origins, ridicule based on cultural grounds, derogatory name calling, racist jokes, damage to property, the display of offensive graffiti or insignia and incitement of others to commit any of the above.

RELIGIOUS HARASSMENT

Unwanted behavior based on religious beliefs or practices. This may take many forms including ridiculing items worn for religious reasons, denigrating cultural customs and dismissive treatment of requests for holidays for religious or cultural festivals, or derisory comments against an individual's beliefs. It includes the incitement or persistent pressure through forms of evangelism and religious propaganda that suggests the answer no is unacceptable to the person trying to spread their ideas on religion or recruiting to their particular group.

DISABILITY HARASSMENT

Unwanted behavior based on disability, impairment or additional need. Such behavior may include comments that are patronizing or objectionable to the recipient or which creates an intimidating, hostile or offensive environment for people with disabilities. Disability harassment includes inappropriate reference to disability, unwelcome discussion of the impact of disability, refusal to work with and exclusion of people with disabilities from social events or meetings.

SEXUAL ORIENTATION HARASSMENT

Unwanted behavior based on known or presumed sexual orientation. Such behavior includes name calling, stereotyping, assault, verbal abuse, actual or threatened unwanted disclosure of sexuality, derogatory comments, excluding same-sex partners from social events or intrusive questioning about a person's domestic circumstances.

PROCEDURE

Any complaint of-harassment should be handled in the following manner:

1. The issue must immediately be taken to Sitting Bull College's Vice President of Operations or counselors for informal discussion with both parties.
2. Any further violation will result in written reprimand and possible suspension of employment or disciplinary dismissal until treatment or counseling or both is received.
3. Termination or expulsion will result should behavior continue.

This policy is designed to protect all employees and students from harassment in any way associated with the college environment, no matter who the harasser is.

** Students, Faculty and Staff have the right to appeal (see appeals process)*

CAMPUS VIOLENCE POLICY

PURPOSE OF THE POLICY

The Sitting Bull College is committed to providing a safe learning, living and working environment for its students, faculty, staff and visitors. In this regard, SBC will take reasonable action to provide an environment free from violence, threats of violence, harassment, intimidation and other disruptive behavior.

POLICY STATEMENT

SBC will not tolerate violence, threats, harassment, intimidation and other disruptive behavior on its campus by students or visitors. Such behavior may include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm or intimidation. Individuals who commit such acts may be subject to sanctions including, but not limited to, removal from the premises; exclusion from the premises; criminal prosecution; corrective and/or disciplinary action; suspension or expulsion.

DEFINITIONS

Stalking

Stalking is a more severe form of harassment which is being more commonly reported. It involves pestering an individual, either in person or in writing or electronic formats or on the telephone. Stalking can also involve following an individual or spying on them, alarming the recipient or causing them distress and may involve violence or fear of violence.

Physical Assault

Physical assault of any kind is a criminal offense. An assault is an act of violence against your person causing bodily harm. This includes the fear or threat of a violent act against your person.

PROCEDURES

In order to implement this policy and maintain a safe campus environment, SBC urges individuals who experience or witness violent behavior on campus to report it immediately to Campus Security.

Assaults or threats of physical harm that require immediate police attention, should contact BIA Law Enforcement by dialing 911 and Campus Security as soon as possible.

Campus Security is available to help persons assess the severity of the circumstances and the need for police involvement. Campus Security should be contacted regarding any situation that causes concern about personal safety or well-being.

Reports of any incident will be taken seriously by the Campus Security Department and dealt with appropriately. Information regarding incidents of violent conduct and threats of violence will be investigated, and if warranted, criminal charges will be levied, or disciplinary action will be taken in accordance with applicable procedures.

Students of SBC who receive threats of bodily harm or who are targets of harassing or stalking behavior are urged to contact Campus Security and to make use of services offered by Student Counseling.

Every effort will be made to respect the privacy of all individuals involved in these matters. However, the necessity to protect public safety may require the disclosure of otherwise confidential information.

In some cases, reported behaviors may not constitute violations of criminal law which require police action, but may be violations of SBC policy. Any student accused of these violent acts will be referred to the Vice President of Operations for disciplinary action accompanied by a detailed report of the incident.

TITLE IX POLICIES AND PROCEDURES

POLICY

The Sitting Bull College (SBC) will address all incidents of sex discrimination and sexual harassment reported to the SBC Title IX Coordinator in compliance with the Higher Education Opportunity Act, the Clery Act, and Title IX of the Education Amendments of 1972, as amended.

PURPOSE

This policy informs all prospective students, current students, and all SBC employees of college policies and procedures regarding sex discrimination and sexual harassment to which all students, members of the faculty, and non-faculty personnel are expected to adhere during their time at SBC. In addition, comprehensive information is provided regarding the reporting of sex discrimination and sexual harassment and avenues to seek immediate assistance.

PROCEDURE

The Sitting Bull College seeks to create a positive educational environment on and off campus through our academic programs, services, activities, policies and procedures aimed at providing protection against sex discrimination and harassment. To that end, SBC condemns discrimination in its education programs and activities based on sex or gender, sexual orientation, gender identity or expression, sexual harassment, sexual violence, domestic violence, dating violence, and stalking. Notice of a sex discrimination or sexual harassment incident to the SBC Title IX Coordinator charges SBC with actual knowledge and triggers SBC's response obligations as described in the institutional action section.

SCOPE OF THE POLICY

SBC must respond when sex discrimination and harassment occurs in the school's education program or activity, against a person in the United States. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the discrimination or harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Individuals are responsible for immediately reporting any knowledge or information concerning sexual harassment to the SBC Title IX Coordinator identified in this policy which covers unwelcome conduct of a sexual or gender-based nature, whether committed on-campus, or off-campus where SBC has control over the respondent or the context of the harassment.

SBC encourages victims of sexual harassment to talk with a counselor. Different employees within the scope of SBC's resources have different abilities to maintain a victim's confidentiality.

- **SBC Counselors** are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."
- **SBC Employees** may talk to a victim in confidence, and generally only report to SBC that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger a College investigation into an incident against the complainant's wishes.
- **SBC Employees** are required to report all the details of an incident (including the identities of both the complainant and respondent) to the Title IX Coordinator. A report to SBC employees (called "responsible employees") constitutes a report to SBC and places SBC on notice to take appropriate steps to address the situation.

Compliance with this policy does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA). For the purpose of this policy, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex discrimination or sexual harassment offense and any sanction that is imposed against the respondent. This policy also applies to retaliation by SBC or any person against any other person when for the purpose of interfering with Title IX rights, or because the person has participated or refused to participate in any manner in a proceeding under Title IX that is prohibited.

ASSISTANCE FOLLOWING AN INCIDENT OF SEXUAL HARASSMENT

- **Immediate Assistance:**
Persons who have complaints of sexual harassment may file their complaints with the Title IX Coordinator (Koreen Ressler) located in the SBC Science & Technology Center, 9299 Highway 24, Fort Yates, ND 58538 phone number 701-854-8001, or email koreen.ressler@sittingbull.edu

Victims of sexual violence should get to a place of safety and call Standing Rock BIA Law Enforcement at (701) 854-7241. Obtain necessary medical treatment; time is a critical factor for evidence collection and preservation. An assault should be reported directly to a law enforcement officer, and college officials will aid in facilitating this process. Filing a police report will not obligate the complainant to prosecute, nor will it subject the reporting party to scrutiny or judgmental opinions from officers. Filing a police report will ensure that a complainant of sexual violence receives the necessary medical treatment and tests, at no expense to the complainant to the extent provided for by North Dakota law, and provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later.

COMPLAINANT OR WITNESS: CALL STANDING ROCK BIA LAW ENFORCEMENT (701) 854-7241 FOR IMMEDIATE ASSISTANCE.

- **Ongoing Assistance:**
In order to ensure the safety and well-being of the complainant, SBC may take interim measures such as changing living arrangements, work schedules, academic schedules, addressing transportation issues, withdraw from/retake a class without penalty, and access academic support (e.g., tutoring), leaves of absence, campus escort services, or

similar measures. In addition, while an investigation is pending SBC may initiate a “no contact order” between the parties that carries a sanction of expulsion if violated.

SBC has limited internal counseling options, but law enforcement officials and college representatives are available to facilitate access to support services, which may be obtained through the following resources:

- The Support Circle (9AM-5PM Mon-Fri Jessica Brockel) - (605) 845-2058
- Three Rivers- 1-800-658-3900
- McLaughlin- (605) 823-4212 Eagle Butte (605) 964-4210

Several service organizations in North and South Dakota have provided telephone numbers and made for students, faculty, staff and campus community members. SBC Campus Security and Counselors will assist any interested person in contacting these agencies.

- **Additional Support Services:**

National Domestic Violence Hotline - 1-800-799-7233 (SAFE)

Rape, Abuse & Incest National Network Hotline - 1-800-656-4673 (HOPE)

Communication Services for the Deaf (TTY) - 1-800-252-1017 (TTY)

Communication Services for the Deaf (Voice) - 1-866-845-7445 (Voice)

North Dakota Coalition Against Assault 701-255-7796

CAWS North Dakota – 701-255-6240 Toll Free: (888) 255.6240

Mobridge Ministerial Association- Mobridge, SD (605) 845-7855 (Helps with food boxes, clothing and when funding is available, they can help with deposits or utilities -usually an app that can be filled out and reviewed at the beginning of the month)

Area Shelters:

Bridges Against Domestic Violence- Mobridge, SD (605) 845-2110 (Shelter house for DV/SA Victims only)

The Welcome House-Bismarck ND (701) 751-0142 (Only accepts families)

Safe Harbor-Aberdeen, SD (605) 226-1212 or 1-888-290-2935 (Shelter House for DV/SA Victims only)

Sacred Heart-Eagle Butte, SD (605)964-6062 or 1-800-390-9298

Pretty Bird Woman House-McLaughlin, SD (605) 823-7233 (Shelter house for DV/SA Victims only)

Missouri Shores-Pierre, SD (605) 224-0256 (Shelter for DV/SA Only)

Sacred Plume Shelter-Ft Yates, ND (701) 854-4515 (Referral office only)

Abused Adult Resource Center-Bismarck, ND (701) 222-8370 (Staff will do over the phone intake- they will then be referred to either DV/SA specific places or homeless resources)

Homeless Shelter Directory:

SD Homeless Coordinated Entry System- 1-800-664-1349

Warrior’s Lodge- McLaughlin, SD (605) 823-2030(Veteran’s Home)

CRST Homeless Shelter- Eagle Butte, SD (605) 964-8673

Pathways Homeless Shelter- Yankton, SD (605) 665-8994

Sicangu Oyate Tipi- Rosebud, SD (605) 747-2096

Bishop Dudley Hospitality House- Sioux Falls, SD (605) 809-8424

St Francis House- Sioux Falls, SD (605) 334-3879

War Cloud Drop in Center- Sisseton, SD (605) 698-9081

Corner Stone Rescue Mission-Rapid City, SD (605) 341-2741

The Journey Home Shelter- Aberdeen, SD (605) 725-7031

Welcome House- Mandan, ND (701) 751-0142 (Accepts families DV/Homeless)

United Way Homeless Shelter- Bismarck, ND (701) 255-3601
Edwinton Place- Bismarck, ND Contact Burleigh County Housing for application and referral (701) 255-2540

Cheyenne River Homeless Shelter Directory:

New Hope Homeless Shelter & Garden (605) 964-8670 or (605) 964-8673

(8 AM – 9 PM Singles, Women & Men- Drug & Alcohol Free)

The Mustard Seed (605) 218-0845 or (605) 218-0338

(8 AM – 5 PM: Singles, Women & Men)

CRST Old Agency Emergency Shelter (605) 964-3601

(Open 24 Hours: Singles, Women & Men- CRST Members Only)

CRST Family Emergency Shelter (605) 964-4673

(8 AM to 5 PM Singles with children, Couples with children)

CRST Family Violence Shelter (605) 964-2472

(8 AM to 5 PM- Singles, Women & Men and Families)

Sacred Heart Women's Shelter (605) 964-7233 *Crisis Line*

(8 AM to 5 PM- Singles, Women & Men, Accepts those effected by Domestic Violence, Abuse & Human Trafficking)

TITLE IX COORDINATOR AND STAFF

- Title IX Coordinator has primary responsibility for overseeing the process of coordinating SBC's compliance efforts, receiving complaints, investigations, hearing, sanctions, appeals, and education and training associated with this policy. To file a complaint or submit questions concerning actions governed by this policy contact the Title IX Coordinator (Koreen Ressler) located in the SBC Science & Technology Center 9299 Highway 24, Fort Yates, ND 58538 phone number 701-854-8001, or email koreen.ressler@sittingbull.edu
- Deputy Title IX Officers have the secondary responsibility and assist in the duties of the Title IX Coordinator. Deputy Title IX Officers include the Human Resources Director (Elisabeth Hertel) located in the SBC Finance Center, 9299 Highway 24, Fort Yates, ND 58538, phone: (701) 854-8004, and the Dean of Academics (Shawn Holz) located in the SBC Science & Technology Center, 9299 Highway 24, Fort Yates, ND 58538, phone: (701) 854-8002. Both can be contacted by email at firstname.lastname@sittingbull.edu.
- Title IX Investigators may include but not be limited to SBC security officers and staff. The primary responsibility of the investigator is to collect statements and any evidence directly related to any allegations of a Title IX policy violation as directed by the Title IX Coordinator. Investigators will receive appropriate Title IX and trauma informed training.
- Title IX Hearing Officer may include an SBC administrator or external legal counsel. The primary responsibility of the hearing officer will be to ensure both parties receive due process in the event allegations of a Title IX policy violation are directed to a hearing by the Title IX Coordinator. Hearing Officers will receive appropriate Title IX and trauma informed training.
- Title IX Hearing Member may include SBC faculty or staff members. The primary responsibility of the hearing member is to listen to both sides of the complaint. Each hearing member will evaluate the information being provided by both parties to make a

decision whether or not a Title IX policy violation took place. Hearing members will receive appropriate Title IX training.

DEFINITIONS

SBC defines sex discrimination and sexual harassment broadly to include any of three types of misconduct on the basis of sex (or gender), all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Offenses prohibited under SBC's policy include but are not limited to sex discrimination (including sexual orientation discrimination and gender identity or gender expression discrimination), sexual harassment, sexual violence to include non-consensual sexual contact, non-consensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

- A. **Sex Discrimination:** includes sexual harassment and is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education, or institutional benefits, on account of sex or gender (including sexual orientation, gender identity, and gender expression discrimination). It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- B. **Sexual Harassment:** is unwelcome and discriminatory speech or conduct undertaken because of an individual's gender or is sexual in nature and is so severe, pervasive, or persistent, objectively and subjectively offensive that it has the systematic effect of unreasonably interfering with or depriving someone of educational, institutional, or employment access, benefits, activities, or opportunities. Students and visitors who are subject to or who witness unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any SBC employee. Employees who are subject to unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any SBC employee. Employees who witness or receive reports of unwelcome conduct of a sexual nature are required to report the incident(s) or reports received to the Title IX Coordinator.
 1. **Hostile Environment:** Sexual Harassment includes conduct that is sufficiently severe, pervasive, or persistent, objectively and subjectively offensive that it alters the conditions of education or employment or institutional benefits of a reasonable person with the same characteristics of the victim of the harassing conduct. Whether conduct is harassing is based upon examining a totality of circumstances, including but not limited to:
 - The frequency of the conduct;
 - The nature and severity of the conduct;
 - Whether the conduct was physically threatening;
 - Whether the conduct was deliberate, repeated humiliation based upon sex;
 - The effect of the conduct on the alleged victim's mental or emotional state from the perspective of a reasonable person;
 - Whether the conduct was directed at more than one person;

- Whether the conduct arose in the context of other discriminatory conduct;
 - Continued or repeated verbal abuse of a sexual nature, such as gratuitous suggestive comments and sexually explicit jokes; and
 - Whether the speech or conduct deserves constitutional protections.
2. Quid Pro Quo Sexual Harassment exists when individuals in positions of authority over the complainant:
- Make unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
 - Indicate, explicitly or implicitly, that failure to submit to or the rejection of such conduct will result in adverse educational or employment action or where participation in an educational program or institutional activity or benefit is conditioned upon the complainant's submission to such activity.

Examples of Harassment:

- An instructor insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student agrees to the request.
 - A student repeatedly sends sexually oriented jokes around in an email list he or she created, even when asked to stop, causing one recipient to avoid the sender on campus and in the dorms in which they both live.
 - The instructor probes for explicit details, and demands that students respond to him or her, though they are clearly uncomfortable and hesitant.
 - An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to his clear discomfort.
- C. Sexual Violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties.
1. Non-Consensual Sexual Contact is any intentional touching, however slight, whether clothed or unclothed, of the victim's intimate body parts (primarily genital area, groin, inner thigh, buttock or breast) with any object or body part, without consent and/or by force. It also includes the touching of any part of a victim's body using the perpetrator's genitalia and/or forcing the victim to touch the intimate areas of the perpetrator or any contact in a sexual manner even if not involving contact of or by breasts, buttocks, groin, genitals, mouth or other orifice. This definition includes sexual battery and sexual misconduct.
 2. Non-Consensual Sexual Intercourse is defined as any sexual intercourse or penetration of the anal, oral, vaginal, genital opening of the victim, including sexual intercourse or penetration by any part of a person's body or by the use of an object, however slight, by one person to another without consent or against the victim's will. This definition includes rape and sexual assault, sexual misconduct, and sexual violence.
 - a) Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent

of the victim. This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.

3. Sexual Coercion is the act of using pressure (including physical pressure, verbal pressure or emotional pressure), alcohol, medications, drugs, or force to have sexual contact against someone's will or with someone who has already refused. This includes rape, sexual assault, sexual exploitation and sexual misconduct.
 4. Dating violence is violence between individuals in the following circumstances:
The party is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - The existence of such a relationship shall be determined based on a consideration of the following factors:
 - Length of the relationship
 - Type of relationship
 - Frequency of interaction between the persons involved in the relationship
 5. Domestic Violence under SBC policy means violence committed by a current or former spouse of the victim;
 - A person with whom the victim shares a child in common;
 - A person who is cohabitating with or has cohabitated with the victim as a spouse;
 - A person similarly situated to a spouse of the victim under North Dakota domestic or family violence laws;
 - Any other person against an adult or youth victim who is protected from that person's acts under North Dakota domestic or family violence laws.
- D. Advisor: A person who has agreed to assist a complainant or respondent during the Title IX process. The advisor may be a person of the student's choosing, including but not limited to a SBC faculty or staff member, a friend or an attorney.
- E. Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- F. Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sexual harassment.
- G. Formal complaint: a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and stating the date, time, place, name(s) of person(s) involved (e.g. the accused, witnesses) and sufficient detail to make a determination regarding basic elements of the formal complaint process.
- H. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

- I. Supportive measures - individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

CONSENT

Consent is the act of willingly agreeing to engage in sexual contact or conduct. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “No” always means “No,” and the absence of “No” may not mean “Yes”.

- A. Consent is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding the conditions of sexual activity.
- B. Consent to one form of sexual activity cannot imply consent to other forms of sexual activity.
- C. Previous relationships or consent does not imply consent to future sexual acts.
- D. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity.
- E. In order to give effective consent, one must be of legal age and have the capacity to consent. Incapacity may result from mental disability, intellectual disability, unconsciousness/sleep, age, or use of alcohol, drugs, medication, and/or other substances. Consent given by someone who one should know to be, or based on the circumstances, reasonably should have known to be, mentally or physically incapacitated, is a policy violation. Incapacitation is a state where someone cannot make rational, reasonable decisions because he or she lacks capacity to give knowing consent. Note: indications of consent are irrelevant if the initiator knows or should reasonably have known of the incapacity of the other person.

Examples of when a person should know the other is incapacitated include, but are not limited to:

- The amount of alcohol, medication or drugs consumed,
 - Imbalance or stumbling,
 - Slurred speech,
 - Lack of consciousness or inability to control bodily functions or movements, or vomiting, or
 - Mental disability or incapacity.
- F. Use of alcohol, medications, or other drugs will not excuse behavior that violates this policy.

REPORTING

- A. Mandatory Reporting
All SBC employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX Coordinator. Failure to do so may result in disciplinary action up to and including termination. All SBC employees are considered responsible employees with a duty to report any incident to the Title IX Coordinator.

B. Confidential Reporting

Resources are available through MCN Family Violence Prevention. Family Violence Prevention staff, counselors, victims' advocates are available to speak with any person who wishes to report an incident and remain anonymous. All forms of sexual harassment should be reported, no matter the severity. In addition, SBC should be made aware of possible threats to the campus community in order to issue timely warnings.

C. Reporting to the Police

SBC strongly encourages anyone to report sexual violence and any other criminal offenses to the police. This does not commit a person to prosecution but will allow the gathering of information and evidence. The information and evidence preserve future options regarding criminal prosecution, College disciplinary actions and/or civil actions against the respondent.

- If the incident happened on campus, it can be reported to the Standing Rock BIA Law Enforcement at (701) 854-7241. If the incident happened anywhere else, it can be reported to the local law enforcement with jurisdiction in the location where it occurred. Know that the information you report can be helpful in supporting other reports and/or preventing further incidents.
- Reporting for Faculty and Staff (Non-Student) Instances: Faculty and staff shall report any instances of sexual harassment by another faculty or staff member to the Title IX Coordinator. As stated above, SBC also strongly encourages reporting any instances to the police.
- Employee Obligation to Report (Student Instances): In compliance with Title IX, employees who become aware of a student instance of sexual harassment shall immediately report such instance to the Title IX Coordinator, including the name of the persons involved.

D. Reporting of Student Instances

Students shall report any instances of sex discrimination or sexual harassment to any SBC employee and/or the Title IX Coordinator. A complaint should be filed as soon as possible. If either the complainant or the respondent is a student, the incident will be addressed through the Title IX process. The report can be made in person, by phone, mail, or email using the contact information listed for the Title IX Coordinator or by any other means that results in the Coordinator receiving the report. The report can be made any time, even during non-business hours.

After receiving a report or notice of an incident, the Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. A complainant's wishes with respect to whether the SBC investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

SBC will promptly take necessary steps to protect the complainant and ensure safety as necessary, including taking interim steps before the final outcome of any investigation once a report or knowledge of sex discrimination or sexual harassment has occurred. Periodic updates

on the status of the investigation will be provided to the complainant. If the school determines that the sexual violence occurred, SBC will continue to take these steps to protect the complainant and ensure his or her safety, as necessary. SBC will provide the complainant with any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, legal assistance, and assistance in reporting a crime to local law enforcement.

WRITTEN NOTICE OF COMPLAINT

Upon receipt of a formal complaint, SBC will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice includes:

- a. Notice of the grievance process, including any informal resolution process;
- b. Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response;
- c. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
- d. Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and
- e. Notice that knowingly making false statements or providing false information in the grievance process is a violation of the code of conduct and subject to disciplinary action.

INVESTIGATION

The Title IX Coordinator will make a determination to begin a formal investigation of sex discrimination or a sexual harassment incident which will lead to an institutional action. The coordinator will be available to explain to both parties the process and to notify in writing of the receipt of a complaint and the actions SBC will take. The burden of gathering evidence and burden of proof must remain on SBC, not on the parties.

An investigation will be conducted by a SBC Title IX official. This investigation will include:

- Meeting personally with the complainant, (unless extraordinary circumstances prevent a personal meeting),
- Meeting personally with the respondent, (unless extraordinary circumstances prevent a personal meeting),
- Presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made,
- Collecting any physical evidence,
- Meeting personally with any witnesses, (unless extraordinary circumstances prevent a personal meeting with one or more witnesses), and
- Reviewing any documentary evidence.

The investigation of complaints will be adequate, reliable and impartial. The investigation process can take up to 60 days. When investigating a complaint and throughout the complaint process, SBC must: (1) ensure that the burden of proof and of gathering evidence rests on SBC rather than the parties; (2) provide an equal opportunity for the parties to present witnesses and evidence (3) not restrict either party's ability to discuss the allegations or gather and present evidence; (4) provide the parties with the same opportunities to have others present during interviews or related proceedings, including an advisor; (5) provide, to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigative interview,

hearing or other meeting with enough time to allow the party to prepare and participate; (6) provide both parties and their advisors an equal opportunity to review all evidence directly related to the allegations in the formal complaint (both exculpatory and inculpatory) at least 10 days prior to the completion of the final investigation; and (7) prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to both parties and their advisors for review and written response at least 10 days before a hearing or determination of responsibility. SBC will determine if a Title IX hearing is necessary.

If it is determined that SBC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date.

MANDATORY OR PERMISSIVE DISMISSAL

Mandatory dismissal must occur when determined in the course of the investigation that allegation in a formal complaint: (1) did not occur in SBC's program or activity; (2) did not constitute sexual harassment as defined; or (3) did not occur against a person within the US. Both parties must receive written notice of a mandatory dismissal and reasons.

Permissive dismissal may occur at any time during the investigation or hearing when: (1) a complainant notifies the Title IX Coordinator in writing that they would like to withdraw; or (2) the respondent is no longer enrolled or employed by SBC; or (3) specific circumstances prevent SBC from gathering evidence sufficient to reach a determination. Both parties must receive written notice of a permissive dismissal and reasons.

SBC may still address allegations of misconduct under the Student Code of Conduct.

INSTITUTIONAL ACTION

- A. Mediation is a method of informal resolution. Informal resolutions are prohibited unless a formal complaint of sexual harassment is filed. Mediation may include conflict resolution or a restorative agreement between the parties with a trained Title IX Officer presiding over the mediation. Participation in mediation is not mandatory but will only take place with the consent of both parties involved. Mediation may only be used:
1. Prior to a Notice of hearing being issued;
 2. When a trained Title IX Officer determines this is a suitable option for resolving the concern, and both the Complainant and Respondent agree to use the process;
 3. When the complaint does not involve sexual violence as defined in the Title IX Policy.
 4. When both parties acknowledge receipt of written notice of their rights under this policy and both parties provide written, voluntary consent.
 5. Mediation is not available when the complaint alleges a SBC employee harassed a student.

Because the outcomes of voluntary resolution conversations are mutually developed and agreed upon by parties involved, an appeal of the process and its result is not permitted. However, either the Complainant or the Respondent may terminate mediation at any time prior to the entry of a voluntary resolution and proceed with the Title IX hearing. If the parties are unable to agree on a voluntary resolution, the matter will be referred by the Title IX Coordinator to a Title IX Hearing. No offers to resolve the conflict that were made or discussed during the informal voluntary resolution process may be introduced during the Title IX Hearing.

B. Title IX Hearing

The Title IX Coordinator will determine if a hearing is necessary; mediation is never appropriate in sexual violence cases. If it is determined that SBC will proceed with a

hearing, the complainant and the respondent will be notified in writing of the hearing date, the alleged policy violation and issued a notice to appear at the hearing. The written notice will be hand delivered directly to the student(s) or mailed to the local address as filed in the Registrar's Office. Students are responsible for providing and maintaining a current local address in the Registrar's Office.

The hearing members shall include at least one trauma trained individual in sex discrimination or sexual harassment adjudication to include a trained Title IX Officer as the hearing officer and three members of faculty and staff as hearing members. The selection of the hearing members will be made by the Title IX Coordinator. Criteria for the hearing committee will include: 1) have received all appropriate training, 2) not a current instructor of either party involved, 3) have no previous substantive or direct knowledge of the incident, and 4) have no other perceived conflict of interest as determined by interview process with the Title IX Coordinator.

Description of the duties of the Title IX Hearing Members will include but not limited to the following:

- Read and understand the Title IX Policy and Procedures, which include the hearing process.
- Read and understand all of the information of the Title IX case provided by the Coordinator prior to the hearing as part of a hearing packet.
- Read and understand the procedures of the Title IX hearing provided by the Coordinator prior to the hearing as part of a hearing packet.
- Have a clear understanding of the incident in question before going into deliberations for a decision.
- Decide the outcome (majority vote) and sanctions if needed based on the information presented, hearing notes, and the SBC Title IX Policy.
- Provide copies of notes, if made, to the hearing officer. The hearing officer will inform the parties of the decision at the hearing and send a letter as described in this policy.

Complainant's Rights:

- Be given a written explanation of the allegations and the hearing process;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case or make statements during the proceedings. Students must provide SBC with the name and contact information for the student's advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, SBC's attorney will also be present for the hearing);
- Be given a timely hearing;
- Exclude evidence of the victim's past sexual history from discussion during the hearing. The past sexual history of the victim with persons other than the respondent shall be presumed irrelevant;
- Clarifying that evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual harassment;

- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations if reasonable;
- Written notification of an avenue for appeal.

Respondent's Rights:

- Be given written notice of the allegations and the hearing process ;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Have no violation presumed until found responsible;
- Be given a timely hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide SBC with the name and contact information for the student's advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, SBC's attorney will also be present for the hearing);
- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations, if reasonable;
- Written notification of an avenue for appeal.

The hearing will include opening statements, each party's evidence and witnesses, and closing statements. Students are permitted to be present during the disciplinary hearing (except during deliberations of the panel). Students are permitted to make statements, present witnesses and present evidence during the hearing which has been previously collected and approved during the investigation process. Witnesses and evidence need to be directly related to the incident. The standard of proof used in SBC Title IX Hearings is the preponderance of the evidence, which means the determination to be made, is whether it is more likely than not a violation occurred. This is significantly different than proof beyond a reasonable doubt, which is required for a criminal prosecution. In-person hearings are preferred, but videoconference hearings may be conducted if the hearing officer determines that the health, safety and welfare of all participants is better served by the alternate hearing mode.

OUTCOME

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is not responsible for a Sex Discrimination or Sexual Harassment policy violation the complaint will be dismissed.

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is responsible for a Sexual Harassment policy violation the following sanctions will be considered. The listing of sanctions below is not intended to be exclusive; in

addition, sanctions may be imposed singularly or in combination when a violation of this policy is found.

Sexual Discrimination (includes gender discrimination) may include the following sanctions of the student(s) found responsible.

- Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent SBC, or denial of participation in extracurricular activities.
- Service Project – Community service or an education class or project beneficial to the individual and campus or community.
- Probation Level I – A specified period of time during which the student is placed on formal notice that he/she is not in good social standing with SBC and that further violations of regulations will subject him/her to suspension or expulsion from the SBC.
- Housing Suspension – If applicable and warranted by the severity of the incident, separation of a student from the student housing for a specified period of time, after which the student is eligible to return. Conditions for returning may be specified.
- Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy.
- Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Harassment may include the following sanctions on the student(s) found responsible.

- Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent SBC.
- Service Project – Community service or an education class or project beneficial to the individual and campus or community.
- Behavioral Change Requirement – Required activities including but not limited to, seeking academic counseling, substance abuse assessment, decision making class, writing a reflection paper, etc.
- Housing Suspension – If applicable, separation of a student from the student housing for a specified period of time, after which the student is eligible to return. Conditions for returning may be specified.
- Probation Level II – Adds to Level I the stipulation that students are prohibited from participating in any extracurricular activities not directly associated with academics (e.g., intramural sports, attending athletic events, student organizations/clubs/associations, leadership positions within housing or other organizations). Students must apply to get off

Conduct Probation Level II by submitting documentation of their significant proactive efforts to become good citizens of the community and engage in responsible, productive behavior.

- Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to SBC's normal withdrawal policy.
- Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to SBC's normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Violence may include the following sanction on the student(s) found responsible.

- Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to SBC's normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Both parties will be notified of the outcome in writing by certified mail or other agreed upon form of notice within five business days after the hearing at the same time. Both parties have the right to appeal the decision reached through the hearing proceedings within five days after the hearing.

APPEAL PROCEDURES

An appeal is not a new hearing but is a review of the record of the original hearing. It serves as a procedural safeguard for the student. The burden of proof shifts from SBC to the student(s) found responsible for the policy violation. The student must show one or more of the listed grounds for an appeal.

- A. Appeals must be submitted in writing to the President within five (5) Sitting Bull College working/school days of receiving the decision. Failure to file an appeal within the prescribed time constitutes a waiver of any right to an appeal.
- B. The appeal must cite at least one of the following criteria as the reason for appeal and include supporting argument(s):
 1. The original hearing was not conducted in conformity with prescribed procedures and substantial prejudice to the complainant or the respondent resulted.
 2. The evidence presented at the previous hearing was not "sufficient" to justify a decision against the student or group.
 3. New evidence which could have substantially affected the outcome of the hearing has been discovered since the hearing. The evidence must not have been available at the

- time of the original hearing. Failure to present information that was available is not grounds for an appeal.
4. The sanction is not appropriate for the violation. This provision is intended to be utilized when a determined sanction is inherently inconsistent with SBC procedures or precedent. Simple dissatisfaction with a sanction is not grounds for overturning a sanction under this provision.
- C. The President will review the record of the original hearing, including documentary evidence. It is the President's discretion to convert any sanction imposed to a lesser sanction, to rescind any previous sanction, or to return a recommended sanction to the original hearing committee for review/or reconsideration. If there is new evidence (unavailable at the time of the hearing through no fault of the parties) which is believed to substantially affect the outcome, or evidence presented at the previous hearing(s) was "insufficient" to justify a decision against the student or group, or a finding that a substantial procedural error resulting in prejudice occurred, the matter may be remanded to either a rehearing of the entire matter or reconsideration of specific issues. If remanded to the original hearing committee, either or both students may appeal the committee's decision to the President and the procedures set out above shall control the appeal.
- D. The final decision will be communicated in writing by the President to the appealing student(s). The decision will be communicated within ten (10) working/school days of receiving the written recommendation. Both parties will be notified of the final outcome of the appeal.
- E. The decision of the President on appeal shall be final.

SBC OFFICERS AND DESIGNEES

The designation of an SBC official responsible for prescribed actions shall automatically include the official's designee in instances where an official is unable, unavailable or has concluded that the official may have a conflict of interest that causes the official to recuse from involvement in the matter. The official's designee shall have the same authority as the official in matters involving this policy.

RECORDKEEPING PROTOCOL

SBC will document all reports and complaints of sex discrimination and provide copies of those reports to the Title IX Coordinator. SBC Title IX Office will maintain a secured electronic file system of all Title IX cases, reports, and complaints by academic year. The cases will include all information related to the individual case, which includes but is not limited to the initial complaint, letters sent to all parties, response from the respondent, immediate assistance, investigation notes, mediation agreement if applicable, notice of a hearing, committee selection, hearing notes, hearing decision, written notice of the outcome, and any recordings made of the hearing or in the course of the investigation. The time period to maintain the case records will be no less than seven (7) years from the date of SBC's final action or decision (whether through report of the investigation, mediation, or hearing). The confidential reporting of the number of incidents and types will be sent to SBC Security for the preparation of the Annual Crimes Report.

PREVENTION AND EDUCATION

- A. Education
SBC requires all employees to take the following educational- training courses on an annual basis. Employees may be required to be recertified on demand. Failure to have a

certification of this required training may result in appropriate disciplinary action. Additional in-person trainings are also offered periodically and on request.

B. Bystander Intervention

If you witness a policy violation, or behaviors that may lead to a policy violation, there are a variety of things you can do as a bystander:

- Divert the intended victim (e.g. “help me out of here; I don’t feel well”)
- Distract the perpetrator (e.g. “looks like your car is being towed”)
- Delegate to a person of authority (e.g. if at a nightclub let the bartender/bouncer know of the situation)
- Direct, confront the perpetrator (e.g. “don’t speak to him/her in that manner; you are going to get yourself into trouble”)

C. Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to blame victims, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you reduce your risk of experiencing a non-consensual sexual act.

- Make your limits known as early as possible.
- Be aware of your alcohol intake. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends or colleagues and ask that they take care of you.

D. Potential Aggressor

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- **DON’T MAKE ASSUMPTIONS** about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go; or about whether they are physically and/or mentally able to consent.
- If there are any questions or ambiguity, then you **DO NOT** have consent.

Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. You must respect the timeline for sexual behaviors with which they are comfortable.

- Don’t take advantage of someone’s drunkenness or drugged state, even if they did it to themselves.
- Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size.
- Don’t abuse that power. Understand that consent to one form of sexual behavior does not automatically imply consent to other forms of sexual behavior.
- Silence and passivity cannot be interpreted as an indication of consent.
- Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

TRAINING

Training on sexual misconduct: discrimination, harassment, and violence is included in SBC's education program.

In-person training for student groups and students will be conducted through a variety of presentations, student orientation, and other meetings. In-person training for Active Bystander Intervention skills may include: On-going campus campaigns and information at a variety of events concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating students will be presented at prevention workshops. When in-person training is neither practical nor safe, alternative modes of training shall be utilized.

Mandatory training for employees will be provided through in-person training on sexual misconduct: discrimination, harassment, and violence and mandatory reporting through new employee orientations and other periodic training opportunities and upon request. In-person training for Active Bystander Intervention skills may include: ongoing campus campaigns and information at a variety of events, concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating employees.

AVAILABLE RESOURCES TO ALL OF THE SBC COMMUNITY

- Standing Rock Sioux Tribe Sacred Plume Domestic Violence Program – 701-854-4515
- National Domestic Violence Hotline - 1-800-799-7233 (SAFE)
- Rape, Abuse & Incest National Network Hotline - 1-800-656-4673 (HOPE)
- Communication Services for the Deaf (TTY) - 1-800-252-1017 (TTY)
- Communication Services for the Deaf (Voice) - 1-866-845-7445 (Voice)
- North Dakota Coalition Against Assault 701-255-7796
- CAWS North Dakota – 701-255-6240 Toll Free: (888) 255.6240
- Sacred Plume Women's Shelter -
- Pretty Bird Woman House, McLaughlin, SD - 605-823-7233
- Bridges Against Domestic Violence, Mobridge, SD - 605-845-2110

RETALIATION

The Federal civil rights laws, including Title IX, make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. This means that if an individual brings concerns about possible civil rights problems to a school's attention, including publicly opposing sexual harassment or filing a sexual harassment complaint with the school or any State or Federal agency, it is unlawful for the school to retaliate against that individual for doing so. It is also unlawful to retaliate against an individual because he or she testified, or participated in any manner, in an OCR or school's investigation or proceeding. Therefore, if a student, parent, teacher, sponsor coach, or other individual complains formally or informally about sexual harassment or participates in an OCR or school's investigation or proceedings related to sexual harassment, the school is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation. Individuals who, apart from official associations with SBC, engage in retaliatory activities will also be subject to SBC's policies insofar as they are applicable to third party actions.

SBC will take steps to prevent retaliation against a student who filed a complaint either on his or her own behalf or on behalf of another student, or against those who provided information as witnesses. Complaints of retaliation will follow the same process of investigation, hearing, and appeal.

If it is determined under the preponderance of evidentiary standard (more likely than not to have occurred) that a student is responsible for retaliation the following sanction will be imposed.

Suspension – Exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to SBC's normal withdrawal policy.

FREE SPEECH AND ACADEMIC FREEDOM

Members of the SBC community enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution. This policy is intended to protect members of the SBC community from discrimination and is not designed to regulate protected speech. No provision of this policy shall be interpreted to prohibit conduct that is legitimately related to course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

AVAILABILITY OF OTHER COMPLAINT PROCEDURES

In addition to seeking criminal charges through local law enforcement, members of the SBC community may also file complaints with the following entities regardless of whether they choose to file a complaint under this procedure:

Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline: (800) 421-3481
Email: OCR@ed.gov

Office of Civil Rights:
Kansas City Field Office: OCR.KansasCity@ed.gov, (816) 268-0550;
Washington D.C.: OCR@ed.gov 1-800-421-3481
North Dakota Department of Labor and Human Rights
600 East Boulevard Ave Dept 406 | Bismarck, ND 58505-0340 | 701.328.2660 | 1-800-582-8032
- In-state toll-free | 1-800-366-6888 or 1-800-366-6889 TTY (Relay ND) | (701) 328-2031 Fax

REGISTERED SEX OFFENDER POLICY

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

A hard copy of the Registered Sex Offenders located on the Standing Rock Sioux Reservation will be kept at the receptionist desk of each SBC building to be used as a reference guide and identification.

If a Registered Sex Offender is identified, Campus Security is to be notified so the situation can be dealt with immediately.

For more information about current state requirements, please go to:

<http://www.ndsexoffender.com/> for North Dakota information

<http://www.sexcriminals.com/megans-law/us/south-dakota/> for South Dakota information

<http://www.nsopw.gov/Core/PublicRegistrySites.aspx>

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 Operations or visit web site: <http://ope.ed.gov/security>.

WEAPONS/FIREARMS POLICY

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 and outreach sites. In an effort to maintain a safe environment, the institution does provide a safety awareness program that consists of, but is not limited to the following:

- a. During orientation, students will receive information regarding maintaining a safe learning environment.
- 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.

Sitting Bull College finds and determines that the free and unregulated possession of weapons on the SBC campus would:

1. Create an unreasonable risk to the health, welfare and safety of students, employees and campus visitors and the preservation of property on the SBC campus by careless or malicious use;
2. Create a climate of fear and intimidation that would distract and interfere with the reasoned discourse and cooperation required for productive learning and working environments on SBC campus;
3. Be consistent with the academic mission of SBC.

POLICY

Except as expressly provided below; the possession of firearms, explosive or incendiary devices, or other weapons on the Sitting Bull College campus is prohibited. This prohibition shall extend

to all grounds and buildings on the Sitting Bull College campus. This policy shall apply to all students, employees and invitees of SBC and all other visitors to the SBC campus. "Weapons" include, but are not limited to, the following:

1. Firearms of any size or type of construction and ammunition;
2. Gas or air guns, including BB, pellet and paintball guns;
3. Bows and arrows, and cross-bows;
4. Blackjacks, bludgeons, batons, nunchaku, throwing stars, and metallic knuckles;
5. Swords, pikes, lances and spears;
6. Any knife with a blade over 3.5 inches in length, including fishing and hunting knives;
7. Ballistic, gravity and switchblade knives, regardless of the length of the blade;
8. Fireworks, gunpowder, or explosive substances; and
9. Any harmless object designed to look convincingly like a firearm, explosive and incendiary device, or any other weapon.

EXEMPTIONS

This policy shall not apply to;

1. A law enforcement officer, agent or employee of the United States, when lawfully carrying a weapon in conformance with the policy of his/her employing agency.
2. A member of the Armed Forces of the United States or North Dakota or South Dakota National Guard while acting in his/her official capacity and in conformance with general or specific military orders.
3. A weapon that remains inside a locked motor vehicle while on the Sitting Bull College campus, provided that the weapon is unloaded and is used for the sole purpose of hunting wild game in accordance with hunting regulations. This exception shall not apply to explosive or incendiary devices or explosive substances.
4. A kitchen knife with a blade over 3.5 inches in length which is kept in campus apartments or campus housing homes for the purpose of food preparation.
5. A student, employee or invitee of Sitting Bull College who has a legitimate educational or employment related purpose for the possession of the weapon on the SBC campus. An example of this exception would be the possession of a Bow and Arrow for the purpose of Archery class.

PROCEDURE

If it is suspected, believed or witnessed that a Sitting Bull College student is in violation of this policy, and is in possession of a weapon, Campus Security needs to be contacted immediately, and under no circumstances should anyone approach this individual.

1. A violation of this Policy by a student 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 handled by Campus Security until the situation can be neutralized.
2. If Campus Security deems the possession of the weapon is without justification, Campus Security will immediately call the BIA Tribal Police or Sioux County Sheriff's office. Campus Security will prepare an incident report and submit the report to the Vice President of Operations or Dean of Academics.
3. The Vice President of Operations or Dean of Academics will then handle the violation as a violation of the Code of Conduct.
4. 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 Operations or Dean of Academics.

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.

CONTAGIOUS DISEASE POLICY

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 Operations.
2. A team of college personnel, directed by the Vice President of Operations 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 Center for Disease Control (CDC). If the contagious disease is found to be serious in nature, which could lead to an epidemic, the Emergency Task Force will be assembled, and the EOP (emergency operation plan) will be activated.
3. As a general rule, a student with a contagious disease who does 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.

SMOKING POLICY

Smoking on the Fort Yates campus and at the Mobridge and McLaughlin sites is permitted only in designated areas or personal vehicle. These designated areas are clearly marked by appropriate signage and cigarette butt receptacles. Cleaning up the trash from cigarette butts costs the college dollars, therefore, use of the receptacles is both steward and common courtesy. Students, faculty, staff, and visitors are not allowed to smoke while walking on the sidewalks or other areas of campus. Enforcement of this policy is up to Campus Security and members of the Sitting Bull College community (all students, faculty, and staff). For the common good, please encourage one another to respect and abide by this policy.

DRUG AND ALCOHOL POLICY

Sitting Bull College agrees with the concepts of a drug free workplace 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. Campus Security will be notified of the situation in which he or she will respond. Once contact is made with the individual, the student may be asked to submit to a Preliminary Breath Test (PBT). Depending on the seriousness of the situation, the student will be escorted off the SBC property. BIA Law Enforcement will be contacted, and/or referred to the College Counselor. An incident report will be written and turned over to the Vice President of Operations or Dean of Academics for further action.
 - b. If this situation occurs a second time with the same student during the academic term, 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 Operations. 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.
 - e. SBC Web site with resource links.

The Sitting Bull College Counselor may make referrals to the Standing Rock Sioux Tribe Chemical Prevention Program for students who have drug or alcohol problems.

RANDOM DRUG SEARCHES

All people on SBC properties are liable to be searched at random which may or may not include drug dogs. If drugs are found, the accused will be subject to Tribal Law.

SBC forbids the possession and/or use of alcohol and/or drugs on campus, sites or at any SBC sponsored activity. 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.

In the event that drugs are found, or a student is suspected of having them, Campus Security will be notified immediately.

FEDERAL TRAFFICKING PENALTIES ARE AS FOLLOWS:

Drug Trafficking Penalties, source: <http://www.deadiversion.usdoj.gov/21cfr/21usc/841.htm>

Possession, use, or distribution of illicit drugs is prohibited by federal law. Strict penalties are provided for drug convictions, including mandatory prison terms for many offenses. Penalties increase significantly where use of the illicit drugs results in death or serious bodily injury. The following information, although not complete, is an overview of federal penalties for first convictions.

Federal Drug Possession Penalties (21 USC §844)

www.deadiversion.usdoj.gov/21cfr/21usc/844.htm

Persons convicted of illegally possessing any controlled substance face penalties of up to 1 year in prison and a minimum fine of \$1,000, or both. Second convictions are punishable by not less than 15 days but not more than 2 years in prison and a minimum fine of \$2,500. Subsequent convictions are punishable by not less than 90 days but not more than 3 years in prison and a minimum fine of \$5,000.

Special sentencing provisions for possession of Flunitrazepam (Rohypnol, "roofies" or "roaches") impose a prison term of up to 3 years, a fine, or both.

Civil penalties of up to \$10,000 may also be imposed for possession of controlled substances, whether or not criminal prosecution is pursued. Persons convicted of possession may also be fined for the reasonable costs of the investigation and prosecution of the offense. Penalties for possession with intent to distribute are potentially even more severe.

Drug Paraphernalia (21 USC §863)

www.deadiversion.usdoj.gov/21cfr/21usc/863.htm

Persons convicted on federal charges of the sale, import, export, or shipping of drug paraphernalia face penalties of up to 3 years in prison and a monetary fine.

Forfeiture of Personal Property, Real Estate (21 USC §853)

www.deadiversion.usdoj.gov/21cfr/21usc/853.htm

Any person convicted of a federal drug offense punishable by more than one year in prison shall forfeit to the United States any personal or real property related to the violation, including houses, cars, and other personal belongings. Property may be seized upon arrest on charges that may result in forfeiture.

Denial of Federal Benefits (21 USC §862)

www.deadiversion.usdoj.gov/21cfr/21usc/862.htm

A federal drug conviction may result in the loss of federal benefits, including school loans, grants, contracts, and licenses. Federal drug trafficking convictions may result in denial of federal benefits for up to 5 years for a first conviction, 10 years for a second conviction, and permanent denial of federal benefits for a third conviction. Federal drug convictions for possession may result in denial of federal benefits for up to 1 year for a first conviction and up to 5 years for subsequent convictions.

Drug Trafficking (21 USC §841)

<http://www.deadiversion.usdoj.gov/21cfr/21usc/841.htm>

Penalties for federal drug trafficking convictions vary according to the quantity of the controlled substances involved in the transaction. The tables below summarize penalty information for several types of controlled substances. Persons who violate federal drug trafficking laws within 1,000 feet of a university may face penalties or prison terms and fines up to twice as high as the regular penalties for the offense, with a mandatory prison sentence of at least one year (21 USC §860).

Federal Trafficking Penalties for Schedules I, II, III, IV, and V (except Marijuana)					
Schedule	Substance/Quantity	Penalty	Substance/Quantity	Penalty	
II	Cocaine 500-4999 grams mixture	First Offense: Not less than 5 yrs. and not more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual.	Cocaine 5 kilograms or more mixture	First Offense: Not less than 10 yrs. and not more than life. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual.	
II	Cocaine Base 28-279 grams mixture		Cocaine Base 280 grams or more mixture		
II	Fentanyl 40-399 grams mixture		Fentanyl 400 grams or more mixture		
I	Fentanyl Analogue 10-99 grams mixture	Second Offense: Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.	Fentanyl Analogue 100 grams or more mixture	Second Offense: Not less than 20 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.	
I	Heroin 100-999 grams mixture		Heroin 1 kilogram or more mixture		
I	LSD 1-9 grams mixture		LSD 10 grams or more mixture		
II	Methamphetamine 5-49 grams pure or 50-499 grams mixture		Methamphetamine 50 grams or more pure or 500 grams or more mixture		2 or More Prior Offenses: Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
II	PCP 10-99 grams pure or 100-999 grams mixture		PCP 100 grams or more pure or 1 kilogram or more mixture		

Substance/Quantity	Penalty
Any Amount of Other Schedule I & II Substances	First Offense: Not more than 20 yrs. If death or serious bodily 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 bodily injury, life imprisonment. Fine \$2 million if an individual, \$10 million if not an individual.
Any Drug Product Containing Gamma Hydroxybutyric Acid	
Flunitrazepam (Schedule IV) 1 Gram or less	First Offense: Not more than 10 yrs. If death or serious bodily injury, not more than 15 yrs. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual. Second Offense: Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than \$1 million if an individual, \$5 million if not an individual.
Any Amount of Other Schedule III Drugs	
Any Amount of All Other Schedule IV Drugs (other than one gram or more of Flunitrazepam)	First Offense: Not more than 5 yrs. Fine not more than \$250,000 if an individual, \$1 million if not an individual. Second Offense: Not more than 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if other than an individual.
Any Amount of All Schedule V Drugs	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 4 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

Federal Trafficking Penalties for Marijuana, Hashish and Hashish Oil, Schedule I Substances	
Marijuana 1,000 kilograms or more marijuana mixture or 1,000 or more marijuana plants	First Offense: Not less than 10 yrs. or more than life. If death or serious bodily injury, not less than 20 yrs., or more than life. Fine not more than \$10 million if an individual, \$50 million if other than an individual. Second Offense: Not less than 20 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than \$20 million if an individual, \$75 million if other than an individual.
Marijuana 100 to 999 kilograms marijuana mixture or 100 to 999 marijuana plants	First Offense: Not less than 5 yrs. or more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine not more than \$5 million if an individual, \$25 million if other than an individual. Second Offense: Not less than 10 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than \$8 million if an individual, \$50million if other than an individual.
Marijuana 50 to 99 kilograms marijuana mixture, 50 to 99 marijuana plants	First Offense: Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine \$1 million if an individual, \$5 million if other than an individual. Second Offense: Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine \$2 million if an individual, \$10 million if other than an individual.
Hashish More than 10 kilograms	
Hashish Oil More than 1 kilogram	

Marijuana less than 50 kilograms marijuana (but does not include 50 or more marijuana plants regardless of weight)	<p>First Offense: Not more than 5 yrs. Fine not more than \$250,000, \$1 million if other than an individual.</p> <p>Second Offense: Not more than 10 yrs. Fine \$500,000 if an individual, \$2 million if other than individual.</p>
1 to 49 marijuana plants	
Hashish 10 kilograms or less	
Hashish Oil 1 kilogram or less	

DRESS CODE POLICY

Although the college does not have a formal dress code, each student is expected to dress appropriately for attendance at class. Appropriate dress would include garments, shoes, jewelry, accessories and hairstyles that:

- are appropriate and modest in length and coverage
- reflect a positive image of the school and contribute to a distraction-free learning environment and
- lead teachers and/or staff to reasonably believe that the issue does not interfere with, disturb, or distract from the classroom and/or learning environment.

Students who are also employees should adhere to the employee handbook

HOUSING POLICY

On Campus Living is an important part of college experience. It is a way to make new friends and join a variety of educational, cultural, social and recreational activities. As part of the SBC new campus, on campus family housing is available on a first come first served basis by applying to the Campus Housing Office. Applications are online at our website or calling 701-854-8000 for an application. Sitting Bull College currently offers eighteen low income, single family 2 and 3 bedroom homes for rent on a six month lease basis.

I. ELIGIBILITY

Head of Household that is 18 years of age or older, must be a full time student, not on or going on suspension, qualify as a family, meet income guidelines and provide all required information for complete application. If a full time household of students must meet one of the 6 exemptions as defined by Section 42 of Internal Revenue Code: A student has been previously under the custody of a foster care system; A student is single parent when neither the parent-student nor

their children can be claimed as a dependent on the tax return of someone else; All adults in the household are married and filing a joint tax return; A student is a veteran, honorably discharged; A student is receiving welfare benefits (TANF or AFDC); A student is enrolled in a job training program which receives assistance under the Workforce Invest Act (WIA).

II. INELIGIBILITY

Income is more than 60% of median Sioux County area income, incomplete application, do not meet one of the 6 student exemptions if a household of full time students, has an outstanding debt with SBC with no repayment agreement, currently on suspension, not currently or previously been charged/convicted with a felony or drug related crime, on or off Standing Rock, and or been evicted from any housing authority within the last 5 years.

III. SELECTION

Selection of applicants is completed by the SBC Director of Housing and is based on Eligibility/Priority requirements, ability to pay rent, academic standing, enrolled member of SRST or enrolled member of any federally recognized tribe.

IV. RENTAL RATES

Rental rates are approximately \$400 - \$500 per month dependent upon the unit set aside. A security deposit equivalent to first month rent along with first month rent is due at the time of lease signing. Deposit may be returned to the applicant upon move out if unit shows no damages beyond normal wear and tear and or no outstanding debt to SBC.

EFFICIENCY APARTMENT POLICY

Sitting Bull College Housing Program encourages students to live on campus for the convenience of access to the college resources and classes. SBC provides a safe and comfortable efficiency apartment for students and their roommates while attending classes at SBC.

I. ELIGIBILITY

Must be a current student at Sitting Bull College. No current or past debt to SBC, not currently on or going on suspension at SBC. Ability to pay rent, not currently or previously been charged/convicted with a felony or drug related crime, on or off Standing Rock.

II. SELECTION

Selection of applicants is completed by SBC Director of Housing and is on a first come first served basis dependent on eligibility requirements. Orientation will take place once a student has been approved to move in. SBC encourages students to apply early for potential move in prior to the start of classes.

III. RENTAL RATES

Rental rates are approximately \$250 per month. A security deposit equivalent to first month rent along with first month rent is due at the time of lease signing. Deposit may be returned to the

applicant upon move out if unit shows no damages beyond normal wear and tear and or no outstanding debt to SBC. Students who move out during summer months and wish to return in the following semester have the option to reserve their deposit and apply it to the returning semester deposit.

HOUSING AND APARTMENTS

Orientation for housing and apartments is required at time of signing of lease and prior to move in. Handbooks, violations and other policies are provided to the tenant once orientation concludes and are included in lease.

All tenants must comply with Campus Security and SBC Housing personnel. Entry must be given upon request and for scheduled inspections, maintenance repairs. Campus Security may enter a unit to conduct a welfare check and or for any suspected lease violations that warrant entry.

COMPUTER AND COMMUNICATIONS TECHNOLOGY ACCEPTABLE USE POLICY

Sitting Bull College (SBC) owns and operates a network system, computer system, and other electronic communications and information systems and devices, including voice mail, electronic mail and access to the ID Internet. These computing and technology systems 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. In general, SBC technology is not to be used by employees, students, or guests for their personal commercial or profit-making enterprises. Some minimal use for personal purposes is allowed, but only to the extent that its use does not violate this policy. All students, faculty, and staff are responsible for seeing that these computing facilities are used in an effective, efficient, ethical, and lawful manner.

Sitting Bull College provides a user 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-, and you will need to contact the IT Manager to have it unlocked.

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 computer, network, telephone, and e-mail 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.

Employees, students, and guests should understand that their use of Sitting Bull College's network and computer equipment is not private. Although employees have passwords that restrict access to their voice mail, computers and websites, Sitting Bull College reserves the right to access any person's files, voice mail, or e-mail messages which are stored on (and even deleted

from) Sitting Bull College's network or computer equipment. Sitting Bull College also reserves the right to monitor on-line activities.

Employees, students, or guests may not use Sitting Bull College's network or equipment to solicit or proselytize others for commercial ventures, religious or political causes, outside organizations, or other non-education-related activities. Examples of profit-making enterprises include using the fax machine, telephone, or e-mail system to communicate with customers or potential customers of a personal business or for another employer.

E-mail messages are official internal employer communications, subject to summons in legal proceedings. If any SBC-owned phone/PDA/tablet/computer is used to send or receive messages, such messages are not private and are the property of Sitting Bull College.

Employees, students, or guests may not use Sitting Bull College's network or equipment in ways that may be disruptive, offensive to others, or harmful to morale. Sitting Bull College prohibits the display or transmission of sexually explicit images, messages, or cartoons, or any transmission or use of communications that contain ethnic slurs, racial epithets, or anything that may be construed as harassment or disparagement of others based on race, national origin, sex, sexual orientation, gender identity, age, disability, marital or domestic partner status, religion or political beliefs. To this end, access to certain websites may be prohibited and will be blocked. Any attempt to circumvent these site blocks will be considered a violation of these policies.

Users must adhere to all of Sitting Bull College's Policies & Procedures when using Sitting Bull College's equipment. This includes but is not limited to the Technology Usage Policies and Procedures and Sitting Bull College's Discrimination and Harassment Policies. Users may not use Sitting Bull College's computers or other equipment in a manner that violates another's rights under FERPA, HIPAA or any other applicable law pertaining to privacy or confidentiality.

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.*

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.

NON-PUBLIC COMPUTERS

Sitting Bull College has computer labs at the Fort Yates, McLaughlin, and Mobridge sites. These labs are usually open during the regular college hours for that location. 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, 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 Operations or Dean 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.

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.

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. Repeated suspensions may 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.

LAPTOP CHECK OUT POLICY

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 Specialist. 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. Financial aid disbursement 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 have completed 75% of classes initially enrolled in during the last term of attendance at SBC.
5. Must maintain a minimum 2.50 cumulative grade point average (GPA).
6. Must have and maintain greater than 75% attendance from beginning of semester of travel to actual travel date in each course.
7. Must be maintaining a 2.50 Grade Point Average in the current term.
8. Must have written approval of satisfactory academic progress as certified on form SBC-001, available through the Retention Coordinator's 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.
9. Must follow travel policies and procedures as outlined in the Financial Management Policies and Procedures of SBC and the signed student travel agreement.
10. If required for activity, student must have been an active participant in fundraising.
11. Students with greater than or equal to \$2,000 total debt to Sitting Bull College, excluding current semester enrolled, as of the date the initial travel request is signed, will not be allowed to travel.

Students with less than \$2,000 total debt to Sitting Bull College, excluding current semester enrolled, as of the date the initial travel request is signed, will be allowed to travel provided:

1. Student has completed debt repayment agreement for tuition, books and fees prior to the start of the current term and has not missed any scheduled payments and has made at least one payment.
2. Student must not have any other outstanding debt to the college. Outstanding debt is calculated as the balance at the end of the prior month, minus any payments received since and anticipated assistance from outside sources (not financial aid).

Students who do not fulfill terms of the debt repayment agreement after travel will be assessed a service charge of 20% of the travel costs and will not be allowed to travel until debt is paid in full.

12. 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.

*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 the main library location, campus sites in McLaughlin and Mobridge, as well as around Standing Rock. Online access to the library catalog, as well as access to other library resources is available through the library webpage at the following link: 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, research databases and other resources. The library also offers a broad array of peripheral devices such as scanners, a printer/copier, microfilm reader and other tools to help users.

Currently, there are over 16,000 volumes in the SBC Library. There are a broad range of print newspapers, magazines and journals available. 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 to both students and the general public.

Additional library materials can be secured through Interlibrary-Loan by speaking to a staff member.

STUDENT LOUNGE

There is a lounge area available at each campus site. At the Fort Yates campus it is located in the Student Center. The Fort Yates campus lounge has tables and chairs, appliances, television,

and lounge furniture for student use. The Mobridge and McLaughlin sites have appliances, tables and chairs, coffee maker, and television. 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, McLaughlin and Mobridge College sites. SBC's buildings also are handicapped accessible.

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 701-854-8090.

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 ensure 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.

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.

AISES/ECOLOGY CLUB

The purpose of our AISES/Ecology Club is to increase education awareness with club members own knowledge of ecology by adding our values and principles of not only what we have learned in classes, but by our tradition and heritage. We, as members can raise outreach throughout our college and community to educate our students, to educate our students as well as community members on the ecological practices and create an environment that has been enhanced with the knowledge of what we have been taught.

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 serve as officers of the Student Congress.

ANIME CLUB

The Anime Club meets to discuss, show, and promote anime, and manga to students and to broaden the Japanese cultural understanding.

CULTURE CLUB

The purpose of the Culture Club is to promote and renew interest in the cultural heritage of Native Americans.

DIY ART CLUB

DIY Art Club members participate in individual, school-wide, and community based art projects, and partnerships which will increase each student's confidence as well as help develop a sense of school and community pride. Students will be building leadership, teamwork, social skills, building self-esteem, and critical thinking skills, which will help students not only in the art club but when they continue their education in post education atmosphere. By creating a DIY Art Club on campus we are able to give back in more ways than one. Living on campus and in a rural area our students are limited to options when it comes activities and home/holiday décor. When students join the club they will have the opportunity to create their own art/décor and have the option of taking it home or offering it for club fundraising.

FITNESS CLUB

The purpose of the Fitness Club is to promote and generate interest in health, fitness, and well-being.

GEEK CLUB

Geek Oyate is a technology club focused on building leadership skills, exploring innovative ideas, and providing students with the opportunity to learn about various technology fields.

RODEO CLUB

The SBC Rodeo Club is organized to assist and develop extracurricular activities and opportunities for SBC students, faculty, staff and the general public.

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.

TWO SPIRIT CLUB

Two Spirit Club is to provide opportunities for LGBTQ+ students and allies to meet, to serve as members of a campus community; to encourage intellectual enrichment and professional growth through forums and presentations; and to elevate the stature of our communities through club programming.

VETERANS CLUB

Serves as an advocate for student veterans, in any respect, that attend Sitting Bull College by providing essential information and guidance that aids in success and personal growth.

***STUDENT
SERVICES
POLICIES &
PROCEDURES***

CENTER FOR STUDENT SUCCESS

The Center for Student Success (CSS) is committed to providing support services to enhance life-long learning, personal growth and academic excellence to SBC Students. The CSS offers a variety of services to include: academic guidance and support, peer and professional academic coaches, weekly Connection Newsletter, assistance in the transition to college life (individual, family, group and career), referral services, financial literacy, disability services, intervention services and campus educational programs.

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:

- Academic coaching for all college subjects
- Academic counseling
- Personal counseling and referrals
- Remedial courses

DISABILITY SERVICES

In accordance with the Americans with Disabilities Act (ADA), Sitting Bull College recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in programs and courses of the college. Staff and faculty will work with students and/or other agencies to arrange for reasonable accommodations. These accommodations may include but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lecture, or other accommodation to allow the student access to the curriculum.

Students can initiate disability services by contacting the Disabilities Coordinator's office on a timely basis. An application for services and written documentation of the disability must be submitted to qualify for disability services. Documentation must come from an appropriate professional (such as a physician, psychologist, learning disability specialist, or audiologist), and documentation must include information regarding the type of disability, functional limitations, and modes of treatment. IEP's are not sufficient for documentation requirements. Students who think they may have a disability should schedule a time to meet with the Disability Coordinator to discuss their concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. The Disability Coordinators office is located in the Family Support Center.

COUNSELING SERVICES

The goal of Sitting Bull College Counseling Services is to maximize student potential and to provide students with the tools they will need to live a healthy and responsible life. SBC Counselors are striven to help students improve their quality of life and in turn quality of life of those around them. Sitting Bull College's Counseling Department follows the College's non-discrimination policy in that it affords equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law.

Sitting Bull College also offers Academic, Career and Financial Aid Counseling. These services are located in the Student Services building on the Fort Yates Campus. In addition, scheduled counseling services are available at the McLaughlin and Mobridge site. Schedules will be posted at the beginning of each semester.

The Academic Counselor is prepared to help students with a variety of concerns, including mental health and chemical dependency issues. This Counselor acts as a support system and can provide individual counseling, referrals and preventive education for students who are experiencing difficulties. Resource materials, particularly in the area of mental health and chemical dependency are available for students from this office. All information is held in the strictest confidence.

Financial Aid Counseling is provided by the Financial Aid office staff to help students understand the various types of financial aid programs at Sitting Bull College, how to access scholarship funds from other sources, and to understand their respective rights and responsibilities as students receiving financial aid funds.

Career Counseling includes, but is not limited to, a course wherein the process of applying for a job is experienced through textbook, in-class assignments and ending with a mock interview. Counseling continues beyond the classroom for students who request support in their ongoing development of job seeking/keeping style. Students have access to information about and from colleges worldwide. At any point in the student's time at Sitting Bull College, counseling is available which would address advancing their degree, whether at Sitting Bull College or transferring to another school.

FINANCIAL LITERACY

The Financial Literacy/Scholarship Coordinator supports the development financial literacy. Each semester there are financial education-based activities brought into the classroom, speakers, a financial fair, workshops, and FAFSA support.

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 ACCUPLACER 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 career and technical education interests, aptitude and personal adjustments are available or can be arranged. Student test results and personal information are kept confidential. The Career and Technical Education Counselor assists those who utilize the Career and Technical 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.

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 part-time 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).

COURSE

A course is a unit of instruction in a subject area offered during the fall, spring or summer semesters.

NUMBERING

(099) Pre-college Level Courses

These course numbers indicate developmental, pre-college level classes. These courses are not transferable to other post-secondary institutions.

(100-299) Lower and Intermediate Division Courses

Courses numbered from 100-199 generally indicate introductory courses that survey an entire academic discipline and/or introduce students to the fundamental nature of a discipline's method of inquiry. Such courses are often appropriate for fulfilling general education requirements.

Courses numbered 200-299 indicate courses that generally assume previous introduction to the discipline studied. Courses at this level provide basic understanding of material and provide students with the background necessary for more advanced study and/or entry into certain occupations.

(300-399) Upper Division Courses

These course numbers indicate upper division undergraduate courses that require prerequisites or that are of sufficient complexity or difficulty that they require a broader educational background and maturity to perform at optimal levels. Courses at this level require an advanced and rigorous level of study.

(400-499) Upper Division Advanced Courses

These numbers indicate advanced upper division undergraduate courses. These courses require previous, extensive study in the area or academic ability normally acquired during six full-time semesters of college work. Such courses may require students to work far more independently.

(500-699) Graduate-Level Courses

These courses are exclusively for graduate students, primarily for students working toward the master's degree.

PREREQUISITES

Courses with prerequisites require prior course work, which must be completed satisfactorily. In some course's 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 Operations or Dean 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 classes requiring special equipment (example: computers). Audits will be allowed in the Language, Arts, and Sciences.
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, lab fees, and one-half of the tuition rates.

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. Sitting Bull College has various educational delivery methods for course offerings. The education methods include face-to-face lecture and laboratory, accelerated, hybrid, distance learning (internet and IVN), personalized system of instruction, and independent study. All course delivery methods require the same academic equivalency.

FACE-TO-FACE COURSE INSTRUCTION

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. In addition,

a minimum of two hours of additional outside work is recommended for students (such as reading, research, or completion of homework) each week for everyone credit hour of lecture.

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

ACCELERATED COURSES INSTRUCTION

Accelerated courses are offered in various formats but require a minimum of half the hours of regular instruction. Therefore, for a regular three credit course that would meet 45 hours in an accelerated mode requires a minimum of 22.5 hours of instruction. The amount of classroom time and outside work for an accelerated course must be equivalent to the total hours required in and out of the classroom for a face-to-face course.

HYBRID COURSE INSTRUCTION

Hybrid courses are offered through face-to-face and distance learning. A hybrid course requires a minimum of one credit hour of regular instruction per week and the remaining instruction is completed through distance learning. In addition, the amount of outside work for the student should be the same as a regular face-to-face to course.

DISTANT LEARNING INSTRUCTION

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.

INTERNET COURSES

This method of delivery is an alternative to the regular classroom instruction methods.

Requirements for distance learning courses are just as stringent as attending regular classes.

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 the same course requirements as the regular face-to-face course. 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 Dean 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, 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 Dean of Academics. Waivers will be granted only with support from the student's advisor.

CONTINUING EDUCATION UNITS

The College offers Continuing Education Units (CEU's) to improve professional development. These are units offered through a workshop format. Ten (10) 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 transcript from SBC. CEUs may not be used to fulfill a degree requirement and cannot be converted to college credit(s).

CANCELLATION OF COURSES/CLASSES

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

The Vice President of Operations reserves the right to cancel classes due to inclement weather or for college participation in activities. In the event that class, classes, or activities are cancelled, SBC will utilize the alert system to notify students.

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 28 College Fees Structure.

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

PSYC 100 FIRST YEAR LEARNING EXPERIENCE

All two-year degree-seeking students will be required to take PSYC 100 First Year Learning Experience as either a one or three credit course.

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 one (1) credit.

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 120 TRANSITIONS – GRADUATION & BEYOND

All two-year degree-seeking students will be required to take SOC 120 Transitions – Graduation & Beyond 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.

Exemption: All two-year degree-seeking students who have earned 30 or more credits and completed First Year Learning or similar course, Composition I, Composition II, and either MATH 102 or MATH 103 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:

- If they are less than one credit short, they 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.
- If a student has taken courses such as ENGL 110 and ENGL 120 and is short from the six (6) hour requirements of Composition at Sitting Bull College, they can combine the credits for 110 and will only need to repeat 120.

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 and/or Vice President of Operations or Dean of Academics.

REPEATING COURSES

Students have the option to repeat a course, but for courses, in which the student received a D or better, the cost for the course will only be covered once under financial aid and the student will be required to pay on their own if repeated three or more times. 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. Faculty are required to take weekly attendance for all methods of instructional delivery.

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.

Sitting Bull College’s records management system for attendance will refer students taking courses in all methods of delivery with excess absences to an SBC Counselor.

CHALLENGE TESTS

Sitting Bull College will permit students to demonstrate college level competency by completing the challenge examination to establish college credit for the following courses:

Course	Type of Challenge Exam	Credits
ENGL 110 Composition I	Argumentative Essay with Sources (scored on a rubric)	3
CSCI 101 Introduction to Computers	Exam	3
NAS 101 Ocheti Sakowin Language for Beginners	Exam	3
NAS 103 Ocheti Sakowin Language, Culture, & History	Exam	3
NAS 105 Ocheti Sakowin Culture I	Exam	3

Limits and Regulations for the Challenge Exam(s):

1. Students must enroll for either course during the registration process and will be required to pay the per credit hour tuition rate.
2. The test will be administered and scored within the first week of classes 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.
3. A student will only be allowed to take the challenge test once.
4. Credit hours successfully challenged may not be included in total credits when determining eligibility for federal financial aid. Example: Student enrolls in 12 credit hours which includes a 3 credit hour language class which the student successfully challenges. The student's Pell grant eligibility shall be based on 9 credits instead of 12 credits.

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 Dean 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 Operations or Dean of Academics 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
MW	Military Withdrawal	0
I	Incomplete	0
WIP	Work in Progress	0
S/U	Satisfactory/Unsatisfactory	0

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

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 GRADE

A grade of "I" (Incomplete) will only be issued in emergency circumstances which are approved by the Dean of Academics. A student must have met the following requirements to be considered for an incomplete:

- The student must have valid documentation to be considered for an incomplete.
- The student must have completed at least (75%) of the assigned coursework.
- The student must be passing the course.
- The student must have over 75% attendance in the course.

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 via fax or pdf* 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, and Jenzabar Database Manager will be notified of the student drop.

*Faxes will be accepted with the student's signature and information clearly written. An email message without a pdf attached will not be considered an authentic signature. 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. Midterm grade reports can be viewed and printed by the student through MySBC.

Mid-term grades are not reported during the Summer term or for accelerated courses. 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. The instructor must submit final grades for an accelerated course one week after the end of the course. Final grade reports can be viewed and printed by the student through MySBC.

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 79 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 Dean of Academics within three weeks from the end of the semester, no grade changes will be made.

FINAL EXAM POLICY

Students are required to take their finals during the scheduled time. A makeup 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 Grade section will be followed.

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'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.

Dean's Honor 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 achieve a 2.00 GPA at the end of their next semester of enrollment, will be placed on academic suspension for one semester (Suspension #1). A student will not be allowed to reenter from suspension during the summer semesters.
- Upon reentering, if the student fails to achieve a 2.00 GPA at the end of the semester, the student will be unable to reenter for two semesters (excluding summers) (Suspension #2).
- When returning after the second suspension the student must achieve a 2.00 GPA at the end of the semester or the student will be placed on the third suspension, which will result in the student being unable to reenter for six semesters (excluding summers) – three academic years.
- Any further suspensions beyond the third suspension will result in a student being unable to reenter for three academic years (six semesters, excluding summers).

NOTE: Summer semesters do not count towards the semesters of suspension. Suspended students are not eligible to take courses until they have completed their suspension.

Example (Suspension #1)

A student who is placed on suspension at the end of the fall semester will be required to sit out the spring and summer semesters 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.

RE-ADMISSION

A student, who has been placed on suspension, will need the approval of the Admissions Committee for re-admission. A degree seeking student reentering after suspension will be allowed to enroll in up to 12 credit hours and will not be allowed to enroll on-line courses.

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.

EXCEPTIONS

If an applicant for admission is NOT a current high school student, 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 First Year Learning Experience for three of the eight credits, providing they have successfully completed the following official GED tests – Language Reasoning, math, and either social studies or science. However, the applicant will be required to work with the GED Director 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

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 of Science in Elementary Education, Early Childhood Education, and Secondary Science Education requires a minimum 2.75 cumulative grade point average. Master's degrees require a minimum 3.00 cumulative grade point average.
3. The student must complete the following post assessment requirements:
 - Certificate: degree specific assessments
 - Associate of Applied Science: degree specific assessments, institutional outcomes survey, student services satisfaction survey
 - Associate of Arts; Associate of Science: degree specific assessments, CAAP test, institutional outcomes survey, student services satisfaction survey, Native American Studies General Knowledge Test
 - Bachelor of Science: Bachelor of Arts: degree specific assessments, institutional outcomes survey, student services satisfaction survey, Native American Studies General Knowledge Test
 - Master of Science: degree specific assessments
4. Transfer students must earn a minimum of fifteen (15) credits at SBC prior to graduation for an Associate degree, (30) credits for a Bachelor's degree, and (24) credits for a Master's degree.
5. The student must be enrolled at SBC during the final semester of graduation.
6. The student may not apply transfer graduate credit toward requirements for an associate or baccalaureate degree at SBC.
7. The student must complete payment of all fees and financial obligations to the College before diplomas and transcripts are released.
8. Graduation dates include: May, July, and December. The college only holds one commencement ceremony in May.

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.

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.

TRANSCRIPTS

Sitting Bull College has teamed-up www.Parchment.com to handle transcript requests electronically. Parchment is a transcript request service which securely links to the Sitting Bull College system to accept requests, payments, and then mails the transcript directly to you, making the process simpler, quicker, and more accessible. Telephone requests for transcripts will not be honored.

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.
- e) Computer or other equipment not returned.

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.

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.

PROGRAMS OF STUDY

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

MASTER OF SCIENCE

The Master of Science (MS) degree is granted to the student, who wishes to complete a program of study which leads to employment in a specific career. The MS degree program requires a minimum of thirty-eight (38) credit hours of course work. For admissions into a Master's program a student must have successfully completed a Bachelor's degree in a related discipline, and meet the necessary requirements for admission into the program.

Sitting Bull College offers the following Master of Science degree:
Environmental Science

MASTER OF EDUCATION

The Master of Education (M.Ed.) degree is granted to the student, who wishes to complete a program of study in curriculum and instruction. The M.Ed. degree program requires a minimum of thirty-two (32) credit hours of course work. For admissions into a Master's program a student must have successfully completed a Bachelor's degree, in a related field is preferred but not required, and meet the necessary requirements for admission into the program.

Sitting Bull College offers the following Master of Education degree:
Curriculum and Instruction

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) degree is granted to the student, who wishes to complete a program of study which leads to employment in a specific career. The MS degree program requires a minimum of thirty-eight (38) credit hours of course work. For admissions into a Master's program a student must have successfully completed a Bachelor's degree in a related discipline, and meet the necessary requirements for admission into the program.

Sitting Bull College offers the following Master of Science degree:
Master of Business Administration

BACHELOR OF SCIENCE/BACHELOR OF ARTS/BACHELOR OF SOCIAL WORK

The Bachelor of Science/Arts/Social Work (BS/BA/BSW) degree is granted to the student who wishes to complete a program of study which leads to employment in a specific career. Each BS/BA/BSW degree program requires a minimum of one hundred and twenty-five (125) credit hours of course work. For admissions into a Bachelor's program a student must have successfully completed an Associate degree in a related discipline.

Sitting Bull College offers the following Bachelor of Science/Arts degrees:
Business Administration
Criminal Justice
Early Childhood Education
Elementary Education
Environmental Science
General Studies
Native American Studies
Secondary Science Education
Social Work

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 (60) 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
Pre-Engineering

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 (60) credit hours of course work.

Sitting Bull College offers the following Associate of Science degrees:

Criminal Justice
Early Childhood Education
Environmental Science
Human Services Technician
Information Technology
Lakhotiyapi/Dakhotiyapi
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 (60) credit hours of course work.

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

Lay Advocate/Paralegal
Veterinary 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 Certificates of Completion:

Building Trades
Heavy Equipment Operations I
Lakhotiyapi/Dakhotiyapi I

Commercial Driver's License
Heavy Equipment Operations II
Lakhotiyapi/Dakhotiyapi II

Electrical
Welding

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 lifelong learning, promote the Ochethi Sakowin culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

GENERAL EDUCATION ESSENTIAL LEARNING OUTCOMES

1. Students will articulate Oceti Sakowin language and culture.
2. Students will apply written and oral communication skills.
3. Students will analyze problems using quantitative and qualitative analytical skills.
4. Students will engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society.

GENERAL EDUCATION REQUIREMENTS

The following general education requirements must be completed for an Associate of Arts, Associate of Science, Associate of Applied Science, and Bachelor of Science/Arts 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.

<i>Skills/Student Outcomes</i>	Course offered by Degree			
	Associate of Arts	Associate of Science	Associate of Applied Science	Bachelor of Science/Arts
<i>Writing Skills Institutional Outcome (1) General Education Outcome (2)</i>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. Students will be able to complete an essay and a research paper using APA style.	ENGL 110 Composition I - 3 cr. ENGL 120 Composition 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 Composition I - 3 cr. Students will be able to write effective business communications; memorandums, letters, reports, and proposals.	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. Students will be able to complete an essay and a research paper using APA style.
<i>Communications Institutional Outcome (1) General Education Outcome (2)</i>	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 100 Applied Communications or COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.
<i>Mathematics Institutional Outcomes (1,3) General Education Outcome (3)</i>	MATH 103 College Algebra - 4 cr. Students will learn the manipulation skills that are at an advanced level in the application 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.	Varies by program with minimum requirements of MATH 103 College Algebra - 4 cr. Students will learn the manipulation skills that are at an advanced level in the application of algebra.

<p><i>Student Success Institutional Outcome (3)</i> <i>General Education Outcomes (2, 3, 4)</i></p>	<p>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. 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 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. 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 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. 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 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. 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 Institutional Outcome (4)</i> <i>General Education Outcomes (1, 4)</i></p>	<p>NAS 101 Ochethi Sakowin Language I - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I - 3 cr. NAS Elective – 3 cr. Students will learn the language to appreciate the ways dialects are used to teach history and enhance culture.</p>
<p><i>Humanities or Social & Behavioral Science Institutional Outcome (2, 3)</i> <i>General Education Outcome (4)</i></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. 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. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>	<p>Not applicable</p>	<p>Varies by program – 3 cr. -15 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>
<p><i>Health/Physical Education Institutional Outcome (3)</i> <i>Essential Learning Outcome (4)</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<i>Laboratory Science Institutional Outcomes (1, 3) General Education Outcome (3)</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	Varies by program – 4 cr. -12 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.
<i>Computer Applications Institutional Outcome (3) General Education Outcome (3)</i>	CSCI 101 Introduction to Computers – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computers – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computers – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computers – 3 cr. Students will learn to become computer literate.
<i>Total Credit Hours Required</i>	41 credits	34 credits	23 credits	40 – 57 credits

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

GENERAL EDUCATION FIRST-TIME FRESHMAN SEQUENCE OF COURSES

Sitting Bull College has created a sequence of first year academic courses for all Associate degree seeking students that are designed to facilitate the transition to college and to develop a cohort of learners. The sequence of courses is designed to help students to develop critical and creative thinking as well as written and oral communication skills that are valuable for success for future courses within the major.

First Semester

PSYC 100 First Year Learning Experience.....	3 cr.
Composition (Based on ACCUPLACER Score)	3 cr.
Math (Based on ACCUPLACER Score)	4 cr.
CSCI 101 Introduction to Computers	3 cr.
Total Credits	12 cr.

Second Semester

Composition (Next course in sequence)	3 cr.
Math (Next course in sequence if applicable to degree).....	4 cr.
NAS 101 Ojethi Sakowin Language for Beginners/NAS 103 Introduction to Ojethi Sakowin Language, Culture & History, Speech, Science course or Introduction courses from major.....	3-10
Total Credits	12-17 cr.

A waiver of the required courses must be approved by the Dean of Academics.

Second semester students should not be encouraged to take courses beyond the 13/14 credits unless they received a 2.00 or greater the first semester.

DEGREE PLANS



DIVISION OF AGRICULTURE

Associate of Applied Science – Veterinary Technology

PROGRAM OUTCOMES

Program Outcomes For: Associate of Applied Science Veterinary Technology

1. The student will proficiently execute the essential skills dictated by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities.
2. The student will actively contribute as an integral member of a veterinary health care team while adhering to professional and ethical standards including a strong work ethic, personal responsibility and compassion for clients and animals.
3. The student will effectively communicate with veterinary health care team members and clients.
4. The students will establish and maintain a work environment that ensures the safety of clients, animals and staff.
5. The student will utilize and apply the knowledge necessary to function within the scope of practice of a Licensed Veterinary Technician.

ASSOCIATE OF APPLIED SCIENCE – VETERINARY TECHNOLOGY

The Associate of Applied Science Veterinary Technology Degree is a practical introduction to the field of veterinary medicine and nursing. The mission of the Veterinary Technology Associate of Applied Science degree program is to provide students with the professional and hands-on skills necessary for successful employment in veterinary nursing and related fields, including those required to excel in rural and tribal areas. This technical degree exists to provide culturally-responsive, state-of-the-art, hands-on education and training to prepare students for careers in veterinary medicine and related fields.

GENERAL EDUCATION REQUIREMENTS

ENGL 100 or	Applied English	3 cr.
ENGL 110	Composition I	
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HPER 210	First Aid/CPR/AED	2 cr.
BIOL 150	General Biology I.....	4 cr.
CHEM 115	Introduction to Chemistry	4 cr.
Total General Education Requirements.....		31 credits

CORE REQUIREMENTS

VET 111	Introduction to Veterinary Technology	2 cr.
VET 113	Introduction to Veterinary Hospital Management.....	1 cr.
VET 120	Anatomy and Physiology of Domestic Animals	4 cr.
VET 122	Small Animal Veterinary Nursing I	4 cr.
VET 124	Microbiology for Veterinary Technicians	2 cr.
VET 126	Parasitology for Veterinary Technicians	2 cr.
VET 211	Small Animal Veterinary Nursing II	4 cr.
VET 213	Anatomy Lab for Veterinary Technicians	2 cr.
VET 215	Survey of Domestic Animal Diseases	3 cr.
VET 217	Veterinary Diagnostic Imaging	3 cr.
VET 220	Clinical Pharmacology	3 cr.
VET 222	Clinical Lab Procedures	4 cr.
VET 224	Anesthesia and Surgical Nursing	4 cr.
VET 226	Large Animal	4 cr.
VET 233	Exotics and Lab Animals.....	4 cr.
VET 235	Clinical Foundations.....	4 cr.
VET 295	Clinical Internship I.....	4 cr.
VET 296	Clinical Internship II.....	3 cr.
VET 297	Clinical Internship III.....	3 cr.
Total Core Requirements		60 credits
TOTAL DEGREE REQUIREMENTS.....		91 CREDITS



DIVISION OF ARTS AND HUMANITIES

**Associate of Arts Degree in General Studies
Associate of Arts – General Studies Nursing Transfer
Bachelor of Science – General Studies**

Bachelor of Science – General Studies with Emphasis in Native American Studies

PROGRAM OUTCOMES

Program Outcomes For: Associate of Arts Degree in General Studies

1. The student will express ideas effectively through writing and speaking.
2. The student will demonstrate use of technology.
3. The student will develop their knowledge of various cultures with an emphasis on the Ojethi Sakowin culture.
4. The student will demonstrate sound critical thinking skills and reflective processing of information to enhance problem solving.

Program Outcomes For: Associate of Arts – General Studies Nursing Transfer

1. The student will gain the acquired basic principles and skills in the general education area required for transfer to a four-year institution of higher learning.
2. The student will complete transfer requirements for furthering their nursing education.

Program Outcomes For: Bachelor of Science – General Studies

1. The student will create written and oral communication to meet professional standards.
2. The student will demonstrate advanced use of technology.
3. The student will demonstrate research skills by retrieving, evaluating, and using information appropriately.
4. The student will develop critical thinking skills and reflective processing of information to enhance problem solving.

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 while pursuing specific interests. It prepares students to enter into the Bachelor of Science General Studies degree or to transfer to another bachelor's program.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
NATIVE AMERICAN STUDIES ELECTIVE	.....	3 cr.
	Select any one (1) course from Native American Studies	
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	
Total General Education Requirements	.....	40 credits

CORE REQUIREMENTS

HUM 297	General Studies Capstone.....	1 cr.
MATH 210	Elementary Statistics	3 cr.
	Humanities Course.....	3 cr.
	Technology Course	3 cr.
	Social & Behavioral Science Course	3 cr.
	Elective Courses	8 cr.
Total Core Requirements	.....	21 credits
TOTAL DEGREE REQUIREMENTS	.....	61 CREDITS

ASSOCIATE OF ARTS – GENERAL STUDIES NURSING TRANSFER

This program is designed to meet the needs of those students who plan to continue their education in nursing at other institutions. 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 education requirements before transferring to another nursing program.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HPER 200	Nutrition	2 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
BIOL 220	Anatomy and Physiology I	4 cr.
CHEM 115	Introduction to Chemistry	4 cr.
Total General Education Requirements.....		40 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 12 credits from the following (based on the program the student plans to transfer to):

Statistics	Abnormal Psychology
Introduction to Sociology	Introduction to Anthropology
Social Problems	Ethics courses
Introduction to Ethics	Introduction to Western Philosophy
Comparative Spirituality	Arts course
Ochethi Sakowin Tradition, Philosophy, & Spirituality	Culture course
Finite Math	

Total Core Requirements 24 credits

TOTAL DEGREE REQUIREMENTS..... 64 CREDITS

BACHELOR OF SCIENCE – GENERAL STUDIES

The program is designed to fit a student's academic and career goals. The student will explore a range of subject areas to broaden understanding of the world, analyze issues, formulate reasoned conclusions, and effectively communicate ideas. This degree encourages students to be leaders in the community and also prepares students for graduate studies in a wide range of subjects.

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. Completion of assessment project.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
NATIVE AMERICAN STUDIES ELECTIVE	Select any one (1) course from Native American Studies	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
HEALTH/PHYSICAL EDUCATION.....	Any two (2) one-hour courses or any one (1) two-hour course	2 cr.
LABORATORY SCIENCE.....	Any two (2) four-hour courses	8 cr.
CSCI 101	Introduction to Computers.....	3 cr.
Total General Education Requirements.....		40 credits

CORE REQUIREMENTS

MATH 210	Elementary Statistics	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.
Total Core Requirements		84 credits

TOTAL DEGREE REQUIREMENTS..... 124 CREDITS

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



DIVISION OF BUSINESS

**Associate of Arts in Business Administration
Bachelor of Science in Business Administration
Master of Business Administration
Certificate in Information Technology A+
Certificate in Information Technology Maintenance/Os/Networking
Associate of Science Degree in Information Technology**

PROGRAM OUTCOMES

Program Outcomes For: Associate of Arts in Business Administration

1. The student will prepare and interpret various financial reports for a business.
2. The student will exhibit professional skills in written and verbal communication.
3. The student will demonstrate practical application of small business management principles including supervision, marketing, and business planning techniques.
4. The student will demonstrate knowledge of legal issues relating to business.
5. The student will display basic knowledge of global, national, local, and Native American tribal economic concepts.

Program Outcomes For: Bachelor of Science in Business Administration

1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate advanced proficiency of integration of business concepts.
3. The student will apply advanced management theory and techniques to actual business situations.
4. The student will be able to evaluate an organization and provide strategic business recommendations.
5. The student will analyze the impact of global business issues.
6. The student will demonstrate proficiency of current computer information systems within the business environment.

Program Outcomes For: Master of Business Administration

1. The student will demonstrate the use of written and oral communication.
2. The student will learn how to budget effectively and how to understand and prepare financial statements.
3. The student will demonstrate leadership skills applying creative problem solving techniques to achieve optimal utilization of resources at an organization.

4. The student will integrate various business management techniques throughout the cross functional areas of an organization.
5. The student will demonstrate an understanding of the challenges that are faced in today's business environment.

Program Outcomes For: Associate of Science Degree in Information Technology

1. The student will demonstrate the applications of computer information systems and fundamental computer concepts.
2. The student will:
 - I. configure and enhance the hardware and software of a computer to optimize computer performance.
 - II. install internal and external options and devices.
 - III. utilize tools, hardware components, and hardware/software interfacing to troubleshoot computer problems.
3. The student will:
 - I. plan and implement a technical solution for networking in small business environment.
 - II. create IP addressing plans for a small network and implement a network equipment upgrade.
4. The student will investigate issues and/or solve problems using current topics in computing as well as application of industry trends.
5. The student will understand the following as related to Python:
 - I. how to construct user interfaces for simple programs, and design functional systems.
 - II. analyze and construct effective and efficient algorithms and appropriate control structure effectively use software development tools including editors, compilers, and libraries.
6. The student can apply knowledge and skills to wide range of information technology careers.

BUSINESS ADMINISTRATION

Sitting Bull College offers associate and bachelor level programs for students seeking training in 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 in all area markets.

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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
CSCI 101	Introduction to Computers.....	3 cr.
NATIVE AMERICAN STUDIES ELECTIVE	.....	3 cr.
	Select any one (1) course from Native American Studies	
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, 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	
Total General Education Requirements	.....	40 credits

CORE REQUIREMENTS

ACCT 200	Elements of Accounting I	3 cr.
ACCT 201	Elements of Accounting II	3 cr.
BAD 101	Introduction to Business.....	3 cr.
BAD 103	Legal Environment of Business	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management.....	3 cr.
BAD 297	Business Administration Internship.....	3 cr.
ECON 201	Microeconomics	3 cr.
ECON 202	Macroeconomics	3 cr.
BOTE 247	Spreadsheet Applications	3 cr.
Total Core Requirements	.....	30 credits
TOTAL DEGREE REQUIREMENTS	.....	70 CREDITS

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 area markets. The four-year Business Administration program focuses on stimulating business creations that are compatible with, and supportive of, the American Indian Culture or Ojethi Sakowin 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 may 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.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
or		
MATH 104	Finite Mathematics.....	3 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ojethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ojethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
NATIVE AMERICAN STUDIES ELECTIVE	Select any one (1) course from: Native American Studies	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	3 cr.
HEALTH/PHYSICAL EDUCATION.....	Any two (2) one-hour courses or any one (1) two-hour course	2 cr.
LABORATORY SCIENCE.....	Any two (2) four-hour courses	8 cr.
Total General Education Requirements.....		39-40 credits

BUSINESS CORE REQUIREMENTS

ACCT 200	Elements of Accounting I	3 cr.
ACCT 201	Elements of Accounting II	3 cr.
BAD 101	Introduction to Business.....	3 cr.
BAD 103	Legal Environment of Business	3 cr.
BAD 208	Entrepreneurial Marketing.....	3 cr.
BAD 219	Entrepreneurial Business Management.....	3 cr.
BAD 297	Business Administration Internship.....	3 cr.
ECON 201	Microeconomics	3 cr.
ECON 202	Macroeconomics	3 cr.
BOTE 247	Spreadsheet Applications	3 cr.
Total Business Core Requirements		30 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.
BAD 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.....		121-122 CREDITS

MASTER OF BUSINESS ADMINISTRATION

The MBA program at Sitting Bull College educates current and future business leaders through the use of technology, research and engagement with an emphasis on economic development, budgeting, financial decision making, and planning while promoting ethical behavior consistent with the Lakota/Dakota culture and language. The Master of Business Administration (MBA) degree is granted to the student, who wishes to complete a program of study which leads to employment in a specific career.

The MBA degree program requires a minimum of thirty-eight (38) credit hours of course work. For admissions into a Master's program a student must have successfully completed a Bachelor's degree in a related discipline (students may apply with un-related disciplines but additional coursework applies), and meet the necessary requirements for admission into the program. MBA graduates are well positioned for many job opportunities within the Sitting Bull College region at Standing Rock and surrounding areas. MBA courses are delivered using an accelerated eight (8) week block method.

CORE REQUIREMENTS

BADM 500	Graduate Research Studies.....	1 cr.
BADM 502	Operations and Supply Management	3 cr.
BADM 505	Money and Banking Analysis.....	3 cr.
BADM 510	Scholarly Project Seminar I.....	1 cr.
BADM 517	Community Development.....	3 cr.
BADM 542	Managerial Accounting	3 cr.
BADM 573	Economics.....	3 cr.
BADM 606	Project Planning	3 cr.
BADM 610	Marketing Analysis	3 cr.
BADM 635	Business Law and the Regulation of Business.....	3 cr.
BADM 640	Management Information Systems	3 cr.
BADM 655	Financial Management and Financial Analysis.....	3 cr.
BADM 680	Strategic Management and Decision Making	3 cr.
BADM 697	Research Seminar	3 cr.
Total Core Requirements		38 credits
TOTAL DEGREE REQUIREMENTS		38 CREDITS

INFORMATION TECHNOLOGY

We live in a computerized and networked society. 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 mining and manufacturing. Individuals own personal computers, tablets, smartphones 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 IT student at SBC will develop a firm foundation in Information Technology to prepare for employment and/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, Cisco CCNA, and Cisco CCT. The courses offered at SBC are standardized with the North Dakota University System's common course numbering system, preparing students to transfer to a four-year institution of higher learning for more advanced degrees.

ASSOCIATE OF SCIENCE – INFORMATION TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, 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.
	Any one (1) four-hour laboratory science course	
Total General Education Requirements	.....	33 credits

CORE REQUIREMENTS

CIS 128	Microcomputer Hardware I.....	3 cr.
CIS 129	Microcomputer Hardware II.....	3 cr.
CIS 141	Introduction to Cybersecurity	3 cr.
CIS 164	Networking Fundamentals I	4 cr.
CIS 165	Networking Fundamentals II	4 cr.
CIS 185	Programming with Python.....	3 cr.
CIS 212	Operating Systems Client	3 cr.
CIS 215	Implementing a Server Environment.....	3 cr.
CIS 297	Information Technology Internship.....	3 cr.
CSCI 133	Database Concepts I (SQL).....	3 cr.
INFORMATION TECHNOLOGY ELECTIVES - (SELECT A TOTAL OF 3-4 CREDIT HOURS)		
CIS 167	Enterprise Networking, Security, & Automation (ENSA).....	4 cr.
CIS 181	Creating Web Pages	3 cr.
ENS 211	Introduction to GIS/GPS	3 cr.
CIS/CSCI 299	Computer Information Systems/Computer Science Elective	3 cr.
Total Core IT Requirements	.....	35-36 credits
TOTAL DEGREE REQUIREMENTS	.....	68 CREDITS



DIVISION OF CONSTRUCTION TECHNOLOGY

**Certificate in Building Trades
Certificate in Commercial Driver's License (CDL)
Certificate in Electrical
Certificate in Heavy Equipment Operator (HEO)
Certificate in Welding**

Construction technology is becoming a profession of specialists open to many interests and skills.

PROGRAM OUTCOMES

Program Outcomes For: Certificate in Building Trades

1. The student will prepare building site according to building plan.
2. The student will demonstrate the proper use of hand and power tools.
3. The student will be able to layout and construct exterior wall sections and roofing according to a building plan.
4. The student will be able to install interior walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.

Program Outcomes For: Certificate in Commercial Driver's License (CDL)

1. The students will demonstrate mastery of driving safety skills for chosen class of Commercial Driver's License.
2. The students will demonstrate a working knowledge of standard safety practices set by the Occupational Safety and Health Administration.
3. The students will demonstrate knowledge of all North or South Dakota Department of Transportation Regulations.

Program Outcomes For: Certificate in Electrical

1. The student will be able to lay out the electrical system in new residential and light commercial installations according to the National Electrical Code Guidelines 159.
2. The student will be able to identify the materials needed to complete a project.
3. The student will be able to successfully complete the rough-in stage of residential wiring using romex cable, light commercial wiring and using conduit in accordance with the National Electrical Code Guidelines.
4. The student will be able to successfully complete the trim-out of new residential and light commercial projects including installing outlets, switches, light fixtures, smoke detectors, service panels, and meters.

Program Outcomes For: Certificate in Heavy Equipment Operator (HEO)

1. The student will demonstrate the basic operational techniques for the various equipment.
2. The student safely operate heavy equipment such as dump trucks, loaders, excavators, backhoes, and skid steers.
3. The student will demonstrate and engage in grading and safe earthmoving practices.
4. The student will use critical thinking to describe basic mechanical operations and implement maintenance procedures and to demonstrate knowledge of laws, regulations, and safety requirements.
5. Students will demonstrate familiarity with the realities of employment in the heavy equipment industry.

Program Outcomes For: Certificate in Welding

1. The student will demonstrate good safety measures of all equipment.
2. The student will demonstrate knowledge of OSHA standards for welding safety practices.
3. The student will demonstrate their ability to perform welds utilizing the SMAW, FCAW, and GMAW processes.
4. The student will perform proper welds in the following G plate positions: 1G-Flat, 2G-Horizaontal, and 3G-Vertical, with backing plate. If successful, students will move on to other certifications.

CERTIFICATE – BUILDING TRADES

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).

Students who successfully complete the program leave with a solid foundation as entry-level carpenters. Jobs that await them are many as demand is 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.
HPER 210	First Aid/CPR/AED	2 cr.
SOC 099	Job Skills	2 cr.
Total General Education Requirements		7 credits

CORE REQUIREMENTS

CARP 102	Core Curriculum	2 cr.
CARP 105	Construction Math	3 cr.
CARP 120	Principles of Framing	3 cr.
CARP 125	Construction Practicum I	4 cr.
CARP 140	Principles of Interior Finish.....	2 cr.
CARP 145	Construction Practicum II.....	4 cr.
OSHA 100	Safety Course	1 cr.
Total Core Requirements		19credits
TOTAL DEGREE REQUIREMENTS.....		26 CREDITS

CERTIFICATE – COMMERCIAL DRIVERS LICENSE (CDL)

CERTIFICATE REQUIREMENTS

CDL 100	CDL Permit.....	4 cr.
CDL 105	Novice CDL Training.....	5 cr.
CDL 107	Advanced CDL Training.....	3 cr.
CDL 109	Driver Endorsements	3 cr.
HPER 210	First Aid/CPR/AED	2 cr.
OSHA 100	Safety Course	1 cr.
SOC 099	Job Skills	2 cr.
TOTAL CERTIFICATE REQUIREMENTS		20 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

Students must obtain or have the ability to obtain a valid driver license.

Students must be able to pass random drug testing.

CERTIFICATE – ELECTRICAL

CERTIFICATE REQUIREMENTS

ECAL 101	Electrical Fundamentals I.....	3 cr.
ECAL 102	Electrical Fundamentals II.....	3 cr.
ECAL 103	Electrical Code Study.....	3 cr.
ECAL 104	Electrical Trades Math	2 cr.
ECAL 106	Electrical Practicum I.....	4 cr.
ECAL 132	Commercial & Agricultural Wiring	3 cr.
ECAL 133	Residential Wiring	2 cr.
ECAL 206	Electrical Practicum II.....	4 cr.
HPER 210	First Aid/CPR/AED	2 cr.
OSHA 100	Safety Course	1 cr.
SOC 099	Job Skills	2 cr.
TOTAL CERTIFICATE REQUIREMENTS		29 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE – HEAVY EQUIPMENT OPERATION I

CERTIFICATE REQUIREMENTS

HEO 101	Heavy Equipment Operation Training I.....	8 cr.
HPER 210	First Aid/CPR/AED	2 cr.
MATH 100	Applied Math	3 cr.
OSHA 100	Safety Course	1 cr.
SOC 099	Job Skills	2 cr.
TOTAL CERTIFICATE REQUIREMENTS		16 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE – HEAVY EQUIPMENT OPERATION II

CERTIFICATE REQUIREMENTS

HEO 102	Heavy Equipment Operation Training II.....	8 cr.
HEO 103	Excavator Certification	2 cr.
HEO 105	Heavy Equipment GPS	3 cr.
HEO 107	Project Layout	3 cr.
TOTAL CERTIFICATE REQUIREMENTS		16 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE – WELDING

CERTIFICATE REQUIREMENTS

WELD 100	Orientation & Safety	1 cr.
WELD 103	GMA Welding	2 cr.
WELD 104	SMA Welding	2 cr.
WELD 153	Welding Practicum	4 cr.
HPER 210	First Aid/CPR/AED	2 cr.
OSHA 100	Safety Course	1 cr.
SOC 099	Job Skills	2 cr.

WELDING ELECTIVES - (SELECT A TOTAL OF 3 CREDIT HOURS)

WELD 105	Stainless Steel/Pipe TIG Welding	3 cr.
WELD 107	Introduction to Pipe Welding	3 cr.

TOTAL CERTIFICATE REQUIREMENTS 17 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.



DIVISION OF EDUCATION

Associate of Science – Early Childhood Education
Associate of Science – Teacher Education
Bachelor of Science - Early Childhood Education (Teaching and Non-Teaching)
Bachelor of Science Elementary Education
Bachelor of Science Elementary Education/Special Education
Bachelor of Science – Secondary Science Education
Master of Education – Curriculum and Instruction

PROGRAM MISSION STATEMENT

The mission of the sitting Bull College Division of Education is to balance the constructivist view of teaching and learning while integrating the Ojethi Sakowin philosophy, values, and beliefs. Both the institutional and education division mission statements articulate a need to enhance the educational attainment of Standing Rock members while maintaining a focus on Ojethi Sakowin history, language, culture, and values. Since 1995 the education division has integrated constructivist principles throughout the program of study.

PROGRAM OUTCOMES

Program Outcomes For: Associate and Bachelor Education Programs

1. The candidate will demonstrate discipline content knowledge, pedagogical and professional knowledge, and skills/dispositions needed to educate all learners through field and practicum experiences.
2. The candidate will demonstrate and use formal and informal assessment strategies to evaluate and ensure the continuous development of the diverse learner.
3. The candidate will be a reflective thinker who continually evaluates the effects of his/her choices and actions on others and who seeks opportunities to serve the community and grow professionally.
4. The candidate will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Ojethi Sakowin culture and language.
5. The candidate will demonstrate the ability to integrate tools of instructional and assistive technology into teaching and professional practice.

Program Outcomes For: Master of Education in Curriculum and Instruction

1. The candidate will demonstrate advanced knowledge, skills, and dispositions.
2. The candidate will understand, develop, and apply research and research methods through effective communication relevant to the advanced field of study using effective communication through writing.
3. The candidate will demonstrate a deepened understanding of the study of the role of schools in society and the development of positive-relationship partnerships with families and the larger community through effective communication and the implementation of programs, services, events, and/or best practices.
4. The candidate will demonstrate a deepened understanding and apply advanced teaching strategies and models of teaching relevant to the advanced field of study, in order to meet the needs of students.
5. The candidate will demonstrate various methods of integrating current, appropriate instructional technologies.
6. The candidate will demonstrate practicum performance via a field experience that shows evidence of the potential impact on P-12 student learning using varied assessments.
 - a. Determine and apply sound pedagogical practices to meet the needs of all students as learners and of the learning environment.
 - b. Demonstrate a deepened understanding of curriculum theory, design, and delivery.
 - c. Determine, apply, and reflect on multiple means of assessing and evaluating diverse students' learning.
 - d. Demonstrate professional experience and growth as educational leaders and supervisors and curriculum and instruction strategists for the purpose of preparing teachers for different roles in schools.

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 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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HEALTH/PHYSICAL EDUCATION.....		2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE.....		3 cr.
	Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed	
LABORATORY SCIENCE.....		4 cr.
	Any one (1) four-hour laboratory science course	
Total General Education Requirements.....		33 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 Early Childhood Education	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 Early Childhood Education.....	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.....		66 CREDITS

TEACHER EDUCATION

Sitting Bull College provides an Associate of Science degree designed to prepare students for specialized vocational training as Assistant Teachers in K-12. 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 prior to any field experience.

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 Ochethi Sakowin 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.

The Associate of Science degree is a requirement for employment and career opportunities by North and South Dakota Department of Education for paraprofessionals.

ASSOCIATE OF SCIENCE – TEACHER EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
MUSC 100	Music Appreciation or MUSC/NAS 110 Ochethi Sakowin Music & Dance.....	3 cr.
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE.....		3 cr.
Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed		
HEALTH/PHYSICAL EDUCATION.....		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE - Choose any two (2) four-hour laboratory science course		
	Physical Science	4 cr.
	Life Science.....	4 cr.
	Earth or Space Science	4 cr.
Total General Education Requirements.....		40 credits

CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 262	Strategies, Methods & Observation in Teacher Education	4 cr.
EED 297	Teacher Education Internship	3 cr.
EED 298	Pre-Professional Experience	1 cr.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		22 credits
TOTAL DEGREE REQUIREMENTS.....		62 CREDITS

BACHELOR OF SCIENCE – 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 Division of Education Student Policies & Procedures for details.)

Documentation must be submitted to the Division of Education Chair. Admission requirements are as follows:

1. Successful completion or be within one semester of completion of an Associate of Science degree in Teacher Education, Early Childhood Education, Environmental Science or an Associate of Arts degree in General Studies.
2. Cumulative GPA of 2.75.
3. Complete the "Application for Division of Education" form which includes the following documents: signature of acceptance by the admissions committee chair, three letters of recommendation from employers/instructors, and the disposition essay.
4. Background check.
5. Acceptable scores of the Pre-Professional Skills Test (PRAXIS I).

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 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, and kindergarten. (See Division of Education Student Policies & Procedures)

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 a student in the student teaching classroom may be cause for termination. Recommendation for termination will be made by the SBC supervisor/faculty, the cooperating teacher, and the school administrator in which the student teaching is taking place. A student who is 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

- At times candidates will be required to attend classes during the day, evening, and weekends.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to teach.
- A candidate will be required to attempt the North Dakota PRAXIS II scores before graduating with a teaching degree. Candidates in the non-teaching track of the Bachelor of Science in Early Childhood are exempt from this requirement.
- Grant funding may be available for a specified period. Candidates 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.
- A candidate must complete 12 weeks of student teaching in each area and must be available to be in the classroom setting during school hours.

BACHELOR OF SCIENCE – EARLY CHILDHOOD EDUCATION TEACHING TRACK

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE		3 cr.
Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed		
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course.....		2 cr.
LABORATORY SCIENCE Two (2) four-hour courses in the following areas:		
	Earth Science.....	4 cr.
	Life Science	4 cr.
	Physical Science.....	4 cr.
Total General Education Requirements		37 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in Early Childhood.....	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 Early Childhood Education	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development	3 cr.
ECE 254	Early Childhood Curriculum and 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 Early Childhood Education Core Requirements		33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education.....	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education.....	3 cr.
ECE 315	Early Childhood Math & Science Methods.....	3 cr.
ECE 320	Early Childhood Social Studies Methods	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood Education	3 cr.
ECE 337	Inclusion in Early Childhood Education Settings.....	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education	2 cr.
ECE 362	Early Childhood Humanities.....	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 497	Early Childhood Internship – Field Study.....	12 cr.
EED 260	Educational Psychology.....	3 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 447	Multicultural Education.....	3 cr.
EED 498	Senior Capstone	1 cr.
Total Professional Core Requirements		53 credits
TOTAL DEGREE REQUIREMENTS		123 CREDIT

BACHELOR OF SCIENCE – EARLY CHILDHOOD EDUCATION NON-TEACHING TRACK

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly aligned with the North Dakota Early Childhood program requirements as defined by the North Dakota Education Standards and Practices Board (ESPB). The degree program has embedded practicum experiences throughout the coursework; however, the non-teaching track does not require the student teaching component leading to licensure.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I.....	3 cr.
	Introduction to Ochethi Sakowin Language, Culture & History	
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE.....		3 cr.
Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed		
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HEALTH/PHYSICAL EDUCATION.....		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE		
Two (2) four-hour courses in the following areas:		
	Earth Science.....	4 cr.
	Life Science.....	4 cr.
	Physical Science.....	4 cr.
Total General Education Requirements.....		37 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in Early Childhood Education	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 Early Childhood Education.....	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development	3 cr.
ECE 254	Early Childhood Curriculum and 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 Early Childhood Education Core Requirements		33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education.....	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education	3 cr.
ECE 315	Early Childhood Math & Science Methods	3 cr.
ECE 320	Early Childhood Social Studies Methods	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood	3 cr.
ECE 337	Inclusion in Early Childhood Settings.....	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education	2 cr.
ECE 362	Early Childhood Humanities.....	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 495	Foundations of Action Research in Early Childhood Education	3 cr.
ECE 496	Action Research in Early Childhood Education	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 447	Multicultural Education	3 cr.
EED 498	Senior Capstone	1 cr.
Total Professional Core Requirements.....		56 credits
TOTAL DEGREE REQUIREMENTS.....		126 CREDITS

BACHELOR OF SCIENCE – ELEMENTARY EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I	3 cr.
	Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE	.....	3 cr.
	Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed	
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HISTORY OR NATIVE AMERICAN HISTORY ELECTIVE	.....	3 cr.
ENGL 238	Children's Literature.....	3 cr.
MUSIC ELECTIVE	.....	3 cr.
	MUSC 100 Music Appreciation or NAS 110 Ochethi Sakowin Music & Dance	
HEALTH/PHYSICAL EDUCATION	Any two (2) one-hour courses or any one (1) two-hour course.....	2 cr.
LABORATORY SCIENCE	Select (1) four-hour course in each of the following areas:	
	Earth Science.....	4 cr.
	Life Science	4 cr.
	Physical Science.....	4 cr.
Total General Education Requirements	.....	50 credits

ELEMENTARY EDUCATION CORE REQUIREMENTS

EED 220	Geography for Teachers	3 cr.
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 262	Strategies, Methods & Observation in Teacher Education	4 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.....	12 cr.
EED 498	Senior Capstone	1 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
SPD 200	Exceptional Children.....	3 cr.
Total Elementary Education Core Requirements	.....	76 credits
TOTAL DEGREE REQUIREMENTS	.....	129 CREDITS

BACHELOR OF SCIENCE – SECONDARY SCIENCE EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
MATH 107	Precalculus.....	5 cr.
MATH 210	Statistics.....	3 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE.....	Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed	3 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
HEALTH/PHYSICAL EDUCATION.....	Any two (2) one-hour courses or any one (1) two-hour course	2 cr.
Total General Education Requirements.....		40 credits

SECONDARY SCIENCE 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.
EED 498	Senior Capstone	1 cr.
PSYC 250	Developmental Psychology.....	4 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 Secondary Science Education Core Requirements.....		47 credits

CORE REQUIREMENTS - BIOLOGY

BIOL 150	General Biology I.....	4 cr.
BIOL 151	General Biology II.....	4 cr.
BIOL 224	General Ecology.....	4 cr.
or		
ENS 113	Introduction to Environmental Science	4 cr.
300/400 LEVEL BIOLOGY ELECTIVES.....		12 cr.
Total Biology Core Requirement		24 credits

CORE REQUIREMENTS - CHEMISTRY

CHEM 115	Introduction to Chemistry	4 cr.
300/400 LEVEL CHEMISTRY ELECTIVES.....		8 cr.
Total Chemistry Core Requirement.....		12 credits

CORE REQUIREMENTS - GEOLOGY

GEOL 100 Earth Science 4 cr.
GEOLOGY ELECTIVES 8 cr
Total Geology Core Requirement 12 credits

CORE REQUIREMENTS - PHYSICS

PHYS 102 Physical Science 4 cr.
or
PHYS 211 Physics I 4 cr.
or
PHYS 110 Astronomy 4 cr.
Total Physics Core Requirement 4 credits

Total Science Core Requirements 52 credits
TOTAL DEGREE REQUIREMENTS 139 CREDITS

MASTER'S OF EDUCATION – CURRICULUM AND INSTRUCTION

The graduate program in Education, with a specialization in Curriculum and Instruction, will assist graduate students in developing skills sets and understanding in curriculum, instruction, and assessment. Graduate students will be exposed to and challenged in the areas of research, writing, critical thinking, and practicums. Graduate students will be exposed to both theory and practice in their research, textual readings, and classroom discussions, with experiential learning (i.e., practicums) being strongly emphasized.

This program is intended to: 1). Assist current teachers develop their skills sets and understanding of curriculum, instruction, and assessment; or 2). Assist graduate students, who do not have a background in teaching, develop skills sets necessary for an administrative role (or similar role) in the field of Education. Applicants who do not have a background in teaching are encouraged to apply. Applicants with a degree in subjects that are taught at the secondary education level may be eligible for a North Dakota secondary teaching license after the successful completion of the graduate program in Education. They would need to contact the Education Standards and Practices Board (ESPB) in North Dakota about licensing requirements. For applicants who do not have a teaching background, this degree program may serve to be useful in administrative roles in the field of Education, and possibly other discipline areas.

CORE REQUIREMENTS

EED 501	Advanced Foundations in Education	2 cr.
EED 510	Differentiated Instruction	2 cr.
EED 520	Multicultural Education: Theory & Practice	3 cr.
EED 522	Models of Teaching & Learning	3 cr.
EED 525	Critique & Design of Research.....	2 cr.
EED 526	Research Writing.....	2 cr.
EED 527	Statistics.....	3 cr.
EED 528	Educational Assessment.....	3 cr.
EED 530	Curriculum Design.....	2 cr.
EED 540	Education Law & Ethics	3 cr.
EED 550	Advanced Integration of Technology into the Classroom	3 cr.
EED 560	Field Experience	1 cr.
Total Core Requirements		28 credits

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 3 CREDITS IN RESEARCH OR SCHOLARLY SUBJECT AREAS)

EED 570	Research Seminar I	1 cr.
EED 571	Research Seminar II	2 cr.
EED 580	Scholarly Project Seminar I.....	1 cr.
EED 581	Scholarly Project Seminar II.....	2 cr.
Total Specialization/Emphasis Requirements		3 credits
TOTAL DEGREE REQUIREMENTS		31 CREDITS



DIVISION OF ENGINEERING

ASSOCIATE OF ARTS – PRE-ENGINEERING

Program Outcomes for Associate of Arts in Pre-Engineering

1. The student will apply knowledge of Chemistry, Physics, mathematics through Calculus II, and introductory engineering to the analysis of engineering problems.
2. The student will conduct experiments and analyze and interpret data.
3. The student will design a system, component, or process to meet desired needs within realistic constraints at a level typical of a beginning 3rd year undergraduate in an ABET (Accreditation Board for Engineering and Technology, Inc.) accredited engineering program.
4. The student will function on teams having a diversity of educational, occupational, and cultural backgrounds.
5. The student will identify, formulate, and solve engineering problems at a level typical of a beginning 3rd year undergraduate in an ABET accredited engineering program.

ASSOCIATE OF ARTS – PRE-ENGINEERING

This program is designed to prepare students for transfer to a four-year institution of higher learning in an engineering discipline. Students who complete this program will have a background in mathematics, science, and engineering that enables them to succeed in the 3rd and 4th year of an ABET accredited 4-year engineering program.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 165	Calculus I	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	6 cr.
	Select any two (2) courses from: Arts, English, History, Humanities, 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	
CHEM 121	General Chemistry I	4 cr.
CHEM 122	General Chemistry II	4 cr.
or PHYS 251	University Physics I	4 cr.
Total General Education Requirements	.....	40 credits

CORE REQUIREMENTS

ENGR 116	Introduction to the Engineering	3 cr.
ENGR 117	Computer-Aided Design and Drafting (CADD)	1 cr.
ENGR 221	Statics	3 cr.
ENGR 222	Dynamics	3 cr.
MATH 129	Basic Linear Algebra	3 cr.
MATH 166	Calculus II	4 cr.
PHYS 252	University Physics II	4 cr.
PRE-ENGINEERING ELECTIVE	.....	3-4 cr.
	Select any one (1) course from: Pre-Engineering, Math, Science or Computer Science	

CORE REQUIREMENTS-MATH

	Select two (2) courses	
MATH 102	Intermediate Algebra.....	4 cr.
or MATH 103	College Algebra.....	4 cr.
MATH 105	Trigonometry	2 cr.
or MATH 107	Precalculus.....	5 cr.
MATH 265	Calculus III	4 cr.
MATH 266	Differential Equations.....	3 cr.

Total Core Requirements **30-31 credits**
TOTAL DEGREE REQUIREMENTS..... **70-73 CREDITS**



DIVISION OF MATH AND SCIENCE

***Associate of Science – Environmental Science
Bachelor of Science – Environmental Science
Master of Science – Environmental Science***

PROGRAM OUTCOMES

Program Outcomes For: Associate of Science in Environmental Science

The student will describe and show competency in the following issues associated with environmental science:

1. The proper use of environmental sampling equipment and current technology in the classroom and in the field according to accepted "Standard Methods";
2. The ability to conduct field sampling and monitoring of air, water, soil, and biomass using appropriate sampling equipment according to accepted "Standard Methods";
3. The ability to conduct an environmental site assessment;
4. The ability to describe, orally and in writing, the similarities and differences between traditional and modern views of the Earth
5. The ability to demonstrate an understanding of methodology in science research;
6. The ability to describe biological, chemical, and physical influences on environmental media;
7. The ability to describe transport mechanisms for contaminants as they travel through various environmental media; and
8. The demonstration of general knowledge of environmental issues and develops an understanding of environmental impacts resulting from human activities

Program Outcomes For: Bachelor of Science in Environmental Science

The student will describe and show competency in the following issues associated with environmental science:

1. The proper use of environmental sampling equipment and current technology in the classroom and in the field according to accepted "Standard Methods";
2. The ability to design and conduct a field or laboratory study using appropriate sampling equipment and techniques according to accepted "Standard Methods";

3. The ability to describe the similarities and differences between traditional and modern views of the Earth;
4. The ability to describe biological, chemical, and physical influences on environmental media, including human health effects;
5. The ability to describe transport mechanisms for contaminants as they travel through various environmental media;
6. The ability to develop a professional research proposal and demonstrate the various steps of the scientific method in the design;
7. The ability to develop and present a professional research presentation and answer questions in an appropriate manner;
8. The ability to produce a final report of a research project that effectively provides a general narrative of the student's research;
9. The skill to integrate GPS/GIS technology into presentations; and
10. The competency of developing a wildlife conservation and management plan applicable to the needs of the Standing Rock Sioux Reservation and/or the Cheyenne River Sioux Reservation.

Program Outcomes For: Master of Science in Environmental Science

The student will show competency and mastery in the following skill sets associated with environmental sciences:

1. The student will develop scientific critical thinking skills.
2. The student will demonstrate the ability to articulate knowledge of environmental science, methodologies, and policy both in writing and orally.
3. The student will synthesize a cogent research thesis inclusive of appropriate statistical analysis.
4. The student will demonstrate an understanding of Native Science as it relates to the Lakota/Dakota culture, while maintaining the balance with and the integrity of Western Science.

ASSOCIATE OF SCIENCE – ENVIRONMENTAL SCIENCE

This program is designed to prepare students for employment or transfer to the Bachelors of Science in Environmental Science or other institutions of higher learning in such areas as wildlife management, environmental quality, and range and grassland management.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
BIOL 150	General Biology I.....	4 cr.
HUMANITIES or	SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, 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	
Total General Education Requirements.....		33 credits

CORE REQUIREMENTS

BIOL 224	General Ecology.....	4 cr.
CHEM 115/121	Introduction to Chemistry or General Chemistry I.....	4 cr.
ENS 113	Introduction to Environmental Science	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.
STEM Electives 100+ Level.....		3-4 cr.
TOTAL DEGREE REQUIREMENTS.....		65-66 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 that have a Bachelor of Science degree in environmental science or a natural resources-related field. 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.

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.

REQUIREMENTS:

Successful completion of an Associate of Science degree in Environmental Science is required for admission. 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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
NATIVE AMERICAN STUDIES ELECTIVE		3 cr.
	Select any one (1) course from Native American Studies	
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, 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	General Biology I.....	4 cr.
CHEM 115/121	Introduction to Chemistry or General Chemistry I.....	4 cr.
Total General Education Requirements.....		40 credits

ENVIRONMENTAL SCIENCE CORE REQUIREMENTS

BIOL 224	General Ecology.....	4 cr.
ENS 113	Introduction to Environmental Science	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.
STEM Electives 100+ Level.....		4-5 cr.
Total Environmental Science Core Requirements		39-40 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 Professional Core Requirements.....		46 credits
TOTAL DEGREE REQUIREMENTS.....		125-126 CREDITS

MASTER OF SCIENCE – ENVIRONMENTAL SCIENCE

The graduate program in Environmental Science (ENS) is an extension and builds off of the college's current A.S. and B.S. programs. The program description for the B.S. program states that it:

... is designed to provide students with a background sufficient to make them competitive in the workplace for careers in environmental science, natural resource management, wildlife management, and other science-related disciplines. The program will prepare students to conduct scientific research using methodology necessary to attain results that will be used for science-related, managerial decisions.

The graduate program will build upon the objectives of the B.S. program by allowing students to gain greater skills in specific areas.

Admissions Requirements

Potential students must submit an application package by the application deadline April 30th. Interested individuals will be encouraged to visit SBC and the ENS (Environmental Science) faculty before applying to the graduate program.

Requirements of Application Package:

1. Complete an application for enrollment at SBC
2. Official transcripts from all previous colleges and universities
3. Three (3) Letters of Recommendation
4. Curriculum Vitae
5. Letter of Intent – In this letter, the applicant should discuss research interests, academic goals, career goals, and reasons for wanting to attend graduate school. The applicant should discuss how previous work, academic, and personal experiences have prepared them for graduate education and have shaped their research interests.

Applications that are missing any of the above requirements will not be reviewed. All information can be sent to the Office of the Registrar, 9299 Highway 24, Fort Yates, ND 58538.

Criteria for Admissions:

1. Completion of a Bachelor's degree in Environmental Science or related field by the spring semester in which applying.
2. Cumulative GPA of 3.0 or higher
3. Demonstration of readiness for graduate school and scientific research – should be revealed in Letter of Recommendations, CV, and Letter of Intent
4. Students with poor GPAs or GRE scores should still apply. Applicants should use the Letter of Intent and CV to highlight academic and career accomplishments. Students with a good record of research and work experience may still be accepted even though the cumulative GPA or GRE scores are lower than the admission standards.

Pre-Admission:

Applicants that meet the admissions criteria will be asked to interview with ENS faculty before final acceptance into the ENS graduate program is approved. In interviews with ENS faculty, both the applicant and the faculty will determine if the ENS graduate program is a good fit for the applicant. During the interviews, the applicant can ask questions about the program and research projects. Faculty can further determine if the student is truly prepared for graduate school at SBC.

Special Notes

SBC will be offering the Master's in ENS using a cohort model. Therefore, admission will be on a competitive basis. The first cohort will focus on water quality for field research, so it is highly suggested that applicants have an interest in working in this area.

The program will be offering courses during the day and evening and the program will require an extensive amount of research/field time. It is anticipated that the program will take between two to three years to complete. Therefore, it is highly encouraged that selected participants not hold full-time employment during this period. If the participant does have full-time employment it is highly encouraged that a commitment is received from their employer understanding that the participant will be required to take course(s) and do research/field time during working hours. Half time assistantships may be available for participants in the program, depending on grant funds.

CORE REQUIREMENTS

ENS 500	Graduate Research Seminar	2 cr.
ENS 511	Advanced Experimental Design	3 cr.
ENS 515	Advanced Statistics	3 cr.
ENS 520	Advanced Techniques in GIS	3 cr.
ENS 542	Environmental Policy & Resource Management	3 cr.
ENS 545	Applying Dakota/Ochethi Sakowin Culture to Environmental Science	3 cr.
ENS 550	Conservation Biology	3 cr.
ENS 600	Research and Thesis	6-9 cr.
Total Core Requirements		26-29 credits

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 12 CREDITS)

ENS 522	Advanced Remote Sensing and Digital Image Processing	3 cr.
ENS 530	Limnology	3 cr.
ENS 532	Watershed Analysis	3 cr.
ENS 552	Avian Ecology	3 cr.
ENS 554	Grassland Ecology	3 cr.
ENS 556	Ecology of Invasive Species	3 cr.
ENS 558	Restoration Ecology	3 cr.
ENS 560	Advanced Water and Soil Biogeochemistry	3 cr.
ENS 562	Microbial Ecology	3 cr.
ENS 570	Climate Change	3 cr.
ENS 572	Environmental Water Quality	3 cr.
ENS 580	Advanced Water Sampling Techniques	3 cr.
ATSC 520	Atmospheric Chemistry	3 cr.
ATSC 528	Atmospheric Data Analysis	3 cr.
ATSC 535	Measurement Systems	3 cr.
ATSC 565	Air Quality	3 cr.
Total Specialization/Emphasis Requirements		12+ credits
TOTAL DEGREE REQUIREMENTS		38+ CREDITS



DIVISION OF NATIVE AMERICAN STUDIES

***Associate of Science/Certificates – Lakhotiyapi/Dakhotiyapi
Associate of Arts – Native American Studies
Bachelor of Arts – Native American Studies***

PROGRAM OUTCOMES

Program Outcomes For: Certificate/Associate of Science Degree in Lakhotiyapi/Dakhotiyapi

1. The student will demonstrate a knowledge base of the Ochethi Sakowin Language using best practices in the following areas:
 - a) language acquisition
 - b) field methods
 - c) practical applications
 - d) teaching techniques

Program Outcomes For: Associate of Arts Degree in Native American Studies

1. Students will read, write, understand, and speak the Ochethi Sakowin language at an intermediate level.
2. Through effective oral and written communication, students will identify and describe major legal and social challenges that Native people face today.
3. Students will identify key aspects of Ochethi Sakowin history, institutions, and values, and describe why these aspects are important to the Ochethi Sakowin.

Program Outcomes For: Bachelor of Arts Degree in Native American Studies

The Bachelor of Arts in Native American Studies will facilitate the achievement of Sitting Bull College's overall mission to build intellectual capital and promote economic and social development by preparing students to be community-centered leaders. Upon completion of the program:

1. Students will read, write, understand, and speak the Ochethi Sakowin language proficiently both in and outside the classroom.
2. Students will identify the challenges that Native people face today through effective oral and written communication.
3. Students will demonstrate knowledge of Ochethi Sakowin history, institutions, values, by applying such teachings in personal, public and academic situations.

CERTIFICATE – LAKHOTIYAPI/DAKHOTIYAPI I

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 100	Applied Math or higher	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
Total General Education Requirements.....		8 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS	Select any six (6) courses from: LDL 101 Teaching Ochethi Sakowin Level I Methods A, LDL 102 Teaching Ochethi Sakowin Level II Methods A, LDL 103 Teaching Ochethi Sakowin Level III Methods A, LDL 104 Teaching Ochethi Sakowin Level IV Methods A, LDL 105 Teaching Ochethi Sakowin Level V Methods A, LDL 106 Teaching Ochethi Sakowin Level 1 & II Methods A, LDL 107 Teaching Ochethi Sakowin Level III & IV Methods A, LDL 108 Teaching Ochethi Sakowin Grammar I	6 cr.
LDL 110	Ochethi Sakowin Phonology I.....	1 cr.
LDL 124	Intensive Ochethi Sakowin for Elementary I.....	1 cr.
LDL 125	Intensive Ochethi Sakowin for Elementary II.....	1 cr.
LDL 126	Intensive Ochethi Sakowin for Elementary III.....	1 cr.
Total Core Requirements		10 credits

TOTAL CERTIFICATE REQUIREMENTS 18 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE – LAKHOTIYAPI/DAKHOTIYAPI II (Requires Lakhotiyapi/Dakhotiyapi Certificate I)

CORE REQUIREMENTS

METHODS COURSE OPTIONS	Select any three (3) courses from: LDL 201 Teaching Ochethi Sakowin Level I Methods B, LDL 202 Teaching Ochethi Sakowin Level II Methods B, LDL 203 Teaching Ochethi Sakowin Level III Methods B, LDL 204 Teaching Ochethi Sakowin Level IV Methods B, LDL 205 Teaching Ochethi Sakowin Level V Methods A, LDL 206 Teaching Ochethi Sakowin Level 1 & II Methods B, LDL 207 Teaching Ochethi Sakowin Level III & IV Methods B, LDL 208 Teaching Ochethi Sakowin Grammar II	3 cr.
LDL 210	Ochethi Sakowin Inflectional Morphology I.....	1 cr.
LDL 211	Ochethi Sakowin Syntax I.....	1 cr.
LDL 212	Ochethi Sakowin Phonology II.....	1 cr.
LDL 223	Intensive Ochethi Sakowin for Pre-Intermediates III.....	1 cr.
LDL 233	Immersion Methods III.....	1 cr.
LITERACY DEVELOPMENT COURSE OPTIONS		2 cr.
Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Ochethi Sakowin Reading I, LDL 242 Discursive Narrative & Recording I, LDL 243 Field Methods/Transcription I		
PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS....		1 cr.
Select any one (1) course from: LDL 250 Indigenous Language I, LDL 251 Ochethi Sakowin Song & Dance, LDL 252 Northern Plains Sign Language		
Total Core Requirements		11 credits
Total Lakhotiyapi/Dakhotiyapi Certificate I Requirements		18 CREDITS
TOTAL CERTIFICATE REQUIREMENTS		29 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

ASSOCIATE OF SCIENCE – LAKHOTIYAPI/DAKHOTIYAPI

This program is useful for individuals interested in studying the Ochethi Sakowin language, becoming teachers or working in various tribal programs on Standing Rock and Ochethi Sakowin speaking communities.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II.....	3 cr.
COMM 110	Fundamentals of Public Speaking.....	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
OCHETHI SAKOWIN LANGUAGE		3 cr.
NAS 101 Ochethi Sakowin Language I or LDL 121 Intensive Ochethi Sakowin for Beginners I, LDL 122 Intensive Ochethi Sakowin for Beginners II & LDL 123 Intensive Ochethi Sakowin for Beginners III		
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		6 cr.
Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, 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.
Any one (1) four-hour laboratory science course		
Total General Education Requirements		36 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS		3 cr.
Select any three (3) courses from: LDL 101 Teaching Ochethi Sakowin Level I Methods A, LDL 102 Teaching Ochethi Sakowin Level II Methods A, LDL 103 Teaching Ochethi Sakowin Level III Methods A, LDL 104 Teaching Ochethi Sakowin Level IV Methods A, LDL 105 Teaching Ochethi Sakowin Level V Methods A, LDL 106 Teaching Ochethi Sakowin Level 1 & II Methods A, LDL 107 Teaching Ochethi Sakowin Level III & IV Methods A, LDL 108 Teaching Ochethi Sakowin Grammar I		
METHODS COURSE OPTIONS		3 cr.
Select any three (3) courses from: LDL 201 Teaching Ochethi Sakowin Level I Methods B, LDL 202 Teaching Ochethi Sakowin Level II Methods B, LDL 203 Teaching Ochethi Sakowin Level III Methods B, LDL 204 Teaching Ochethi Sakowin Level IV Methods B, LDL 205 Teaching Ochethi Sakowin Level V Methods A, LDL 206 Teaching Ochethi Sakowin Level 1 & II Methods B, LDL 207 Teaching Ochethi Sakowin Level III & IV Methods B, LDL 208 Teaching Ochethi Sakowin Grammar II		
LINGUISTICS COURSE OPTIONS		3 cr.
Select any three (3) courses from: LDL 110 Ochethi Sakowin Phonology I, LDL 210 Ochethi Sakowin Inflectional Morphology, LDL 211 Ochethi Sakowin Syntax I, LDL 212 Ochethi Sakowin Phonology II		
LDL 221	Intensive Ochethi Sakowin for Pre-Intermediates I.....	1 cr.
LDL 222	Intensive Ochethi Sakowin for Pre-Intermediates II.....	1 cr.
LDL 223	Intensive Ochethi Sakowin for Pre-Intermediates III.....	1 cr.
IMMERSION METHODS & STRUCTURCE COURSE OPTIONS		2 cr.
Select any two (2) courses from: LDL 231 Immersion Methods I, LDL 232 Immersion Methods II, LDL 233 Immersion Methods III		
LITERACY DEVELOPMENT COURSE OPTIONS		2 cr.
Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Ochethi Sakowin Reading I, LDL 242 Discursive Narrative & Recording I		
PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS		2 cr.
Select any two (2) courses from: LDL 250 Indigenous Language I, LDL 251 Ochethi Sakowin Song & Dance, LDL 252 Northern Plains Sign Language		
LAKHOTIYAPI/DAKHOTIYAPI ELECTIVES		6 cr.
Six (6) credit hours should be selected carefully by the student and advisor from the Lakhotiyapi/Dakhotiyapi courses.		
Total Core Requirements		24 credits
TOTAL DEGREE REQUIREMENTS		60 CREDITS

ASSOCIATE OF ARTS – NATIVE AMERICAN STUDIES

Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101	Ochethi Sakowin Language I.....	3 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	6 cr.
	Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, 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	
Total General Education Requirements	.....	40 credits

CORE REQUIREMENTS

	Art Course	3 cr.
	Select one: ART 145, ART 146, ART 245, ART 246, ART 247, NAS 110, or NAS 213	
NATIVE AMERICAN HISTORY:	.....	6 cr.
	Select two: NAS 107, NAS 108, or NAS 109	
NAS 102	Ochethi Sakowin Language for Elementary Learners	3 cr.
NAS 105	Ochethi Sakowin Culture I	3 cr.
NAS 112	Introduction to Native American Studies.....	3 cr.
NAS 204	Native American Governments: Traditional and Contemporary	3 cr.
NAS 208	Ochethi Sakowin Tradition, Philosophy, and Spirituality.....	3 cr.
NAS 211	Ochethi Sakowin Language for Pre-Intermediates	3 cr.
NAS 212	Ochethi Sakowin Language for Intermediates.....	3 cr.
Total Core Requirements	.....	30 credits
TOTAL DEGREE REQUIREMENTS	.....	70 CREDITS

BACHLOR OF ARTS – NATIVE AMERICAN STUDIES

The institutional mission of Sitting Bull College reads as follows: “Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.” The Bachelor of Arts in Native American Studies helps fulfill Sitting Bull College’s institutional mission by helping students not only learn and understand Ocethi Sakowin culture, values and language, but also by helping students apply such knowledge as a means of overcoming the challenges that our communities face today.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101	Ocethi Sakowin Language I.....	3 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		6 cr.
Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, 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		
Total General Education Requirements		40 credits

NATIVE AMERICAN STUDIES CORE REQUIREMENTS

Art Course		3 cr.
Select one: ART 145, ART 146, ART 245, ART 246, ART 247, NAS 110, or NAS 213		
NATIVE AMERICAN HISTORY:		6 cr.
Select two: NAS 107, NAS 108, or NAS 109		
NAS 102	Ocethi Sakowin Language for Elementary Learners	3 cr.
NAS 105	Ocethi Sakowin Culture I	3 cr.
NAS 112	Introduction to Native American Studies.....	3 cr.
NAS 204	Native American Governments: Traditional and Contemporary	3 cr.
NAS 208	Ocethi Sakowin Tradition, Philosophy, and Spirituality.....	3 cr.
NAS 211	Ocethi Sakowin Language for Pre-Intermediates	3 cr.
NAS 212	Ocethi Sakowin Language for Intermediates.....	3 cr.
Total Native American Studies Core Requirements		30 credits

PROFESSIONAL CORE REQUIREMENTS

NAS 301	Ocethi Sakowin Language for Advanced Intermediates.....	3 cr.
NAS 302	Ocethi Sakowin Language for Proficient Learners	3 cr.
NAS 311	Native American Women	3 cr.
NAS 419	Native Sovereignty & Decolonization.....	3 cr.
NAS 421	Ocethi Sakowin Social & Kinship Systems	3 cr.
NAS 431	Traditional Ocethi Sakowin Leadership	3 cr.
NAS 497	Native American Studies Capstone Course	1 cr.
NAS Electives	300+ Level.....	24 cr.
Electives	300+ Level.....	12 cr.
Total Professional Core Requirements		55 credits
TOTAL DEGREE REQUIREMENTS		125 CREDITS



DIVISION OF NURSING

Associate of Science – Practical Nursing

PROGRAM OUTCOMES

Program Outcomes For: Associate of Science Degree in Practical Nursing

1. The student will practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
2. The student will demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
3. The student will utilize the nursing process to give culturally focused care.
4. The student will function as a member of the health care team contributing on integrated client-centered health care plans across multiple disciplines.
5. The student will practice within the ethical and legal guidelines of the Nurse Practices Act.
6. The student will demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, or licensed practitioners.

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.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I.....	3 cr.
	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HPER 200	Nutrition	2 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
BIOL 220	Anatomy and Physiology I	4 cr.
Total General Education Requirements.....		33 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	3 cr.
NURS 206C	Fundamental Nursing Interventions (Nursing Practice Experience)	1 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 250	Developmental Psychology.....	3 cr.
Total Core Requirements		37 credits

TOTAL DEGREE REQUIREMENTS..... 70 CREDITS

Requirements:

- Prerequisites for entry to the nursing courses with NURS 205 and above require the student to submit a formal application for admission to the nursing division and provide proof of current certification in Basic Life Support and AED for Healthcare Providers
- All students in the nursing program must have a C or above in BIOL 220, BIOL 230, BIOL 202, HPER 200, NURS 101, PSYC 111 with a cumulative GPA of 2.3 or higher prior to registering in NURS 206.
- All students in the nursing program will be required to complete a background check, a physical exam including current TB testing, periodic drug screening, and documentation of immunization status. This will be required prior to taking NURS 206C. The criminal background check may be completed during NURS 206. Criminal background checks and periodic drug screenings will be done as needed for clinical placements and as determined by the program faculty.
- All students in the nursing program must complete Core Requirements with a C or above and maintain a cumulative grade point average of 2.3 or greater to remain in the program.
- Transfer students must take NURS 205 and above at Sitting Bull College to complete the nursing degree from Sitting Bull College.

ADMISSION REQUIREMENTS

Admission into the Division of Division of Nursing degree program is not automatic. Declaring nursing as a major does not guarantee acceptance into the formal program. All students must apply and be accepted into the formal program prior to taking NURS206C.

Formal Program Admission Requirements:

1. Admission to Sitting Bull College
2. A grade of C or higher in the prerequisite courses: BIOL 220, BIOL 230, BIOL 202, NURS 101, PSYC 111, HPER 200. NOTE: Enrollment in BIOL 230 and BIOL 202 may be concurrent with application for admission to the program.
3. A cumulative grade point average (GPA) of 2.3 or better.

Conditional admission may be granted to a student with a cumulative GPA of less than 2.3 upon review by the Nursing Department faculty and the Director of the Nursing Department. If conditional admission is granted, the student may be required to retake courses and complete other work. A conditional student will be required to raise cumulative GPA to 2.3 or higher.

4. Submission of a formal letter requesting admission to the nursing program. This letter must be accompanied by two letters of recommendation – one of which must be from a Sitting Bull College faculty member who has had the student as a student in class.
5. An interview with the nursing faculty may be required.
6. Documentation of possession of the physical capabilities to perform in the role of health care professional as demonstrated by submitting a record of a current (within three months of application) physical examination.
7. Documentation of health requirements as outlined in the nursing student handbook.
8. Documentation of current certification in Basic Life Support and AED for Healthcare Providers. Students will be required to keep these certifications current during their time in the nursing program. The student must provide the nursing director with a photocopy of their certificates each time they renew them.
9. Federal Criminal Background Check. A Federal Criminal Background Check will be done no later than the first month of classes after admission to the nursing program.
10. Tribal Background Check may be requested due to clinical agency requests or other circumstances. (If this check is requested it is done at the student's own expense.)

Once accepted into a Division of Nursing program, a candidate must maintain a cumulative grade-point average of 2.3 or greater in order to remain in the program.

TRANSFER STUDENTS AND CERTIFICATE LPNS

The admission requirements for the formal nursing program must be met by transferring students and certificate LPNs. In addition, the student must provide official transcripts from their previous course work. Students may be required to repeat some courses to ensure their success in this program.

A review of the student's skill competency will be part of the admission process.

Transfer students must take NURS 205 and above at Sitting Bull College to complete the nursing degree from Sitting Bull College.

STUDENT CLINICAL EXPERIENCES

The Division of Nursing makes every effort to place students in a setting with the least hardship for the student. However, any student who does not meet the requirements for placement with the clinical agencies will be unable to continue in the formal nursing program.

Students must pass the clinical component of each nursing course in order to successfully pass the course. If a student fails in the clinical setting, they fail the course. NOTE: Any student who misses two clinicals fails the course and must repeat the entire course.

In addition, if a student fails to complete a major assignment, they also fail the course, regardless of the number of points earned in the course. All major assignments must be completed and passed to pass the course.

Any student who fails a nursing course two (2) times or two (2) or more nursing courses in the same semester must reapply for admission to the nursing program.

READMISSION TO THE FORMAL PROGRAM

Students who have been accepted into the formal nursing program and fail to progress through their core NURS courses (NURS 205 and above) may apply for readmission. They must meet the admission requirements for the formal nursing program at the time of reapplication. A review of their skills competency will be part of the readmission process.

Students may apply for readmission one time only. A second fail from the formal nursing program precludes the student from further involvement with the nursing degree at Sitting Bull College.

OTHER ISSUES TO CONSIDER

- At times candidates will be required to attend classes during the day, evening, and weekends.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to practice.



DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

***Associate of Applied Science – Lay Advocate/Paralegal
Associate of Science – Criminal Justice
Associate of Science – Human Service Technician
Bachelor of Social Work***

Program Outcomes For: Associate of Applied Science Degree in Lay Advocate/Paralegal

1. The student will demonstrate knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.

Program Outcomes For: Associate of Science Degree in Criminal Justice

1. The student will demonstrate a working knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

Program Outcomes For: Associate of Science Degree in Human Services Technician

1. The student will demonstrate the ability to effectively communicate with clients and other professionals verbally and in writing.
2. The student will demonstrate knowledge of social and human service delivery systems and their role within the local and regional community:
 - a) Role Identification
 - b) Agency Planning, Budgeting, Management
 - c) Legal and Ethical
3. The student will apply systematic procedure to identify problems, provide therapeutic supportive and preventive services.

Program Outcomes For: Bachelor of Social Work Degree

1. The student will demonstrate Ethical and Professional Behavior and Conduct with respect to the NASW Code of Ethics and Ocheti Sakowin values.
2. The student will engage Diversity and Difference in Practice with emphasis on Social Work with Indigenous People and tribal communities.
3. The student will advance Human Rights and Social, Economic, and Environmental Justice with emphasis on Social Work with Indigenous People and tribal communities.
4. The student will engage in Practice informed Research and Research informed Practice with concern for Social Work with Indigenous People and tribal communities.
5. The student will engage in Policy Practice with emphasis on Social Work with Indigenous People and tribal communities.
6. The student will engage with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
7. The student will assess with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
8. The student will Intervene with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
9. The student will evaluate practice with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.

ASSOCIATE OF APPLIED SCIENCE – LAY ADVOCATE/PARALEGAL

The purpose of the Lay Advocate/Paralegal program is to (1) provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in Tribal Courts in conformance with all constitutional, legal, procedural and cultural values and traditions and/or (2) provide the necessary knowledge and skills to prepare graduates for entry-level employment as a paralegal.

GENERAL EDUCATION REQUIREMENTS

ENGL	110	Composition I	3 cr.
COMM	110	Fundamentals of Public Speaking	3 cr.
MATH	101	Pre-Algebra or higher	4 cr.
PSYC	100	First Year Learning Experience	3 cr.
SOC	120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or		Ochethi Sakowin Language I	3 cr.
NAS 103		Introduction to Ochethi Sakowin Language, Culture & History	
CSCI	101	Introduction to Computers	3 cr.
HEALTH/PHYSICAL EDUCATION.....			2 cr.
Any two (2) one-hour courses or any one (1) two-hour course			
Total General Education Requirements.....			23 credits

CORE REQUIREMENTS

ENGL	120	Composition II	3 cr.
CJ	202	Introduction to Law Enforcement & Corrections	3 cr.
CJ	203	Interviewing & Interrogation	3 cr.
CJ	205	Indian Law.....	3 cr.
CJ	206	Civil Law I: Contracts & Torts	3 cr.
CJ	207	Civil Law II: Will, Probate, & Property Law	3 cr.
CJ	208	Family Law.....	3 cr.
CJ	211	Legal Research, Writing, and Case Analysis	3 cr.
CJ	220	Criminal Law	3 cr.
CJ	231	Evidence & Procedure	3 cr.
CJ	232	Administration of Justice.....	3 cr.
CJ	260	Legal Ethics	3 cr.
CJ	265	Trial Techniques	3 cr.
CJ	297	Lay Advocate/Paralegal Internship/Capstone Experience	3 cr.
CJ Elective		Criminal Justice Elective	3 cr.
Total Core Requirements			42 credits
TOTAL DEGREE REQUIREMENTS			65 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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions – Graduation and Beyond	2 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, 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 - Any four-hour laboratory science course	.....	4 cr.
Total General Education Requirements	.....	33 CREDITS

CORE REQUIREMENTS

CJ 202	Introduction to Law Enforcement and Corrections	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law.....	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 245	Survey of Forensic Sciences	3 cr.
CJ 252	Criminology	3 cr.
CJ 260	Legal Ethics	3 cr.
CJ 265	Trial Techniques	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
CJ Elective	Criminal Justice Elective	3 cr.
Total Core Requirements	.....	36 CREDITS
TOTAL DEGREE REQUIREMENTS	.....	69 CREDITS

BACHELOR 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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Speech	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions – Graduation and Beyond	2 cr.
NAS 101 or	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or	SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, 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 - Any four-hour laboratory science course	.....	4 cr.
Total General Education Requirements	.....	33 CREDITS

CORE REQUIREMENTS

CJ 202	Introduction to Law Enforcement and Corrections	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 245	Survey of Forensic Sciences	3 cr.
CJ 252	Criminology	3 cr.
CJ 260	Legal Ethics	3 cr.
CJ 265	Trial Techniques	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
CJ Elective	Criminal Justice Elective	3 cr.
Elective	100/200 Level	3 cr.
Total Core Requirements	.....	39 CREDITS

PROFESSIONAL CORE REQUIREMENTS

CJ 325	Constitutional Law	3 cr.
CJ 330	Criminology Theory	3 cr.
CJ 351	Traditional Tribal Justice and Peacemaking	3 cr.
CJ 353	Criminal Law II	3 cr.
CJ 425	Tribal Sovereignty in Contemporary Supreme Court Jurisprudence	3 cr.
CJ 435	Restorative Justice	3 cr.
CJ 497	Senior Internship	6 cr.
CJ 498	Criminal Justice Capstone	1 cr.
CJ Electives	300+ Level	12 cr.
NAS Elective	300+ Level	3 cr.
Elective	300+ Level	6 cr.
Research/Writing Elective		
	CJ 411 or ENGL 300/400 Level	3 cr.
Total Professional Core Requirements	.....	49 credits
TOTAL DEGREE REQUIREMENTS	.....	121 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.

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	Composition I	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
HEALTH/PHYSICAL EDUCATION.....		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE - Choose any one (1) four-hour laboratory science course		
	BIOL 111 Concepts of Biology	4 cr.
	BIOL 150 General Biology I	4 cr.
	BIOL 220 Anatomy & Physiology I.....	4 cr.

Total General Education Requirements..... 33 credits

CORE REQUIREMENTS

HS 101	Introduction to Human Services.....	3 cr.
HS 203	Interviewing	4 cr.
HS 204	Case Management.....	4 cr.
HS 211	Introduction to Addictions.....	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.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
SOC 220	The Family	3 cr.

Total Core Requirements32 cr.

TOTAL DEGREE REQUIREMENTS..... 65 CREDITS

BACHELOR OF SOCIAL WORK (BSW)

ADMISSION AND PROGRAM REQUIREMENT

The process toward the Bachelor of Social Work (BSW) degree occurs in four different phases: 1) initial application to the Social Work program, 2) program admission interview, 3) field application and interview, and 4) exit interview.

Application and Admission Process

The application and program admission interview is required before any student enrolls in upper-division (300-400 level) Social Work (SWK) courses. The program interview is scheduled by the Department of Social Work upon successful completion and submission of the application. Applicants will be notified of a date and time of their interview with the Social Work Program Review Committee. The Social Work Program Review Committee determines the final decision for official acceptance, conditional acceptance, or denial to the program.

Non-SWK majors who are interested in pursuing a BSW degree should seek out the Department of Social Work for advising before this process or during their final year of the Human Services Technician program.

Admission Criteria

- Completion of an Associate Degree in a Humanities or Social & Behavioral Science related field
- Completed Social Work application, which includes the following:
 - Student Handbook
 - Demographic Information Form
 - Two Reference Forms
 - Personal Statement/Essay
 - Background Check/Disclosure Form
 - Student Responsibility Statement of Commitment Form
 - NASW Code of Ethics Statement of Commitment Form
 - Unofficial Transcripts
- Cumulative GPA of 2.00 (prior to entry)
- "C" or above in SWK 255 and SWK 257
- Program Interview
- "Official" or "Conditional" acceptance to enroll in 300-400 level SWK Courses

The application does not guarantee entry to the Social Work program. More information on the application and admission process can be requested through the Department of Social Work.

Program Requirements

Upon admittance to the program, Social Work students are required to maintain a GPA of 2.50 and a "C" or above in all Social Work (SWK) courses. All Social Work students are required to adhere to program policies and guidelines and declare a statement of commitment to uphold the NASW Code of Ethics.

Field Requirements and Exit Interview

Students will undergo another application and interview process before entering their field education. This process ensures students have been assigned a field agency and are prepared for field learning in accordance with the Council on Social Work Education (CSWE) 2015 Educational Policies and Accreditation Standards (EPAS).

Finally, Social Work students will undergo a final exit interview of the program after completion of Social Work courses with a "C" or above and completion of 450 field education hours.

Background Check

All students entering the Social Work program are required to undergo a background check. This background check is conducted through Sitting Bull College and includes a Federal, State, and Tribal background investigation. The Department of Social Work will be notified of the results of the background check. **Note: a criminal history may limit or prevent students from getting field placements, preclude professional licensure, and/or affect employment possibilities.**

Sitting Bull College requires a fee of \$100 to complete the background check. Students are responsible for this fee and for scheduling the background check with the Human Resources Department. The background check process can take several weeks; hence, students are required to submit applications promptly by the application deadline date.

PROGRAM DESCRIPTION AND LEARNING OUTCOMES

A bachelor's degree in Social Work or BSW is the most common requirement for entry-level human service and social service positions. Many Social Work graduates are represented in public and private agencies, sectors, and organizations at the local, state, tribal, and international levels. According to the Bureau of Labor Statistics, Social Work is a fast-growing and demanding profession with a median annual salary of \$50,470 in May 2019 and projects an 11 percent job growth by 2028. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook. Retrieved on June 15, 2020, from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>).

Furthermore, Social Workers may specialize in a range of careers, but not limited to: Mental Health, Substance Abuse, School Social Work, Child Welfare, Families, Public Service and Politics, Healthcare and Medical Social Work, Perinatal Social Work, Forensic Social Work, Social Work and the Law, Administration, Education, Community Organization, Disaster Relief, Research and Policy Analyst, Gerontology, and Developmental Disabilities.

The Bachelor of Social Work program prepares students to become Generalist Social Work Practitioners, and life-long leaders and learners of the profession. The program cultivates Social Work leaders to implement and advocate for social, economic, and environmental justice, social programs, and social policy for vulnerable, marginalized, and at-risk individuals, children, families, groups, and communities across diverse populations.

The Bachelor of Social Work program's mission and goals reflect the values and beliefs of both the social work profession and the Očhéthi Šakówiŋ (Seven Council Fires). Coursework underscores the nexus between the Očhéthi Šakówiŋ values and the values of the Social Work profession in which students will actively reflect on throughout the program. Finally, the program cultivates students to become leaders of Social Work through the application and integration of knowledge that respects the profession and respects all human beings, their communities, and cultures.

Student Learning Outcomes and Competencies

There is a need for the recruitment of Indigenous students into Social Work programs. More specifically, tribal college Social Work programs that prepare students to work with Indigenous children, families, and communities. This need is a result of the historical and critical health issues that affect the development and life span of Indigenous people across tribal communities. As a result, Indigenous Social Work graduates must be prepared with Social Work knowledge and skills to serve their tribal communities and help improve the disparities of current and future generations.

The BSW program has undergone significant changes and improvements to create a more culturally based Indigenous Social Work program that supports tribal communities. Additionally, program curriculum, syllabi, and course content are in continuous development to meet the CSWE Education Policy and Accreditation Standards (EPAS) and SBC's mission and goals that are guided by Lakota/Dakota culture, values, and language.

BACHELOR OF SOCIAL WORK

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II.....	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE.....		3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE - Choose any one (1) four-hour laboratory science course		
	BIOL 111 Concepts of Biology.....	4 cr.
	BIOL 150 General Biology I.....	4 cr.
	BIOL 220 Anatomy & Physiology I.....	4 cr.
Total General Education Requirements		33 credits
CORE REQUIREMENTS		
HS 203	Interviewing	4 cr.
PSYC 111	Introduction to Psychology	3 cr.
SWK 255	Social Work in a Modern Society.....	4 cr.
SWK 257	Human Behavior and the Social Environment I	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE.....		18-22 cr.
Total Core Requirements		32-36 cr.
SWK PROFESSIONAL CORE REQUIREMENTS		
ENGL 342	Research Writing in the Disciplines	3 cr.
MATH 210	Elementary Statistics	3 cr.
NAS Elective	Choose one (1) three credit NAS 300-400 level course:	3 cr.
	NAS 311, NAS 309, or NAS 421	
SWK 256	Development of Social Welfare	3 cr.
SWK 300	Technical and Professional Documentation in Social Work	2 cr.
SWK 310	Child Welfare I.....	3 cr.
SWK 320	Child Welfare II: Native American Children & Families.....	3 cr.
SWK 335	Social Work Methods I: Work with Individuals and Families	3 cr.
SWK 356	Social Welfare Policy and Advocacy	3 cr.
SWK 357	Human Behavior and the Social Environment II	3 cr.
SWK 400	Social Work Field and Grad Prep	1 cr.
SWK 401	Self-Care in Social Work Practice.....	1 cr.
SWK 435	Social Work Methods II: Work with Groups	3 cr.
SWK 436	Social Work Methods III: Work with Communities and Organizations	3 cr.
SWK 442	Research Methods in Social Work.....	3 cr.
SWK 445	Decolonizing Social Work with Indigenous Communities	3 cr.
SWK 490	Field Education.....	12 cr.
SWK 491	Field Seminar	1 cr.
Total Concentration Requirements		56 credits
TOTAL DEGREE REQUIREMENTS		121-125 CREDITS

COURSE *DESCRIPTIONS*

*Courses cross-referenced between divisions.

DIVISION OF AGRICULTURE

AGRICULTURAL ECONOMICS (AGEC)

- 141 INTRODUCTION TO AGRI-BUSINESS MANAGEMENT 3
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 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 Agriculture degree plan.
- 299 AGRICULTURAL ECONOMICS SPECIAL TOPICS 1-3

ANIMAL AND RANGE SCIENCE (ARSC)

- 114 INTRODUCTION TO ANIMAL SCIENCE 3
General principles of the livestock industry and relationship to mankind.
- 140 INTRODUCTION TO BISON PRODUCTION 3
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 HORSEMANSHIP 3
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 SKILLS 3
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 & DISEASES 3
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 & ANATOMY 3
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.

203/303	AGROFORESTRY.....	3
	This course will examine agroforestry systems that involves growing both woody herbaceous species and perennials in association with food crops, livestock, insects, and fish on the same piece of land to increase ecological diversity within a landscape unit and to optimize the use of limited resources to produce products on sustainable basis while ameliorating global change.	
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 MANAGEMENT	3
	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.	

VETERINARY (VET)

- 111 INTRODUCTION TO VETERINARY TECHNOLOGY 2
Introduction to the role of the veterinary technician in the field of veterinary medicine. Topics include medical terminology, client communication, basic animal care and behavior, medical documentation and basic nursing skills. This course also focuses on an introduction to the various opportunities within the veterinary healthcare profession, as well as history and physical examination, normal temperature, pulse and respiration values for various species, breeds of animals, sanitation, and veterinary ethics.
- 113 INTRODUCTION TO VETERINARY HOSPITAL MANAGEMENT 1
The course will introduce students to concepts related to working in and managing a veterinary practice. Emphasis will be on team and client communication, conflict resolution, team building, interpersonal and professional interaction as well as facilitating a job search, interviewing and cover letter and resume creation. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 120 ANATOMY AND PHYSIOLOGY OF DOMESTIC ANIMALS 4
A general survey of the function and anatomy of mammals. The emphasis is on introductory topics of cell and tissue structure and function, anatomical terminology, as well as the eye, the ear, and the integumentary, skeletal, muscular, respiratory, digestive, circulatory, urinary, endocrine, neurological and female and male reproductive systems. Laboratory required. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 122 SMALL ANIMAL VETERINARY NURSING I 4
Introduction to veterinary nursing, animal husbandry and the natural behaviors of domestic animal species. Course emphasis is on providing safe and effective patient assessment and care and in developing the observation, husbandry and management skills needed to safely and humanely restrain patients during clinical procedures. Topics include the technician's role in diagnostic procedures, treatments, patient assessment, preventative medicine, and client and team communication. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 124 MICROBIOLOGY FOR VETERINARY TECHNICIANS 2
Biology and laboratory identification of bacteria, viruses, and fungi that cause infectious diseases in animals. Emphasis will be placed on the collection of specimens for culture, the isolation and identification of pathogenic organisms, and antibiotic susceptibility testing. Topics include identification of causative agents of diseases, classification and nomenclature of bacteria, morphology and physiology of bacteria, bacteria and disease, laboratory procedures in bacteriology, gram positive and gram negative bacteria, spiral and curved bacteria, actinomycetes organisms, fungi and virology. Laboratory required. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 126 PARASITOLOGY FOR VETERINARY TECHNICIANS 2
Biology and life cycles of selected protozoan, helminth, and arthropod parasites of veterinary importance. Emphasis will be placed on laboratory procedures for the identification of common parasites of domestic and laboratory animals. Topics include common internal and external parasites of domestic animals, large and small animal parasite life cycles and methods of identification of the commonly encountered parasites of domestic animals. Laboratory required. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.

- 211 **SMALL ANIMAL VETERINARY NURSING II** 4
 This course will cover care, treatment and management of veterinary patients. Topics will also include client education, preventative medicine programs and the role of the veterinary technician in a clinical setting. Laboratory required. Prerequisites: BIOL 150 General Biology I, VET 122 Veterinary Nursing I and VET 111 Introduction to Veterinary Technology.
- 213 **ANATOMY LAB FOR VETERINARY TECHNICIANS** 2
 This course covers gross anatomy and physiology of domestic mammals, with a clinical focus for students planning to enter the veterinary technology field. Mammalian anatomy is approached in a functional and systemic way in laboratory sessions. Students use anatomical models and preserved specimens of a variety of species to study gross anatomy of the integumentary, skeletal, muscular, nervous, respiratory, cardiovascular, digestive, urogenital, endocrine, and special sense organ systems. Prerequisites: BIOL 150 General Biology I, VET 111 Introduction to Veterinary Technology and VET 120 Anatomy and Physiology of Domestic Animals.
- 215 **SURVEY OF DOMESTIC ANIMAL DISEASES**..... 3
 Introduction to common animal diseases and the immune response. Topics include the importance and transmissibility of common animal diseases and basic immunological principles involved in prophylaxis, treatment and recovery. Emphasis is placed on most common diseases of most common domestic animal species. Upon course completion, the student should be able to communicate with clients regarding the pathogenesis, immune response and prevention of the most common animal diseases and should be able to assist with formulation of immunization schedules for various species of animals. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 217 **VETERINARY DIAGNOSTIC IMAGING** 3
 This course is an introduction to veterinary diagnostic imaging and is designed to instruct the veterinary technician student in the basic principles of imaging necessary to perform imaging tasks within a veterinary hospital. Topics include introduction to radiography, the radiograph machine, general principles of positioning, radiographic protocol, safety measures, technique charts, quality control, introduction to ultrasonography, patient preparation, and equipment controls. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 220 **CLINICAL PHARMACOLOGY** 3
 This course is designed to give the student exposure to veterinary drugs and teach the importance of exact calculations, proper administration, and the danger and recognition of reactions and over dosage. Topics include introduction and principles of pharmacology, antimicrobials, disinfectants, drugs affecting the nervous, respiratory, cardiovascular and gastrointestinal systems, anti-inflammatories, antiparasitics, euthanasia solutions, and pharmacy and inventory control. Prerequisites: BIOL 150 General Biology I, CHEM 115 Introduction to Chemistry and VET 111 Introduction to Veterinary Technology.
- 222 **CLINICAL LAB PROCEDURES**..... 4
 This course introduces students to common laboratory techniques and diagnostic methods. Topics include the basic laboratory, hematology, bone marrow and blood cytology, urinalysis, clinical chemistry, function tests of the liver, kidney, pancreas, and thyroid, diagnostic cytology, post mortem examinations and principles of asepsis and the practice of sterile technique. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.

- 224 ANESTHESIA AND SURGICAL NURSING 4
 This course introduces the student to principles of anesthesia and surgical nursing. Topics include an introduction to anesthesia, patient evaluation and preparation, pre-anesthetic considerations, local anesthesia, assessing the depth of general anesthesia, injectable anesthetic drugs, and inhalation anesthesia. Upon course completion, the student should be able to properly anesthetize and monitor animals under anesthesia. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 226 LARGE ANIMAL..... 4
 This course will introduce students to concepts related to large animal medicine. Topics include the livestock and equine industry and the various species of large animal livestock. Emphasis will be placed on livestock terminology, breeds, production systems, basic management practices, preventive medicine, lameness examinations and conditions, necropsy procedures, animal products, behavior, handling and restraint, safety, operation of cattle chutes and equine stocks, nutrition, dentistry, and physical examination and patient care for the large animal patient. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 233 EXOTICS AND LAB ANIMALS 4
 This course presents the fields of laboratory animal research and zoological medicine, as well as the care and management of exotic pets. Topics include husbandry, animal behavior, nutrition, identification, restraint, common clinical conditions, nursing procedures, and preventive health care. Prerequisites: BIOL 150 General Biology I and VET 111 Introduction to Veterinary Technology
- 235 CLINICAL FOUNDATIONS..... 4
 This course will emphasize the skills and knowledge required to excel in a veterinary clinic. Topics will include key features of diagnostic sampling, sample submission, clinical pathology, anesthesia, nutrition, dermatology, dentistry as well as the basic principles in emergency treatment of animals. Emergency topics include emergency equipment and drugs, initial assessment and examination, patient triage, evaluation and treatment, shock, cardiac arrest, respiratory emergencies, fluid therapy, blood collection and transfusion, emergency treatment of specific conditions, poisonings, and large animal emergencies. Lab required. Prerequisites: BIOL150 General Biology I and VET 111 Introduction to Veterinary Technology.
- 295 CLINICAL INTERNSHIP I 4
 This course provides the student an opportunity to gain supervised, practical experience working in veterinary clinic or similar setting. A minimum of 135 hours of field experience is required. Prerequisites: Advisor approval and completion within the last two semesters of the degree plan.
- 296 CLINICAL INTERNSHIP II 3
 This course provides the student an additional opportunity to gain supervised, practical experience working in veterinary clinic or similar setting. A minimum of 135 hours of field experience is required. Prerequisites: Advisor approval and completion within the last two semesters of the degree plan.
- 297 CLINICAL INTERNSHIP III 3
 This course provides the student an additional opportunity to gain supervised, practical experience working in veterinary clinic or similar setting. A minimum of 180 hours of field experience is required. Prerequisites: Advisor approval and completion within the last two semesters of the degree plan.

DIVISION OF ARTS AND HUMANITIES

ART (ART)

107	POTTERY I	3
	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 ART	3
	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 WATERCOLOR.....	1-3
	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 DESIGN.....	3
	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 DRAWING	3
	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	QUILLWORK.....	3
	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	BEADWORK	3
	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.	
*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 OCHETHI SAKOWIN 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.	3
250	BEGINNING PHOTOGRAPHY 3 This course will introduce students to digital camera use and creative use of accessories. It will help students understand differences in 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.	3
299	ART SPECIAL TOPICS 1-3	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.	3
110	FUNDAMENTALS OF PUBLIC SPEAKING 3 The theory and practice of public speaking with emphasis on content, organization, language, delivery and critical evaluation of messages.	3
210	ADVANCED PUBLIC SPEAKING..... 3 This is an advanced course in the art of oral disclosure and provides an opportunity to apply acquired fundamental speaking skills in an advanced classroom setting for the purpose of developing public speaking experience for workplace situations and the competitive job market. Prerequisite: COMM 110 Fundamentals of Public Speaking.	3
212/312	INTERPERSONAL COMMUNICATION..... 3 This course will introduce fundamental concepts of communication between individuals while exploring aspects of self-expression and relationship communication. Students will connect human modes of communication with cultural values and kinship roles as they apply to social interactions. In addition, this course will investigate research on major topics of interpersonal communication.	3
299	COMMUNICATIONS SPECIAL TOPICS..... 1-3	1-3

ENGLISH (ENGL)

099	COLLEGE WRITING PREPARATION..... 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.	4
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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.	3
110	COMPOSITION I..... 3 Topics include rhetorical skills, critical thinking, research, and documentation needed for effective academic writing with an emphasis on coherence and idea development. Understanding of basic grammar, sentence structure, and paragraph development is assumed.	3
120	COMPOSITION II..... 3 This course expands on the techniques and skills needed for effective academic writing. The emphasis of this course is building critical research writing skills with the aim of improving writing skills in all disciplines. Prerequisite: ENGL 110 Composition I.	3
211	CREATIVE WRITING..... 3 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.	3
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 Composition I.	3
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.	3
238	CHILDREN'S LITERATURE 3 To provide a general survey of children's literature from its origins to the present. Special emphasis will be given regarding how this topic impacts Native American students.	3
241	WORLD LITERATURE 3 A study of the representative works of major writers throughout the world, especially looking at multi-cultural life views.	3
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.	3
299	ENGLISH SPECIAL TOPICS..... 1-3	1-3
342	RESEARCH WRITING IN THE DISCIPLINES 3 This course focuses on the exploration and analysis of peer-reviewed academic research articles that researchers and scholars use to advance knowledge in their fields, with an emphasis on developing students' writing skills within a profession.	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.	3
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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.	
*107	NATIVE AMERICAN HISTORY I.....	3
	This course is an introduction to Native American history from before the European colonization through the 1760's.	
*108	NATIVE AMERICAN HISTORY II.....	3
	This course is an introduction to Native American history from the era of the American Revolution through the 1920's.	
*109	NATIVE AMERICAN HISTORY III.....	3
	This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.	
211	WORLD CIVILIZATIONS TO 1500.....	4
	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 1500.....	4
	This is a continuation of HIST 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 TOPICS.....	1-3

HUMANITIES (HUM)

101	INTRODUCTION TO HUMANITIES.....	3
	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 FILM.....	3
	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.	

297	GENERAL STUDIES CAPSTONE	1
	This interdisciplinary course serves as a summary and synthesis of courses in a student's academic career. A capstone presentation and reflective paper culminate the course. Prerequisite: Must be in final semester of AA General Studies degree.	
299	HUMANITIES SPECIAL TOPICS	1-3
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 project, the student will demonstrate proficiency in Sitting Bull College's four institutional outcomes.	

MUSIC (MUSC)

100	MUSIC APPRECIATION.....	3
	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	OCHETHI SAKOWIN MUSIC AND DANCE	3
	This course will provide an introduction to the music and dance of the Ochethi Sakowin. 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

DIVISION OF BUSINESS

ACCOUNTING (ACCT)

200	ELEMENTS 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.	
201	ELEMENTS OF ACCOUNTING II	3
	Fundamentals of accounting that include control of cash, receivables/payables, plant and intangible assets, payroll, inventories, partnerships, corporations. Prerequisite: ACCT 200 Accounting I.	

BUSINESS ADMINISTRATION/MANAGEMENT (BAD/BADM)

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.	3
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
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
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 MANAGEMENT..... 3 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 skills.	3
303	HUMAN RESOURCE MANAGEMENT..... 3 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.	3
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.	3
311	PRINCIPLES OF MARKETING 3 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.	3
323	PAYROLL ACCOUNTING 3 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. Prerequisite: ACCT 200 Accounting I.	3

333	BUSINESS WRITING 3 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 Composition II, CSCI 101 Introduction to Computers.	3
343	GRANT WRITING 3 This course is for students and professionals seeking to learn the basics of researching information in an effort to write grants and manage grants. The grant process and the steps needed to complete a proposal will be studied. Topics in this course include writing a grant proposal, how understanding the grantor's requirements, grant management, reporting, and financial administration.	3
353	TAX PROCEDURES 3 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: ACCT 200 Accounting I.	3
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 Macroeconomics, MATH 103 College Algebra.	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. Prerequisite: BAD 219 Entrepreneurial Business Management.	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.	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.	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. Prerequisite: ECON 201 Microeconomics or ECON 202 Macroeconomics	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. Prerequisite: BAD 219 Entrepreneurial Business Management or BAD 301 Principles of Management.	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
500	GRADUATE RESEARCH SEMINAR..... This course examines the processes of using various methods along with technology to improve and enhance learning throughout the graduate coursework. The following topics that will be addressed (not limited to); technical terms, technology used, library online resources, APA writing structure, research skills, and other various resources to specifically assist in graduate research methods and writing skills.	1
502	OPERATIONS AND SUPPLY MANAGEMENT..... This course examines the processes of using organizational resources for the production of products or services. The following topics will be addressed; capacity planning, procedure planning, scheduling, adequate supplies, organizational departmental implementation, and alignment.	3
505	MONEY AND BANKING ANALYSIS	3
510	SCHOLARLY PROJECT SEMINAR I	1
517	COMMUNITY DEVELOPMENT..... This course covers the fundamentals of current local community issues concerning how to build, attract, and grow business activities. Students will investigate the topics of economic development, zoning, fee and trust land economic implications, real-estate practices, community, state, and federal relations.	3
542	MANAGERIAL ACCOUNTING	3
573	ECONOMICS..... This course examines the challenges of the creation and growth of emerging economics in the local community and in the business world. Students will understand economic concepts such as supply and demand, competition, customer theory, monopolies, and the application and relationship they have on employment and fiscal policy.	3
606	PROJECT PLANNING	3

- 610 **MARKETING ANALYSIS** 3
 This course surveys marketing theory, marketing management principles, and development of marketing strategies for new and existing organizations. It explores how managers use marketing to make strategic business decisions that relate to consumer behavior and organizational performance. It provides insight on how to make the best marketing decisions for a business based on its unique market.
- 635 **BUSINESS LAW AND THE REGULATION OF BUSINESS** 3
 This course explores business law through the perspective of an organization. Students will study the principles of law and apply logical reasoning to legal decisions in relation to the business environment. Legal strategies and good business agreements provide a solid foundation for an organization's longevity. Students will look at federal, state, local and tribal laws concerning business and government operations.
- 640 **MANAGEMENT INFORMATION SYSTEMS**..... 3
 This course explores the impact of technology throughout the organization and the business structure. The implementation and management of various types of technology based programs will be evaluated and reviewed. Proper application of information technology processes will be examined within the organization to create efficiency and information flow.
- 655 **FINANCIAL MANAGEMENT AND FINANCIAL ANALYSIS** 3
 This course addresses organizational financial decision making and planning. Financial theories are explored in the areas of financial statement analysis, asset management, the evaluating the cost of capital, budgeting, financial forecasting, and assessing the overall capital structure of the organization.
- 680 **STRATEGIC MANAGEMENT AND DECISION MAKING** 3
 This course addresses organizational strategic planning. Strategic principles, strategy, planning implications, and managerial roles in the strategic planning process will be examined. In the decision making process/strategic planning process, it is also important to be able to properly plan to adhere to budgets to finalize decisions.
- 697 **RESEARCH SEMINAR**..... 3
 Students will create a final research project which utilizes primary and secondary research. The topic will be approved by the course faculty who will act as mentor to the student. The topic of research will be related to a business challenge that is taking place in the local, national, or global business environment.

BUSINESS & OFFICE TECHNOLOGY (BOTE)

- 247 **SPREADSHEET APPLICATIONS** 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 Computers

COMPUTER INFORMATION SYSTEMS (CIS)

- 128 **MICROCOMPUTER HARDWARE I** 3
 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, this course helps students prepare for CompTIA's A+ certification.

129	MICROCOMPUTER HARDWARE II 3 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, this course helps students prepare for CompTIA's A+ certification	3
141	INTRODUCTION TO CYBERSECURITY 3 This course will provide an introduction to concepts related to Cybersecurity. Students will learn safe practices which can be deployed to secure computer systems. Students will gain an understanding of different tools which can be used to defend attacks on computer systems.	3
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. The first of four courses leading to the Cisco Certified Network Associate (CCNA) certifications.	4
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.	4
167	ENTERPRISE NETWORKING, SECURITY, AND AUTOMATION (ENSA) 4 This third course in the CCNA curriculum describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. Prerequisite: CIS 164 Networking Fundamentals I and CIS 165 Networking Fundamentals II.	4
181	CREATING WEB PAGES 3 Students create web sites using a current version of a graphical user interface (GUI) web authoring tool.	3
185	INTRODUCTION TO PROGRAMMING WITH PYTHON 3 This course introduces core programming basics including data types, control structures, algorithm development, and program design with functions via the python programming language. The course discusses the fundamental principles of Object-Oriented Programming, as well as in depth data and information processing techniques. Students will solve problems, explore real-world software development challenges, and create practical and contemporary applications.	3
212	OPERATING SYSTEMS CLIENT 3 The course helps learners to gain the knowledge and skills to install, configure, customize, optimize, and troubleshoot the Microsoft Windows operating system in a stand-alone and network environment	3

215	IMPLEMENTING A SERVER ENVIRONMENT.....	3
	This course introduces the learner to the Microsoft Windows Server and the networking technologies it supports. The learner will become familiar with networking and operating system concepts and the common tasks required to administer and support the Microsoft Windows operating system in a network environment.	
297	INFORMATION TECHNOLOGY INTERNSHIP.....	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 degree plan.	
299	COMPUTER INFORMATION SCIENCE SPECIAL TOPICS	1-3

COMPUTER SCIENCE (CSCI)

101	INTRODUCTION TO COMPUTERS	3
	General hardware and software such as: terminology, environments. Applications such as: word processing, spreadsheets, databases, Internet usage.	
119	SURVEY OF COMPUTER INFORMATION SYSTEMS	3
	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.	
133	DATABASE CONCEPTS I (SQL)	3
	This course provides the student with an introduction to the structure and function of database systems, with emphasis on practical applications. Data structures, hierarchical relationships, sequential and indexed searching, updating and deleting records, and data security and recovery will be discussed. The students will use the select statement to query the database and produce the correct outcomes. Students will use functions, join multiple tables and create sub-queries.	
299	COMPUTER SCIENCE SPECIAL TOPICS.....	1-3

DIVISION OF CONSTRUCTION TECHNOLOGY

CARPENTRY (CARP)

102	CORE CURRICULUM.....	2
	The course will establish safety procedures, shop and site operations, the proper use and maintenance of tools from the National Center for Construction Education and Research (NCCER) consisting of eight modules.	
105	CONSTRUCTION MATH.....	3
	Application of math operations and calculations that a carpenter will need to perform when constructing a building and preparing an estimate.	
120	PRINCIPLES OF FRAMING	3
	Identification of floor, wall and roof framing members to include layout and assembly of house framing members. Estimate material for framing.	

125	CONSTRUCTION PRACTICUM I.....	4
	This lab course will include the safe and proper use of tools in various construction projects. The semester activities will center on the actual construction of a house.	
140	PRINCIPLES OF INTERIOR FINISH.....	2
	This course will include the identification of interior framing techniques and procedures to include insulation, drywall and drywall finishing, and door and window trim.	
145	CONSTRUCTION PRACTICUM II.....	4
	This lab course is a practical building application, which includes insulation, drywall hanging, taping and texture, painting, and installing interior doors and trim. Activities will center around the actual construction of a house.	
299	BUILDING TRADES SPECIAL TOPICS.....	1-3

COMMERCIAL DRIVERS LICENSE (CDL)

100	CDL PERMIT	4
	This course is designed to assist students with the skills necessary to pass the North Dakota or South Dakota State Commercial Driver's License permit test.	
105	NOVICE CDL TRAINING	5
	This course is designed to provide students with a working knowledge of a tractor and trailer and preparation for the road CDL tests. Included in this course is, pre-trip inspection, basic driver skill training, and backing a tractor trailer combination. Students will take the CDL driving test to demonstrate their driving knowledge and skills. Lab component: students will be required to complete 28-hours of behind-the-wheel truck driving. Students must obtain their CDL Permit in order to participate in the driving portion of the class.	
107	ADVANCED CDL DRIVING	3
	This course prepares students for advanced driving skills needed to obtain their commercial driver's license. Students must possess a current CDL permit in order to attend this class.	
109	DRIVER ENDORSEMENTS	3
	This course covers an overview of the hazardous materials endorsement as well as additional driver endorsements.	

ELECTRICAL (ECAL)

101	ELECTRICAL FUNDAMENTALS I	3
	This course will introduce the student to the various electrical properties and the equipment which produces those properties. Basic circuitry will be examined, utilizing algebraic skills to perform the calculations.	
102	ELECTRICAL FUNDAMENTALS II	3
	This course will introduce the student to alternating current. The electrical properties and their effects on the circuit will be examined. Basic trigonometric skills will be utilized to perform calculations for analyzing various electrical circuits.	
103	ELECTRICAL CODE STUDY	3
	A preliminary study of the National Electrical Code. Wiring design and protection, wiring methods and materials, and equipment for general use are covered.	
104	ELECTRICAL TRADES MATH	2
	This course will cover basic technical math skills required for students preparing for apprenticeship.	

106	ELECTRICAL PRACTICUM I 4 This course will provide the student with practical experience in the Electrical field and finishing projects according to industry standards. This course will allow them to put into practice the electrical fundamentals and electrical code learned in previous or concurrent classes. Lab required.	4
132	COMMERCIAL & AGRICULTURAL WIRING 3 Consists of lectures giving an introduction to basic electricity, basic wiring circuits, electric motors, materials and tools used, and wiring methods. Students also perform practicum work with actual circuit layout and installation of various raceways, as well as connecting of special equipment used in commercial and industrial applications, in accordance with the rules and regulations of the National Electrical Code.	3
133	RESIDENTIAL WIRING 2 Consists of lectures giving an introduction to basic wiring circuits, materials and tools used and wiring methods in accordance with the rules and regulations of the National Electrical Code.	2
206	ELECTRICAL PRACTICUM II 4 This course will provide the student with practical experience in the Electrical field and finishing projects according to industry standards. Students will put into practice the electrical fundamentals and electrical code learned in previous or concurrent classes.	4

HEAVY EQUIPMENT OPERATOR (HEO)

101	HEAVY EQUIPMENT OPERATION TRAINING I 8 Heavy Equipment Operation Certificate I has a comprehensive classroom instruction (40 hours), as well as field time on the equipment (80 hours). The instruction is for three weeks and taught in 7 modules. These models include: 1). Orientation to the Trade; 2).Heavy Equipment Safety; 3). Identification of Heavy Equipment; 4). Basic Operation Techniques; 5). Utility Tractor Operation; 6). Introduction to Earthmoving; and 7). Grades (preparing graded surfaces using heavy equipment). In order to gauge the learned skills for each student, written tests will be utilized as well as field tasks for each module and/or machine. This will allow for documented standardized performance feedback as well as provide the candidates with National Center for Construction Education and Research (NCCER) certification.	8
102	HEAVY EQUIPMENT OPERATION TRAINING II 8 Heavy Equipment Operation Certificate II has a comprehensive classroom instruction (40 hours), as well as field time on the equipment (80 hours). The instruction is for three weeks and taught in 14 modules. These models include: 1). Introduction to Earthmoving; 2). Dump Trucks; 3). Rollers. 4). Scrapers; 5). Loaders; 6). Grades part 2; 7). Civil Blueprint Reading; 8). Bulldozers; 9). Backhoes; 10). Excavators; 11). Motor Graders; 12). Advanced Operational Techniques; 13). Finishing and Grading; and 14). Soils. In order to gage the learned skills for each student, written tests will be utilized as well as field tasks for each module and/or machine. This will allow for documented standardized performance feedback as well as provide the candidates with National Center for Construction Education and Research (NCCER) certification. Prerequisite: HEO 101 Heavy Equipment Operation Training I	8
103	EXCAVATOR CERTIFICATION 2 The Occupational Safety and Health Administration (OSHA) requires that anyone operating heavy machinery, like an excavator, be certified. This course is designed to provide students the in class preparation and hands-on practice for industry certification.	2

105	HEAVY EQUIPMENT GPS	3
	This course will teach students to use Global Position System (GPS) technology used in heavy equipment. Students will learn how the GPS system allows the equipment operator to make decisions based on actual grade and design features and increase the overall efficiency of a job.	
107	PROJECT LAYOUT	3
	Students will get in-depth knowledge on the formulas and calculations used to determine the amounts of soil and other material to be removed from or added to a job-site excavation, focusing on volume and weight calculations. Course content includes types of soils, their properties, and how these properties affect the heavy equipment operator. This course introduces students to the types of drawings used in highway and building site construction projects. In addition, the work involved in preparing a site for excavation and construction as well as important site safety practices.	

OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA)

100	SAFETY COURSE	1
	This course will offer training to ensure each student knows, understands and follows the applicable provisions of construction safety.	

WELDING (WELD)

100	ORIENTATION & SAFETY (OSHA 10)	1
	This course is designed to give the student a broad overview of the various welding and machining processes as well as their applications and to develop safe working habits and become aware of safe working conditions in the Welding and Machine Trades (OSHA).	
103	GMA WELDING	2
	This course provides the theory to develop the manual skills necessary to produce high quality welds on mild steel plate using the gas metal process in all positions.	
104	SMA WELDING	2
	This course provides the technical lab training and classroom training to develop the manual skills necessary to produce high quality welds on mild steel plate in all positions using the shielded metal arc welding (SMAW) process according to the American Welding Society (AMW) standards.	
105	STAINLESS STEEL/PIPE TIG WELDING	3
	This course introduces the student to the principles and practices of gas tungsten arc welding (GTAW), that including basic and advanced welding-joint design, expansion, contraction, of Stainless Steel weldments.	
107	INTRODUCTION TO PIPE WELDING	3
	This course provides the theory to develop the manual skills necessary to produce high quality welds on mild steel and carbon steel using the SMAW process in all positions.	
153	WELDING PRACTICUM	4
	This course will provide the student with practical experience in the Welding field and finishing projects according to industry standards. Students will put into practice the welding fundamentals learned in previous or concurrent classes.	

DIVISION OF EDUCATION
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. Special emphasis will be given regarding how this topic impacts Native American students.
- 211 INTRODUCTION TO ASSESSMENT 1
 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.
- 213 LANGUAGE & LITERACY DEVELOPMENT IN ECE..... 3
 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. Special emphasis will be given regarding how this topic impacts Native American students.
- 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. Special emphasis will be given regarding how this topic impacts Native American students.
- 233 PRE-K METHODS AND MATERIALS 3
 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. Special emphasis will be given regarding how this topic impacts Native American students.
- 236 SOCIAL/EMOTIONAL DEVELOPMENT & GUIDANCE IN ECE 2
 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. Special emphasis will be given regarding how this topic impacts Native American students.
- 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. Special emphasis will be given regarding how this topic impacts Native American students.

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. Special emphasis will be given regarding how this topic impacts Native American students.
254	EARLY CHILDHOOD CURRICULUM AND METHODS..... 2 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. Special emphasis will be given regarding how this topic impacts Native American students.
297	EARLY CHILDHOOD EDUCATION INTERNSHIP 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 be required to obtain a background check before any observations. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 TOPICS..... 1-3
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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
310	DEVELOPMENT & DISORDERS IN EARLY CHILDHOOD SPECIAL EDUCATION..... 3 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 0-8 years old with special needs. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test
315	EARLY CHILDHOOD MATH AND SCIENCE METHODS..... 3 This class is designed to teach strategies that engage children in learning mathematical concepts and the use of science processing. This class also includes a practicum. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test.
320	EARLY CHILDHOOD SOCIAL STUDIES METHODS..... 3 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test.

- 322 ADMINISTRATION & LEADERSHIP IN ECE 3
 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test.
- 330 OBSERVATION/ASSESSMENT TECHNIQUES IN EARLY CHILDHOOD 3
 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test.
- 337 INCLUSION IN EARLY CHILDHOOD SETTINGS 3
 By helping the early childhood educators understand the basic needs of disabled children they will be better able to meet all children’s needs. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 338 PLAY AND THE SOCIAL ENVIRONMENT IN ECE 2
 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 362 EARLY CHILDHOOD HUMANITIES 2
 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 428 ISSUES IN EARLY CHILDHOOD EDUCATION 3
 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 of their choice in Early Childhood. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Must be within one semester of ECE 497 Internship - Field Study and successful completion of the Praxis I Test.
- 495 FOUNDATIONS OF ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION..... 3
 Action research is a component of reflective practice and professional learning defined as a systematic, reflective, collaborative process that examines a situation for the purpose of planning, implementing, and evaluating change. Prerequisite: Consent of the instructor and successful completion of the Praxis I Test.
- 496 ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION 12
 This course takes the student through the entire process of a formal Action Research Project. A final presentation to SBC employees will be required of each student completing their research project. Prerequisite: EED 495 Foundations of Action Research in Early Childhood Education and successful completion of the Praxis I Test.

497 EARLY CHILDHOOD INTERNSHIP – FIELD STUDY 12
 This internship prepares Early Childhood candidates with the opportunity to work alongside a professional in Early Childhood. During the field study period, the candidate 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Candidates must have completed their coursework prior to enrolling in the internship. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test.

499 EARLY CHILDHOOD EDUCATION SPECIAL TOPICS..... 1-3

EDUCATION (EED)

220 GEOGRAPHY FOR TEACHERS..... 3
 Geography is concerned with the arrangement and location of phenomena on the face of the earth and with the associations of the phenomena that give character to places. This course introduces students to world and regional geographic concepts and methods and to materials fundamental to understanding the earth’s various physical and human landscapes. Special emphasis will be given regarding how this topic impacts Native American students.

250 INTRODUCTION TO EDUCATION 2
 This course is designed for students who are planning to major in education, with an emphasis on Ochethi Sakowin 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. Special emphasis will be given regarding how this topic impacts Native American students.

254 CLASSROOM MANAGEMENT 3
 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. Special emphasis will be given regarding how this topic impacts Native American students.

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 Ochethi Sakowin education system. In addition to the class time spent on campus, students are required to spend 30 hours of observations/participation in area classrooms. Special emphasis will be given regarding how this topic impacts Native American students.

260 EDUCATIONAL PSYCHOLOGY 3
 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, youth mental health competencies, characteristics of learning environments, and student assessment. This course introduces humanistic, cognitive, behavioral and psychological models of classroom management. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: PSYC 111 Introduction to Psychology.

262	<p>STRATEGIES, METHODS & OBSERVATION IN TEACHER EDUCATION 4</p> <p>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. Students will also learn to accurately interpret observation results and plan strategies to take appropriate action. The student will also be provided with a survey of current teaching methods and models for the elementary setting. A practicum is included in this class. Special emphasis will be given regarding how this topic impacts Native American students.</p>
277	<p>MATH FOR ELEMENTARY TEACHER I..... 3</p> <p>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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: MATH 103 College Algebra.</p>
278	<p>MATH FOR ELEMENTARY TEACHER II..... 2</p> <p>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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: EED 277 Math for Elementary Teacher I.</p>
290	<p>ART FOR ELEMENTARY TEACHER..... 2</p> <p>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. Special emphasis will be given regarding how this topic impacts Native American students.</p>
297	<p>TEACHER EDUCATION INTERNSHIP..... 3</p> <p>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 be required to obtain a background check before any observations. Students will complete this internship within the last two semesters of the Teacher Education degree plan.</p>
298	<p>PRE-PROFESSIONAL EXPERIENCE 1</p> <p>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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. This course is taken in conjunction with EED 250 Introduction to Education.</p>
299	<p>EDUCATION SPECIAL TOPICS 1-3</p>

- 301 INTEGRATING TECHNOLOGY INTO THE CLASSROOM 2
 This course is designed to provide opportunities for the development of skills and strategies needed to integrate both instructional and assistive technologies into the curriculum throughout all disciplines and all grades. This course provides a thorough understanding of how to use PowerPoint, online activity and reporting databases, interactive whiteboards, audio/video devices, and other instructional tools for personal and classroom use. The course also gives strategies and tools for using assistive, adaptive and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. The candidate will develop methods to teach students to use instructional and assistive technologies for the benefit of all learners. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: CSCI 101 Introduction to Computers and successful completion of the Praxis I Test.
- 305 METHODS OF TEACHING IN THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL 3
 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. Students will be exposed standards approved by the state of North Dakota. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience and successful completion of the Praxis I Test.
- 310 METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL..... 2
 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. State content standards will be introduced and students will learn to integrate science lessons with other content areas including Ochethi Sakowin 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.
- 315 METHODS OF TEACHING MATH IN THE ELEMENTARY SCHOOL..... 2
 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. Problem solving approaches to teaching mathematics and providing teaching experiences using manipulatives will be included. Current state math standards will be emphasized as well as the integration of mathematics within the curriculum, in particular the connections between math, science and technology. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.

- 320 METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 2
 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. State standards will be introduced and used in writing lesson plans and unit plans. Students will be expected to utilize all resources available to them including print and electronics. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.
- 325 METHODS OF TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL 2
 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. State standards will be introduced and 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.
- 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. State standards will be introduced and used in writing lesson plans and unit plans. 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.
- 335 METHODS OF TEACHING MUSIC IN THE ELEMENTARY SCHOOL 2
 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. State standards will be introduced. 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. 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 and successful completion of the Praxis I Test.

- 345 METHODS AND MATERIALS OF PHYSICAL EDUCATION..... 2
 This course is designed to provide pre-service teachers with an understanding of instructional methods, techniques, learning styles, and skill necessary to teach elementary level students. State content standards will be introduced and emphasis will be placed on the importance of health, physical movement, and activity as an integral part of the elementary curriculum. Students will participate in class activities and discussions relative to the specialized field of health and physical education. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test.
- 350 CURRICULUM PLANNING, DELIVERY, AND ASSESSMENT FOR THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL SETTING 2
 This course is designed to provide the pre-service teacher with knowledge about the various types of curriculum. Students will use state standards to help guide the curriculum process 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Students must have completed the methods courses in their major/minor field and successful completion of the Praxis I Test.
- 401 THEORIES OF SECOND-LANGUAGE ACQUISITIONS 3
 This course presents and overview of the field of SLA and on important research in Second Language Acquisition (SLA). SLA research examines the ways in which human acquire additional languages. In this course students will consider the way in which research on second language learning impacts classroom practice through targeted course observations in community classrooms. Prerequisite: Successful completion of Praxis I Test.
- 402 METHODS OF SECOND-LANGUAGE ACQUISITIONS 3
 This course presents an overview of best practices in second-language teaching. Students will examine existing books and approaches, both in Ojethi Sakowin and in other languages. Students will prepare their own language lessons, exercises, and tests, and participate in micro-teaching sessions and evaluations in the classroom and in school settings. Prerequisite: EED 401 Theories of Second-Language Acquisition and successful completion of the Praxis I Test.
- 403 OJETHI SAKOWIN LANGUAGE PRACTICUM 1
 This practicum provides the student with the opportunity to work alongside an Ojethi Sakowin language instructor in the classroom. The practicum is to be done in any pre K-12 classroom. During the practicum the student will develop and teach language lessons in the classroom. One semester hour of credit for a practicum is equivalent to forty-five (45) contact hours for a total of 45 contact hours for the course and successful completion of the Praxis I Test.
- 447 MULTICULTURAL EDUCATION 3
 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 intelligences; 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 that are not always personally shared and understood. Special emphasis will be given regarding how this topic impacts Native American students.

- 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: EED 330 Methods of Teaching Reading in the Elementary School and successful completion of the Praxis I Test.
- 495 TEACHING READING IN THE CONTENT AREA 2
 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 and successful completion of the Praxis I Test.
- 497 STUDENT TEACHING IN THE ELEMENTARY SCHOOL 12
 This experience prepares candidates with the opportunity to observe, record, and assess children's behavior in order to plan appropriate instructional programs and learning environments. Candidates 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 candidates 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test.
- 498 SENIOR CAPSTONE..... 1
 This course ensures that teacher candidates complete all Division of Education requirements prior to graduating from any Department of Education four-year teaching program. Requirements for this course include: attempt the PRAXIS II Exam for the specific program area, completion of an Oral Interview in front of a three-person committee, and completion and presentation of the Department of Education electronic portfolio. Candidates are required to take EED 498 concurrently with student teaching (ECE/EED/SED/SPED 497) and successful completion of the Praxis I Test.
- 499 EDUCATION SPECIAL TOPICS 1-3
- 501 ADVANCED FOUNDATIONS OF EDUCATION 3
 This course examines the historical, philosophical, and sociological foundations of education in the United States and addresses current and future societal and legal issues affecting education. It will provide an in depth examination of Ochethi Sakowin education and philosophy.
- 503 INTRODUCTION TO INDIGENOUS RESEARCH 3
 This course examines the concept of knowledge democracy and the importance of multiple knowledge systems such as organic, spiritual, and land based systems and the knowledge of the marginalized or excluded including indigenous knowledge of the respective tribal communities of the students, e.g., Ochethi Sakowin. Respectful engagement of Native communities through processes such as community-based, participatory research (CBPR) will also be addressed.
- 504 RESEARCH ETHICS IN NATIVE COMMUNITIES 2
 This course examines the ethics of human subject research. Ethical theory and principles are introduced, followed by a brief history of research ethics. Topics covered in lectures and moderated discussions include informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and confidentiality. Specific attention will be on work within Native American communities.

510	DIFFERENTIATED INSTRUCTION.....	2
	This course is designed to give candidates the theory and skills to create and teach lessons that are varied to meet the individual learning needs of students. Candidates will demonstrate proficiency in teaching the same curricula to all students by individualizing the complexity of the content, learning activities, and/or products.	
520	MULTICULTURAL EDUCATION: THEORY & PRACTICE	3
	This course examines multicultural education through historical, sociological, and philosophical foundations. It emphasizes the role of ethnicity in educational systems. It includes an overview of multicultural and multilingual curricula, exposure and understanding of various cultures, and culturally and linguistically responsive instructional and assessment techniques.	
522	MODELS OF TEACHING & LEARNING	3
	This course provides a comprehensive focus on teaching models. Students will become familiar with teaching and learning contexts and identify models that may be used effectively in a given situation.	
524	QUALITATIVE RESEARCH.....	3
	Education research is a complex process that can involve several different methodological approaches. This course focuses on qualitative methods with the intent of obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course aims to provide students with an introduction to the theoretical perspectives which underlie this methodological approach and the techniques for and issues in gathering, analyzing, writing-up, and using qualitative data. Students will formulate research question(s) for study.	
525	CRITIQUE & DESIGN OF RESEARCH.....	2
	This course focuses on the application and critique of research design in various educational disciplines. It provides an in-depth examination of quantitative and qualitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative and qualitative methodology descriptions for research proposals and reports.	
526	RESEARCH WRITING.....	1
	This course covers basic research writing skills and requirements to write an effective APA formatted research paper or thesis or research proposal/project.	
527	STATISTICS	3
	This course covers the fundamentals of modern statistical methods in the context of biology, social science and other areas of interest. Topics covered in this course include descriptive statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F, and chi-square test statistics ANOVA and some exposure to multi-variant analysis are included.	
528	EDUCATIONAL ASSESSMENT	3
	This course examines research theory and practice relevant to learning outcome assessments. It focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments.	
530	CURRICULUM DESIGN & CORE REQUIREMENTS	2
	The course is designed to teach candidates to design, develop and evaluate curriculum to improve the instructional process and learning experiences. Topics include historical factors in society that influence curriculum, research regarding learning, models of curriculum design, methods of evaluation, and incorporating ethnic and cultural diversity into the curriculum planning process with specific emphasis on the Ocheti Sakowin cultures.	

540	EDUCATION LAW & ETHICS 3 This course is designed as a beginning graduate level law course for educators. The topics to be studied include organizational structures of school, tribal, federal and state systems, church and state related issues, teacher rights, rights of students, instructional issues, tort liability, and equal opportunities in education.
550	ADVANCED INTERGRATION OF TECHNOLOGY INTO THE CLASSROOM 2 This course is an in depth study of ways to incorporate practical teaching strategies and instructional methods for integrating computers, the Internet, and other interactive technology. It focuses upon the day-to-day realities of classroom situations, provides instructional examples, and lesson ideas.
560	FIELD EXPERIENCE 1 This course is designed for students to utilize skills attained through prior coursework. The field experience requires 45 hours of contact hours, which includes summaries and reflections of each individual project, in a school setting working with students, staff, and stakeholders. The field experience will require the students to participate in projects and/or duties/tasks that a school administrator or curriculum director would likely perform as part of his or her job description. The field experience will take place during the time in which the candidate works on the thesis or scholarly project.
570	RESEARCH SEMINAR I 1 EED 570 is the first of two research courses in the thesis track. The thesis is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a research thesis. A thesis is a systematic inquiry into an issue or phenomenon. The candidate identifies an educational issue or phenomenon by investigating it and gathering, analyzing, and interpreting data. This seminar will result in the completion of the thesis proposal, which includes an introduction, review of the literature, and methodology that are written in APA format. Some of the requirements (e.g., collecting baseline data) for the field experience (EED 560) course may coincide with the data collection of the thesis.
571	RESEARCH SEMINAR II 2 EED 571 is the second research course in the thesis track. The candidate will have completed the thesis proposal that includes an introduction, review of the literature, and methodology (Chapter 1, 2, and 3). EED 571 will entail the gathering, coding, analyzing, and interpreting of data findings. It will include recommendations, summary of findings, and conclusions.
580	SCHOLARLY PROJECT SEMINAR I 1 EED 580 is the first of two courses in the scholarly project track. The scholarly project is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a scholarly project. A scholarly project results in the candidate applying theory and empirical research to create a product (e.g., program, curriculum, or intervention) that is designed to address (e.g., solve, remediate, or improve) a practical educational problem. The candidate identifies a problem, implements a product, compares data before and after the implementation of the product, and analyzes and interprets the comparative data findings. This seminar will result in the completion of the scholarly project proposal, which includes an introduction, review of the literature, and methodology that are written in APA format.
581	SCHOLARLY PROJECT SEMINAR II 2 EED 581 is the second course in the scholarly project research track and will result in the completion of the project. EED 581 will entail the gathering, coding, analyzing, and interpretation of data findings.

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 to make important decisions in the selection of methods and materials. 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) publication: Exploring Safety--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 and successful completion of the Praxis I Test.
- 400 METHODS AND MATERIALS OF SECONDARY SCIENCE EDUCATION..... 4
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 increased professional development through knowledge and skills in pedagogy. Students will be required to develop lesson plans, projects, and teaching units that integrate inquiry-based learning. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 254 Classroom Management, EED 298 Pre-Professional Experience and successful completion of the Praxis I Test.
- 497 STUDENT TEACHING IN THE SECONDARY SCHOOL 12
Prepares secondary science candidates with the opportunity to observe, record, and assess learners' behavior in order to plan appropriate instructional programs and learning environments. Candidates 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. Candidates will have 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Senior status or consent of instructor and successful completion of the Praxis I Test.
- 499 SECONDARY SCHOOL SPECIAL TOPICS 1-3

SPECIAL EDUCATION (SPD)

- 200 **EXCEPTIONAL CHILDREN** 3
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. The etiology and characteristics of each exceptionality will be discussed. The impact of disability will be explored; 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. Special emphasis will be given regarding how this topic impacts Native American students.
- 299 **SPECIAL EDUCATION SPECIAL TOPICS** 1-3
- 300 **TECHNIQUES OF MANAGING BEHAVIOR** 4
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, mental hygiene, abnormal psychology, personality theory, 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 310 **INTRODUCTION TO DEVELOPMENTAL DISABILITIES** 4
This course will examine the education of persons with developmental disabilities. Topics will include 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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 320 **CURRICULUM AND RESOURCES IN INTELLECTUAL DISABILITY** 3
This course addresses resources, issues and problems related to the field of special education. It will focus on developing individual education programs with an emphasis in strategies and methods of teaching corrective reading, math instructional strategies, and methods for including all children with disabilities in classroom environments appropriate to meet their needs. Transition planning will be discussed as an integral part of designing individual education program. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.
- 324 **TEACHING CHILDREN AND YOUTH WITH MILD TO MODERATE INTELLECTUAL DISABILITY** 4
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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test.

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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: SPD 200 Exceptional Children and successful completion of the Praxis I Test.	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. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisites: SPD 322 Teaching Children and Youth with Severe Intellectual Disability, SPD 324 Teaching Child and Youth with Mild to Moderate Intellectual Disability and successful completion of the Praxis I Test.	3
497	INTERNSHIP IN SPECIAL EDUCATION/INTELLECTUAL DISABILITY 3 Candidates will gain practical experience teaching children and youth with disabilities early childhood, elementary or middle schools. Candidates will 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. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Permission of Division of Education. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test.	3
499	SPECIAL EDUCATION SPECIAL TOPICS 1-3	1-3

DIVISION OF ENGINEERING

ENGINEERING (ENGR)

116	INTRODUCTION TO ENGINEERING 3 This course is an introduction to the engineering profession utilizing problem-based learning strategies. It provides an overview of various engineering disciplines, engineering ethics, relevant concepts from science and mathematics, and develops an open mindset to learning. Additionally, students will develop the problem-solving, computer, and study skills required for success with subsequent engineering coursework.	3
117	COMPUTER-AIDED DESIGN & DRAFTING (CADD) 1 This course provides students with a broad introduction into 2-dimensional and 3-dimensional Computer-Aided Design and Drafting (CADD) and modeling with a focus on producing a 3D printable capstone project.	1
204	SURVEYING 4 Measurements and errors; topographical and construction surveys; vertical and horizontal control methods; field exercises and computation techniques for surveying data; computation of earthwork volumes.	4

206	CIRCUIT ANALYSIS I.....	4
	The study of linear circuits, component models, circuit laws, transient analysis, design rules, and CAD. Prerequisites: MATH 129 Basic Linear Algebra, Co-requisite: PHYS 252 University Physics II and MATH 166 Calculus II.	
221	STATICS.....	3
	Scalar and vector approaches to trusses, frames and machines internal forces, friction forces, center of gravity, centroid, and moment of inertia. Prerequisite: Math 165 Calculus I or consent of the instructor.	
222	DYNAMICS.....	3
	This course provides students with a thorough presentation of the theory and application of dynamics of particles and rigid bodies. Topics include the kinematics and kinetics of particles and rigid bodies (translational and rotational), principles of work and energy, and principles of impulse and momentum. The motion of bodies under the action of forces is studied. Dynamics principles are basic to the analysis and design of moving structures subjected to shock load, to robotic devices, to automatic control systems, to rockets, missiles, space craft, vibration and machinery of all types with moving parts. Prerequisite: ENGR 221 Statics.	
224	THERMODYNAMICS.....	4
	Introduction to thermodynamics, fluid mechanics, and heat transfer. Prerequisite: ENGR 222 Dynamics or PHYS 252 University Physics II.	
275	DIGITAL SYSTEMS.....	4
	Introduction to computer arithmetic, designing combinatorial circuits, and designing basic sequential circuits. Prerequisite: ENGR 115 Introduction to Engineering Professions w/CAD.	
290	MANUFACTURING PROCESSES.....	3
	Traditional manufacturing processing methods as employed in contemporary practice. Includes properties of materials, machining, casting, forming, and fabrication techniques. Several experiments will be conducted on various manufacturing processes in the laboratory. Prerequisite: ENGR 117 Computer-aided design and drafting (CADD).	

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

101	BEGINNING VOLLEYBALL.....	1
	Fundamental rules and techniques are taught along with actual learning of skills and techniques during participation.	
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.	
105	AEROBICS.....	1
	Exercise and techniques for posture, figure control and personal physical fitness are discussed and practiced.	
106	OCHETHI SAKOWIN TRADITIONAL GAMES.....	2
	This course will be an introduction to traditional Ochethi Sakowin games, including hand games.	

110	WEIGHT LIFTING.....	1
	Fundamental information concerning body metabolic processes and personal conditioning. Emphasis is on coordination and muscle tone.	
112	JOGGING/CONDITIONING.....	1
	Fundamental information concerning normal physical development and the necessity for conditioning, sound health, proper respiration and weight control.	
116	ARCHERY.....	2
	This course involves learning terminology, safety habits for the sport, basic physical exercise for archery, as well as the fundamentals of longbow shooting.	
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.	
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.	
123	FUNDAMENTAL OF BASKETBALL.....	1
	Basic techniques and skills involved in basketball. There will be demonstrations and practices.	
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.	
207	PREVENTION & CARE OF INJURIES.....	2
	Methods of prevention and caring for the various types of injuries received in activities.	
210	FIRST AID/CPR/AED.....	2
	Instruction and laboratory practice in first aid procedures, including cardiopulmonary resuscitation (CPR), automatic external defibrillator (AED), healthy lifestyles and prevention. Successful completion leads to a nationally recognized certification in CPR for adult, child, and infant; AED for adult and child; and First Aid for emergencies.	
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
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DIVISION OF MATHEMATICS AND SCIENCE

MATHEMATICS (MATH)

099	COLLEGE MATH PREPARATION..... The course covers the basic computations involved in working with whole numbers, fractions, decimal's, percent's, squares, and other topics. Laboratory required.	4
100	APPLIED MATH..... 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.	3
101	PRE-ALGEBRA..... This course covers properties and operations of numbers, equations, computation with positive and negative numbers, and graphs.	4
102	INTERMEDIATE ALGEBRA..... Properties of the real number system, factoring, linear and quadratic equations, polynomial and rational expressions, inequalities, systems of equations, exponents, radicals, functional notation, rational equations and absolute value equations. Prerequisite: MATH 101 Pre-Algebra or placement test.	4
103	COLLEGE ALGEBRA..... Relations and functions, equations and inequalities, complex numbers; polynomial rational, exponential and logarithmic functions and systems of equations. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra or placement test.	4
104	FINITE MATHEMATICS..... Systems of linear equations and inequalities, matrices, linear programming mathematics of finance, elementary probability, and descriptive statistics. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra or placement test.	3
105	TRIGONOMETRY..... Angle measure trigonometric and inverse trigonometric functions, trigonometric identities and equations, parametric polar coordinates, and general application. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	3
107	PRECALCULUS..... Equations and inequalities, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions, trigonometric identities and equations and applications. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra.	5
129	BASIC LINEAR ALGEBRA..... Systems of linear equations, row operations, echelon form, matrix operations, inverses determinants, vectors in Euclidean space, vector spaces, subspaces, homogeneous systems, linear independence, rank, and dimension. Prerequisite: MATH 105 Trigonometry or MATH 107 Precalculus.	3
146	APPLIED CALCULUS..... Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Graphing calculator required. Prerequisite: MATH 103 College Algebra or placement test.	3

165	CALCULUS I	4
	Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, and applications. Graphing calculator required. Prerequisite: MATH 105 Trigonometry or MATH 107 Precalculus.	
166	CALCULUS II	4
	Applications and techniques of integration, polar equations, parametric equations, sequences and series, power series and application. Graphing calculator required. Prerequisite: MATH 165 Calculus I.	
210	ELEMENTARY STATISTICS	3
	An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation. Graphing calculator required. Prerequisite: MATH 102 Intermediate Algebra.	
265	CALCULUS III	4
	Multivariate and vector calculus including partial derivatives, multiple integration and its applications, line and surface integrals, Green's Theorem and Stoke's Theorem. Prerequisite: MATH 166 Calculus II.	
266	INTRODUCTION TO DIFFERENTIAL EQUATIONS	3
	Solution of elementary differential equations by elementary techniques, Laplace transforms, systems of equations, matrix methods, numerical techniques and applications. Prerequisite: MATH 265 Calculus III or department approval.	
299	MATHEMATICS SPECIAL TOPICS	1-4
314	APPLIED STATISTICS	3
	A continuation of MATH 210 Elementary Statistics. Topics include normal distribution, z-scores, central limit theorem, estimation and confidence intervals, hypothesis testing, inferences about differences and chi-square distributions. Graphing calculator required. Prerequisite: MATH 103 College Algebra or approval of instructor.	

SCIENCES

ATMOSPHERIC SCIENCE (ATSC)

110	METEOROLOGY	4
	Elements of the atmosphere will be covered including basic concepts of meteorology and those processes that affect the global atmospheric circulation. Laboratory exercises will supplement course materials and will provide hands on learning opportunities in measuring atmospheric parameters and the instrumentation needed to make these measurements.	
240	METEOROLOGICAL INSTRUMENTATION	4
	A study of the theory, design, and accuracy of instrumentation for the measurement of temperature, pressure, humidity, wind, and radiation. In addition, topics such as radar, and the use of aircraft and balloons as instrument platforms are also discussed. Includes laboratory. Prerequisites: Math 102 Intermediate Algebra.	

520	ATMOSPHERIC CHEMISTRY .....3 Composition of clean and polluted air. Sources and sinks of atmospheric gases and aerosols. The role of atmospheric chemistry in global environmental issues such as acid rain, visibility reduction, climatic change, oxidant enhancement, etc. Prerequisites: ATSC 110, CHEM 115 Introduction to Chemistry or 121 General Chemistry I.
528	ATMOSPHERIC DATA ANALYSIS .....3 Introduction to techniques used in the analysis of meteorological data and methods for interpreting their effects: polynomial fitting, method of successive corrections, statistical methods, variational techniques, model initialization, data assimilation, and filter design. Prerequisite: ENS 240 Environmental Statistics.
535	MEASUREMENT SYSTEMS.....3 An advanced course in meteorological measurement systems, including coverage of performance characteristics of sensors, calibration standards, measuring devices, the effects of making measurements in the atmospheric environment, meteorological measurement systems, and digital data logging and processing.
565	AIR QUALITY .....3 An in-depth introduction to important areas within the air quality field. Topics covered include the physical and chemical nature of air pollutants; their sources, control, and transport through the atmosphere; their interaction with other atmospheric constituents; their removal through cloud processes, fallout and wet deposition; their effects on visibility, human health, ecosystems, and global climate. Methods related to the measurements of atmospheric pollutants, air quality modeling, and air quality forecasting are discussed. Prerequisites: CHEM 115 Introduction to Chemistry or 121 General Chemistry I.

BIOLOGY (BIOL)

111	CONCEPTS OF BIOLOGY 4 This is an introductory level course for non-science majors, and includes basic concepts in biology, natural history, and bio-social interactions. Laboratory required.
150	GENERAL BIOLOGY I..... 4 A general course including major concepts concerning the cell, genetics, plant biology, basic human anatomy and physiology and ecological adaptation in plants and animals. Laboratory required.
151	GENERAL BIOLOGY II..... 4 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 General Biology I.
170	ZOOLOGY 4 This course is the study of the evolution, identification, classification, anatomy, distribution, and behavior of species in Kingdom Animalia. The course examines the diversity of animals in terrestrial and aquatic habitats, with emphasis on common animal species of this region. Laboratory required.

202	MICROBIOLOGY	4
	This course will familiarize students with the classification, recognition, characteristics, ecology, and positive and negative impacts of microorganisms. Emphasis is placed on understanding techniques to identify and control microorganisms. Laboratory required.	
220	ANATOMY AND PHYSIOLOGY I	4
	A general survey of the function and anatomy of the human body. The emphasis is on introductory topics of cell and tissue structure and function; anatomical terminology and integumentary; skeletal and muscular 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 150 General Biology I.	
230	ANATOMY AND PHYSIOLOGY II	4
	A general survey of the structure and function of the human body with emphasis placed on reproductive and maintenance systems including circulatory, respiratory, digestive, urinary, nervous, endocrine, lymphatic and reproductive. Laboratory required. Prerequisite: BIOL 220 Anatomy and Physiology I.	
258	BIRDS AND CULTURE.....	4
	This course will focus on techniques used for identifying and studying bird species, written and oral histories about bird lore, and traditional uses of bird parts. Emphasis is placed on species with strong cultural significance. Laboratory exercises will be conducted indoors and outdoors. Laboratory required.	
299	BIOLOGY SPECIAL TOPICS	1-4
431	GRASSLAND ECOLOGY	3
	This course will focus on factors such as soils, climate, and disturbance that developed the habitats of the Great Plains region. Students will study the biodiversity, plant ecology, animal ecology, and ecosystem processes of North American grasslands. Students will evaluate threats to grasslands such as invasive species, climate change, and habitat loss. Conservation and restoration efforts in grasslands will also be examined.	
450	MAMMALOGY	3
	This course is a study of the evolution, identification, classification, anatomy, distribution, behavior and ecology of mammals. Emphasis is placed on common species of this region, particularly grassland mammal species. Species with strong cultural significance such as buffalo, bear, and wolves will also be studied.	
455	HERPETOLOGY.....	3
	This course examines the biology of reptiles and amphibians (herpetiles). Students will study the evolution, identification, classification, anatomy, distribution, behavior, and ecology of reptiles and amphibians. Grassland and wetland species of this region will be the main focus of study. Emphasis is placed on cultural connections to herpetiles.	
456	ORNITHOLOGY.....	3
	This course is a study of the evolution, identification, classification, anatomy, distribution, behavior, and ecology of birds. Emphasis is placed on common bird species of this region, particularly grassland species. Species with strong cultural significance such as raptors and corvids will also be emphasized.	

458 BIRDS AND CULTURE..... 4
 This course will focus on techniques used for identifying and studying bird species, written and oral histories about bird lore, and traditional uses of bird parts. Emphasis is placed on species with strong cultural significance. Laboratory exercises will be conducted indoors and outdoors. Laboratory required.

499 BIOLOGY SPECIAL TOPICS 1-4

CHEMISTRY (CHEM)

110 SURVEY OF CHEMISTRY 4
 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 CHEMISTRY 4
 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 BIOCHEMISTRY 4
 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 or CHEM 121 General Chemistry I, MATH 101 Pre-Algebra.

121 GENERAL CHEMISTRY I..... 4
 This course will cover the basic principles and concepts of inorganic chemistry. Topics will include states of matter, measurements, matter and energy, elements, atoms and periodic table, chemical reactions, chemical equations and properties of gases. Laboratory required. Prerequisite: MATH 103 College Algebra.

122 GENERAL CHEMISTRY II..... 4
 This course will cover the basic principles and concepts of inorganic chemistry and an introduction to organic chemistry. Topics will include chemical bonding, liquids and solids, Solutions, acids and bases, chemical equilibrium, oxidation and reduction, nuclear chemistry and an introduction to organic chemistry. Laboratory required. Prerequisite: CHEM 121 General Chemistry I

299 CHEMISTRY SPECIAL TOPICS 1-4

*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 or CHEM 121 General Chemistry I, MATH 103 College Algebra.

- 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, CHEM 121 General Chemistry I or CHEM 116 Introduction to Organic and Biochemistry.
- 499 CHEMISTRY SPECIAL TOPICS 1-4

ENVIRONMENTAL SCIENCE (ENS)

- 113 INTRODUCTION TO ENVIRONMENTAL SCIENCE 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.
- 202 ENVIRONMENTAL ISSUES 2
 The course is a writing intensive course that 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.
- *211 INTRODUCTION TO GIS/GPS 3
 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 Computers, MATH 103 College Algebra.
- 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.
- 225 ENVIRONMENTAL SAMPLING 4
 The course will expand on introductory courses in environmental science and ecology. Field samplings 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. Prerequisites: BIOL 224 General Ecology or CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, and ENS 113 Introduction to Environmental Science.

240	ENVIRONMENTAL STATISTICS	3
	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 Pre-Algebra.	
260	ENVIRONMENTAL RESEARCH PROJECT I	2
	This course will be an expansion of Introduction to Environmental Science (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 Introduction to Environmental Science, 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 INTERNSHIP	1-3
	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 TOPICS	1-4
301	HYDROLOGY	3
	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 Introduction to Environmental Science, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra.	
*311	INTRODUCTION TO GIS/GPS.....	3
	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 Computers, MATH 103 College Algebra.	
*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 Introduction to Environmental Science I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra.	

- 331 WILDLIFE CONSERVATION..... 3
 This course is an advance study of the conservation and management of wildlife populations. Students will learn about population growth, population estimation, density effects, predation, conservation genetics and threats to wildlife species. Emphasis will be on how to use population and genetic data to manage wildlife. Emphasis will also be on habitat management and conservation. Prerequisites: BIOL 224 General Ecology.
- 422 ENVIRONMENTAL TOXICOLOGY 3
 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 or CHEM 121 General Chemistry I, MATH 103 College Algebra.
- 432 AQUATIC ECOSYSTEMS 3
 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 or CHEM 121 General Chemistry I, ENS 113 Introduction to Environmental Science, MATH 103 College Algebra.
- 433 SOLID WASTE MANAGEMENT..... 3
 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 waste minimization treatment and disposal techniques will be presented. Prerequisite: CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I.
- 434 AIR POLLUTION..... 3
 The course will examine and explore current air pollution issues from a balanced perspective, along with history, regulatory development, air pollution sources and air pollution control. Areas of emphasis will include the cutting-edge regulatory developments of greenhouse gas/global climate change, Clean Air Transport and control technology regulations, and health effects of pollutants. The course will allow for class participation and discussion of current controversies. Prerequisite: CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I and ENS 113 Introduction to Environmental Science or consent of the instructor.
- *445 APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT 3
 Students will learn more about Native American perspectives on environmental issues and natural resource management. Students will discuss the traditional and contemporary relationships between Native Americans and the environment. Focus will be on Dakota and Ochethi Sakowin culture.
- 452 SCIENCE LITERATURE..... 3
 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 Composition I, MATH 103 College Algebra, ENS 240 Environmental Statistics or MATH 210 Elementary Statistics, BIOL150 General 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 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 courses that student completed 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 SBC employees will be required of each student completing their research project. Prerequisites: Senior status and consent of the instructor	
499	ENVIRONMENTAL SCIENCE SPECIAL TOPICS	1-4
500	GRADUATE RESEARCH SEMINAR.....	2
	In this seminar the student will prepare, present, and critique scientific presentations. The student will present research proposals, talks for research conferences, and a practice thesis defense. Graduate students and faculty will lead seminar in discussion of various scientific topics.	
511	ADVANCED EXPERIMENTAL DESIGN	3
	This course, designed for first year graduate students, is an intensive lecture course to prepare students for conducting independent research. The focus will be on the development of a quality research question, hypothesis testing, experimental design, and application of statistical methods. Short-term research mini-projects will be conducted throughout the semester and used for demonstration of research methodologies.	
515	ADVANCED STATISTICS	3
	An advanced examination of statistics used in environmental science. Emphasis on specific applications and underlying assumptions, design of experiments, and observational schemes for research project. Linear, non-linear, and multivariate statistical analyses will be studied. Extensive computer analysis is employed, including Program-R and SAS.	
520	ADVANCED TECHNIQUES IN GIS.....	3
	This course will study the application and analysis of advanced techniques and principles of Geographic Information Systems and mapping to fully address spatial and time related problems related to resource management, urban site characterizations, hydrologic analyses, risk assessment, policy making, public health planning, disaster response, strategic defense techniques, range composition and condition, plant productivity, agriculture, and other applied fields. Prerequisite: ENS 311 Introduction to GIS/GPS or basic certification in GIS.	
522	ADVANCED REMOTE SENSING AND DIGITAL IMAGE PROCESSING	3
	This course will introduce Remote Sensing and Image processing platforms. The application of the principles of Remote Sensing to integrate multiple interrelated data to map and analyze variations in spectral indices, electromagnetic energy and other remotely collected data will be emphasized. Remote sensing mapping and analysis will be used to solve temporal and spatial variation on surficial features. Remote sensing capabilities to address issues associated with spectral reflectance of vegetation, soil and water analysis, seasonal variability, and pollution issues will be addressed. Prerequisite: ENS 311 Introduction to GIS/GPS.	

- 530 LIMNOLOGY 3
 This course will examine the physical, chemical, geological, and biological processes that occur within aquatic systems. Lake and wetland origins, classifications, and habitats will be discussed in depth. Natural and anthropogenic successional processes within aquatic systems will be covered.
- 532 WATERSHED ANALYSIS..... 3
 This course is a conceptual and quantitative analysis of watershed processes with an emphasis on modeling surface water hydrology and water resources management. The course will emphasize critical analysis of current hydrologic computational methods and hands-on use of watershed models.
- 542 ENVIRONMENTAL POLICY AND RESOURCE MANAGEMENT 3
 This course will examine a comprehensive analysis of the relevant environmental theories and their application to the design of natural resources policy. The course will provide a presentation of principles, practices and key policy issues of natural resources management and planning.
- *545 APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT 3
 Students will learn more about Native American perspectives on environmental issues and natural resource management. Students will discuss the traditional and contemporary relationships between Native Americans and the environment. Focus will be on Dakota and Ochethi Sakowin culture.
- 550 CONSERVATION BIOLOGY 3
 This course will examine the fundamental principles of ecology, evolution, and environmental sciences in the conservation, management and restoration of organisms and ecosystems. Students learn will about the five main threats to biodiversity and how to protect biodiversity from these specific threats.
- 552 AVIAN ECOLOGY..... 3
 This course will focus on the ecology and conservation of bird species and avian communities. Students will learn how avian behavior, life history strategies, and species interactions affect bird populations and communities. Students will learn how modern environmental change affects bird populations and what conservation measures can be taken to protect bird communities. Focus will be on local grassland, wetland, and forest bird communities.
- 554 GRASSLAND ECOLOGY 3
 This course will focus on factors such as soils, climate, and disturbance that developed the habitats of the Great Plains region. Students will study the biodiversity, plant ecology, animal ecology, and ecosystem processes of North American grasslands. Students will evaluate threats to grasslands such as invasive species, climate change, and habitat loss. Conservation and restoration efforts in grasslands will also be examined.
- 556 ECOLOGY OF INVASIVE SPECIES 3
 This course will address the effects invasive, or nonindigenous, species have on ecosystems and economies. Invasive species are a growing threat to global biodiversity and negatively affect agriculture. Students will study the cause of invasions, ecological impacts, and evolutionary impact of invasive species. Students will examine possible solutions for the control and eradication of invasives. Focus will be on invasive species that impact local natural resources, cultural resources, and economies.
- 558 RESTORATION ECOLOGY 3
 This course reviews ecosystem structure and function, and community and population processes in intact systems, along with the effects of major disturbances on natural systems. Restoration amendments will be discussed in terms of their effects on ecosystem structure and function. The course includes case studies, and focuses on plant, animal, and soil systems. Focus will be on grassland, riparian, and wetland restoration.

560	ADVANCED WATER AND SOIL BIOGEOCHEMISTRY..... 3 This course is an advanced coverage of aqueous geochemistry in terrestrial and aquatic systems including various chemical processes. Applications of these principles will be demonstrated. Recitation will focus on current literature, applied problems, and case studies.	3
562	MICROBIAL ECOLOGY..... 3 This course will examine the ecological function of micro-organisms in the environment. Emphasis will be put on the relationships between microbes and the physical, chemical, and biotic components of their environments. The role of microbes in nutrient cycling, bioremediation, bio-control, biological waste treatment, fuel production, and energy recovery will be studied.	3
570	CLIMATE CHANGE 3 This course will examine the basic processes of the climate system. The course will study changing climate with emphasis on anthropogenic climate change. Various models for predicting future climate change will be presented, including the assumptions and uncertainties embedded in each model. The regional climate impacts and impacts on subsystems will be examined, including changes in rainfall patterns, loss of ice cover and changes in sea level. The possible ecological effects of these predicted changes will also be examined.	3
572	ENVIRONMENTAL WATER QUALITY..... 3 This is a general course introducing the topic of water quality. The topics covered include a history of water quality management, global water resources and how they are used, developing standards, classification and environmental quality assessment, water and the hydrologic cycle, rivers and streams, groundwater, coastal zone water, lakes, wetlands, effects of land use. Management of water quality in different landscapes will be covered. Laboratory work and field trips will be required.	3
580	ADVANCED WATER SAMPLING TECHNIQUES..... 3 This course focuses on water quality sampling, laboratory assessment, and data analyses. It includes surface water, groundwater, and pore water aspects. The course provides real-world, applied information for planning, evaluating, and implementing a water quality program. The course will emphasize critical analysis of current hydrologic computational methods and hands-on use of water quality models.	3
600	GRADUATE RESEARCH & THESIS..... 6-9 Student will work on research proposal or on research project. Number of credits taken each semester will be determined by graduate advisor and committee.	6-9

GEOLGY (GEOL)

100	EARTH SCIENCE 4 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.	4
105	INTRODUCTION TO PHYSICAL GEOLOGY..... 4 A study of geological processes such as erosion, volcanoes, earthquakes, mountain building, fossils, and origin of land forms. Laboratory required.	4
121	HISTORICAL GEOLOGY..... 3 A study of the history of the Earth, including major geologic and biologic events. Prerequisites: GEOL 105 Introduction to Physical Geology.	3

133	ENVIRONMENTAL GEOLOGY	4
	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	
299	GEOLOGY SPECIAL TOPICS	1-4
499	GEOLOGY SPECIAL TOPICS	1-4

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.	
251	UNIVERSITY PHYSICS I.....	4
	This course will cover the basic principles and concepts of Newtonian mechanics. Topics will include translational and rotational motion, work, energy, power, momentum, conservation of energy and momentum, periodic motion, waves, sound, heat, and thermodynamics. Laboratory required. Prerequisite: MATH 165 Calculus I or consent of the instructor.	

252	UNIVERSITY PHYSICS II..... 4 This course will cover the basic principles and concepts of electricity, magnetism and modern physics. Topics will include electricity, circuits, magnetism, electromagnetic waves, optics, relativity, photons and matter, nuclear physics, quarks, leptons and the Big Bang. Laboratory required. Prerequisites: PHYS 251 University Physics I. Co-Requisite: ENGR 222 Dynamics.	4
299	PHYSICS SPECIAL TOPICS..... 1-4	1-4
499	PHYSICS SPECIAL TOPICS..... 1-4	1-4

DIVISION OF NATIVE AMERICAN STUDIES

LAKHOTIYAPI/DAKHOTIYAPI (LDL)

101	TEACHING OCHETHI SAKOWIN LEVEL I METHODS A 1 This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize introducing and reinforcing vocabulary with flashcards, props, and Total Physical Response (TPR) methods. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles.	1
102	TEACHING OCHETHI SAKOWIN LEVEL II METHODS A 1 This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles.	1
103	TEACHING OCHETHI SAKOWIN LEVEL III METHODS A 1 This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize methods to teach Ochethi Sakowin verbs (first, second, and third person) and tense (past, present, and future). The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.	1
104	TEACHING OCHETHI SAKOWIN LEVEL IV METHODS A 1 This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will stress methods to teach Ochethi Sakowin intermediate conjugation of verbs. Reading, writing, and critical thinking in Ochethi Sakowin are emphasized. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.	1
105	TEACHING OCHETHI SAKOWIN LEVEL V METHODS A 1 This course is an intensive practical overview of teaching Ochethi Sakowin language using basic communicative language methods. The course emphasizes the use of organizers, schema, and contextualized exercises. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.	1

- 106 TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS A 1
 This accelerated course emphasizes Level I concepts of introducing and reinforcing vocabulary and Total Physical Response (TPR) method and Level II concepts of Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 101 and 102.
- 107 TEACHING OCHETHI SAKOWIN LEVEL III & IV METHODS A 1
 This accelerated course emphasizes Level III methods to teach Ochethi Sakowin verbs (first, second, and third person) and tense (past, present, and future) and Level IV methods to teach Ochethi Sakowin intermediate conjugation of verbs; reading, writing and critical thinking in Ochethi Sakowin. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 103 and 104.
- 108 TEACHING OCHETHI SAKOWIN GRAMMAR I 1
 This course introduces practical and theoretical knowledge of Ochethi Sakowin grammar, the conjugation patterns, and syntactical structure of Ochethi Sakowin verbs, and the basic rules of word order in Ochethi Sakowin sentences. This course provides the student with a foundation to become a more self-reliant learner as well as teacher.
- 110 OCHETHI SAKOWIN PHONOLOGY I..... 1
 This course is the primary linguistic introduction to the Ochethi Sakowin phonetic system (i.e. its sounds and writing system). Emphasis will be on an overview of the Ochethi Sakowin phonetic system and consistency in writing the language. Special emphasis will be on developing a basic technical linguistic understanding of Ochethi Sakowin phonology, the issues and difficulties associated with English speakers learning these sounds, and developing a professional approach to teaching these concepts. The use of specialized fonts and keyboard software will also be covered.
- 121 INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS I..... 1
 This course is designed for second language learners of Ochethi Sakowin who are at a beginner level. It is part one of a three course continuum. It will give an overview of Ochethi Sakowin pronunciation and how to use an Ochethi Sakowin dictionary for self-learning. The course will focus on demonstratives, pronunciation, numbers, kinship terms, body parts, verbs of possession and coming and going, and time in Ochethi Sakowin (past, present, future and seasonal). Students will be exposed to various self-learning skills and strategies in order to become active self-learners of the language.
- 122 INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS II..... 1
 This course will build on LDL 121 and will focus on language used for expressing time in Ochethi Sakowin (habitual events, specific events in the past, non-specific events in the past, future or potential events, asking "when"). Other topics include the concept of "can" and "want" in Ochethi Sakowin; two verb constructions; relative clauses for describing people, animals and objects; direct speech and reported speech; Ochethi Sakowin counterparts for the English word "think", and many other frequent and common aspects of Ochethi Sakowin vocabulary, structure, and usage. Prerequisite: Consent of the instructor
- 123 INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS III..... 1
 This course will build on LDL 122 and will focus on conditional clauses, indirect questions, postpositions, and T-words (question words). The course will review animal vocabulary (body parts, describing animals, animal activities etc.) with the aim of using the topic of traditional animals for practicing various sentence patterns and communicative situations. Students will be introduced to frequency adverbs, usages of common verbs, and the difference between commands and reported commands. Prerequisite: Consent of the instructor.

- 124 INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY I..... 1
This course is the first of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. The course will build on the foundations of LDL 123.
- 125 INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY II..... 1
This course is the second of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. The course will build on the foundations of LDL 124 by introducing reading and writing simple texts.
- 126 INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY III..... 1
This course is the last of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. This course, through the use of communicative situations, will focus on creating and practicing the various Ochethi Sakowin vocabulary, structure, sentence and language patterns and usage introduced in LDL 124 -125.
- 201 TEACHING OCHETHI SAKOWIN LEVEL I METHODS B 1
This course is an intensive practical review of teaching methods for language acquisition, and is both a refresher of “best practices” in teaching and a discussion of new advanced methods. The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 101 Teaching Ochethi Sakowin Level I Methods A or consent of the instructor.
- 202 TEACHING OCHETHI SAKOWIN LEVEL II METHODS B 1
This course is an intensive practical overview of teaching Ochethi Sakowin language and will review methods used to teach phonetics and pronunciation along with simple interrogative sentences. The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 102 Teaching Ochethi Sakowin Level II Methods A or consent of the instructor.
- 203 TEACHING OCHETHI SAKOWIN LEVEL III METHODS B 1
This course is an intensive practical overview of teaching Ochethi Sakowin language using communicative language teaching methods and will review methods introduced to teach verbs (first, second, and third person) and tense (past, present, and future). The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 103 Teaching Ochethi Sakowin Level III Methods A or consent of the instructor.
- 204 TEACHING OCHETHI SAKOWIN LEVEL IV METHODS B 1
This course is an intensive practical overview of teaching Ochethi Sakowin language using communicative language teaching methods. Teaching intermediate conjugation of verbs will be stressed, as well as reading, writing and critical thinking in Ochethi Sakowin. Prerequisite: LDL 104 Teaching Ochethi Sakowin Level IV Methods A or consent of the instructor.
- 205 TEACHING OCHETHI SAKOWIN LEVEL V METHODS B 1
This course is an intensive practical overview of teaching Ochethi Sakowin language using advanced communicative language methods. The course emphasizes the use of advanced organizers, schema, and contextualized exercises to teach reading and writing skills and grammar. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 105 Teaching Ochethi Sakowin Level V Methods A.

- 206 TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS B 1
 This accelerated course is both a refresher of “best practices” in teaching and a discussion of new advanced methods. The course reviews methods used to teach phonetics and pronunciation along with simple interrogative sentences. The course also covers advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 201 and 202. Prerequisite: LDL 106 Teaching Ochethi Sakowin Level I & II Methods A or consent of the instructor.
- 207 TEACHING OCHETHI SAKOWIN LEVEL III & IV METHODS B 1
 This accelerated course focuses on the use of communicative language teaching methods. The course emphasizes the Level III methods of verbs (first, second and third person) and tense (past, present, and future); the Level IV methods of intermediate conjugation of verbs; and reading, writing and critical thinking in Ochethi Sakowin. This course is not as in depth as LDL 203 and 204. Prerequisite: LDL 206 Teaching Ochethi Sakowin Level I & II Methods A or consent of the instructor.
- 208 TEACHING OCHETHI SAKOWIN GRAMMAR II 1
 This course is the primary linguistic introduction to Ochethi Sakowin grammar, its inflectional and derivational morphology and syntax, including the associated rules, and introduces the pedagogical approaches to explaining this grammar. Prerequisite: LDL 108 Teaching Ochethi Sakowin Grammar I or consent of the instructor.
- 210 OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY I..... 1
 This course introduces the use of Ochethi Sakowin morphology so that students are adept at preparing lesson plans and teaching classes using grammatical concepts. Prerequisite: LDL 110 Ochethi Sakowin Phonology I or consent of the instructor.
- 211 OCHETHI SAKOWIN SYNTAX I 1
 This course offers an introduction to Ochethi Sakowin sentence structure and syntax, providing the foundation needed to understand and introduce sentence structures. Prerequisite: LDL 210 Ochethi Sakowin Inflectional Morphology I or consent of the instructor.
- 212 OCHETHI SAKOWIN PHONOLOGY II..... 1
 This course is a continuation of Ochethi Sakowin /Dakota phonology and pedagogical approaches to teaching correct pronunciation. Prerequisite: LDL 110 Ochethi Sakowin Phonology I.
- 221 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES I 1
 This course will focus on Ochethi Sakowin verbs of bringing and taking; causative verbs; expressing alienable (material things) and inalienable (kinship, body parts) possession; an introduction to the semantics of the 1st and 2nd datives; and an introduction to reflexive and reciprocal verbs. Reading and writing texts with introduced vocabulary and structures will be required. Prerequisite: LDL 126 Intensive Ochethi Sakowin for Elementary III or consent of the instructor.
- 222 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES II 1
 This course focuses on Ochethi Sakowin reading, writing, and dialogues, including activities with transitives, possessives, datives, benefactives and reflexives, kinship terms, and time clauses. Prerequisite: LDL 221 Intensive Ochethi Sakowin for Pre-Intermediates I or consent of the instructor.
- 223 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES III 1
 This course will focus on expressing changes of state and continuity in Ochethi Sakowin; postposition of place and movement; introduction and use of adverbs; relative and complement clauses; expressing emotions and opinions; functional vocabulary; and verbs expressing "decide". Prerequisite: LDL 222 Intensive Ochethi Sakowin for Intermediates II or consent of the instructor

231	IMMERSION METHODS I	1
	This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in preschool through first grade classrooms.	
232	IMMERSION METHODS II	1
	This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in second grade classrooms. Prerequisite: LDL 231 Immersion Methods I or consent of the instructor.	
233	IMMERSION METHODS III	1
	This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in third grade classrooms. Prerequisite: LDL 232 Immersion Methods II or consent of the instructor.	
240	PROCESS WRITING I	1
	This course provides an introduction to the methods of process writing as an approach to creating texts in various genres, developing a literary style, and broadening the expression of ideas and concepts in Ochethi Sakowin.	
241	OCHETHI SAKOWIN READING I	1
	This course provides a basic introduction to the structure of traditional Ochethi Sakowin narratives and how texts can be used in the classroom.	
242	DISCURSIVE NARRATIVE & RECORDING I	1
	This course provides students with the opportunity to create and record a narrative in Ochethi Sakowin.	
243	FIELD METHODS/TRANSCRIPTION I	1
	This course is designed to teach effective field methods for recording native speakers and transcription. Prerequisite: Consent of the instructor.	
250	INDIGENOUS LANGUAGE I	1
	This course is an introductory survey of indigenous language loss, focusing on current best practices for revitalization.	
251	OCHETHI SAKOWIN SONG & DANCE	1
	This course will provide an introduction to the song and dance of the Ochethi Sakowin.	
252	NORTHERN PLAINS SIGN LANGUAGE	1
	This course offers an intensive practical introduction to the history and use of Plains Indian Sign Language (PISL).	
253	AUDIO MATERIALS DEVELOPMENT I	1
	This course provides students with the capacity to develop their own audio-based teaching recordings that encourage active participation over rote memorization. Prerequisite: Consent of the instructor.	
254	OCHETHI SAKOWIN POETRY	1
	This course will introduce the learner to various poetic traditions, challenge the learners to write poems as a group, and enhance learner vocabulary in the target language.	
303	TEACHING OCHETHI SAKOWIN III METHODS C	1
	This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on verbs, tense, and writing sentences. Prerequisite: LDL 203 Teaching Ochethi Sakowin Level III Methods B or consent of the instructor.	

- 304 TEACHING OCHETHI SAKOWIN IV METHODS C 1
 This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on intermediate conjugation of verbs, reading, and writing. Prerequisite: LDL 204 Teaching Ochethi Sakowin Level IV Methods B or consent of the instructor.
- 305 TEACHING OCHETHI SAKOWIN V METHODS C 1
 This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on teaching reading and writing skills and grammar through the use of advanced organizers, schema, and contextualized exercises. Prerequisite: LDL 205 Teaching Ochethi Sakowin Level V Methods B or consent of the instructor.
- 306 TEACHING OCHETHI SAKOWIN I & II METHODS C 1
 This accelerated course, intended for students with several years of experience in language teaching, focuses on the Level I concepts applying advanced teaching methods with emphasis on verbs, tense, and writing sentences and Level 2 concepts of introducing Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. This course is not as in depth as LDL 302. Prerequisite: LDL 206 Teaching Ochethi Sakowin Level I & II Methods B or consent of the instructor.
- 307 TEACHING OCHETHI SAKOWIN III & IV METHODS C..... 1
 This accelerated course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods. The course emphasizes the Level III methods for intermediate conjugation of verbs, reading, and writing and the Level IV methods for grammar through the use of advanced organizers, schema, and contextualized exercises. Reading, writing and critical thinking in Ochethi Sakowin are emphasized. This course is not as in depth as LDL 303 or LDL 304. Prerequisite: LDL 207 Teaching Ochethi Sakowin Level III & IV Methods B or consent of the instructor.
- 308 TEACHING OCHETHI SAKOWIN GRAMMAR III 1
 This course teaches grammar rules in the context of everyday conversations and traditional narratives. The course also covers a comparison of colloquial and formal grammar. Prerequisite: LDL 208 Teaching Ochethi Sakowin Grammar II or consent of the instructor.
- 310 OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY II..... 1
 This course introduces advanced Ochethi Sakowin inflection morphology and morphological irregularities. Prerequisite: LDL 210 Ochethi Sakowin Inflectional Morphology I or consent of the instructor.
- 311 OCHETHI SAKOWIN SYNTAX II 1
 This course is a comprehensive overview of various types of clauses, noun phrases, topic and comment structures, noun incorporation in verbs, conjunctions, and postpositional phrases. Prerequisite: LDL 211 Ochethi Sakowin Syntax I or consent of the instructor.
- 321 INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES I..... 1
 The course continues to develop speaking, listening, comprehension, reading and writing skills. Areas covered include expression of Ochethi Sakowin verbs "be, do, act, decide, ask, think, want" etc.; expression of purpose, reason, result and contrast; continuation of an action; and coordinating and subordinating conjunctions. Prerequisite: LDL 223 Intensive Ochethi Sakowin for Pre-Intermediates III or consent of the instructor.

- 322 INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES II..... 1
The course continues to develop speaking, listening, comprehension, reading, and writing skills. Areas covered include a comparison of language for making plans, decisions, and hopes; and if-clauses. Prerequisite: LDL 321 Intensive Ochethi Sakowin for Intermediates I or consent of the instructor.
- 323 INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES III..... 1
The course continues to develop speaking, listening, comprehension, reading, and writing skills. Areas covered include time clauses; comparative and superlative of attributive stative verbs; the use of tkhá for expressing the meaning of "used to"; and complex forms of verbal conjugation. Prerequisite: LDL 322 Intensive Ochethi Sakowin for Intermediates II or consent of the instructor.
- 330 IMMERSION METHODS IV 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in upper elementary classrooms. Prerequisite: LDL 233 Immersion Methods III or consent of the instructor.
- 331 IMMERSION METHODS V 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches. This segment focuses on the practical implementation of Task-based Language Learning Teaching (TBLT). Prerequisite: LDL 330 Immersion Methods IV or consent of the instructor.
- 332 IMMERSION METHODS VI 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches. This segment focuses on the practical implementation of Cooperative Learning using Multiple Intelligences. Prerequisite: LDL 331 Immersion Methods V or consent of the instructor.
- 340 PROCESS WRITING II..... 1
This course continues development of process writing skills in Ochethi Sakowin. This course will review the stages of process writing and introduce peer editing. Prerequisite: LDL 240 Process Writing I.
- 341 OCHETHI SAKOWIN READING II 1
This course offers an in-depth examination of reading as a method of learning and teaching a second language. The course focuses on assessing reading ability; building comprehension; and the relationship between readings skills and general language competence. Prerequisite: LDL 241 Ochethi Sakowin Reading I.
- 342 DISCURSIVE NARRATIVE & RECORDING II..... 1
This course is a continuation of methods for creating and recording narrative in Ochethi Sakowin. Additional genres and styles of audio/visual recorded narration will be introduced and students will critique those and create their own narration. Prerequisite: LDL 242 Discursive Narrative & Recording I.
- 343 FIELD METHODS/TRANSCRIPTION II 1
This course further develops field methods used in documenting endangered languages, particularly to the ways of recording texts in an audio format and transcribing them into a written format. The course offers theoretical background in corpus linguistics with a main focus on practical steps and skills required for transcribing audio texts. Prerequisite: LDL 243 Field Methods/Transcription I or consent of the instructor.

- 350 NEOLOGISM DEVELOPMENT I 1
This course focuses on the process of creating new vocabulary and expressions in Ochethi Sakowin, through exploration and identification of the traditional methods employed in Ochethi Sakowin word development. Prerequisite: Consent of the instructor.
- 351 CLASSROOM MATERIALS DEVELOPMENT I 1
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. The use of Publisher, Word, Excel, and PowerPoint is incorporated extensively throughout this course. Prerequisite: Consent of the instructor.
- 353 VIDEO MATERIAL DEVELOPMENT I..... 1
This course is a practical language video development course that exposes students to best practices in planning, scripting, acting, transcription, and translation associated with short language-learning videos. Prerequisite: Consent of the instructor.
- 354 TECHNOLOGY DEVELOPMENT I..... 1
This course is an introduction to Computer Assisted Language Learning (CALL). Areas of instruction incorporated in this course include: Electronic Flashcards systems and the Leitner System. Prerequisite: Consent of the instructor.
- 355 DAKOTA MATERIALS DEVELOPMENT I..... 1
This course offers an introduction to Dakota Material Development and examines the process of translation from one dialect to another within the dialects of the language. Prerequisite: Consent of the instructor.
- 410 OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY III..... 1
This course covers advanced inflectional morphology and morphological irregularities. Topics covered include: verb valence, derivational morphology, and verbs of coming and going. Prerequisite: LDL 310 Ochethi Sakowin Inflectional Morphology II or consent of the instructor.
- 411 OCHETHI SAKOWIN SYNTAX III 1
This course covers advanced syntax, including complex syntactic constructions, uses of passive voice, and the position of agent and patient. Prerequisite: LDL 311 Ochethi Sakowin Syntax II or consent of the instructor.
- 421 INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES I 1
The course extends the proficiency and fluency achieved in the previous courses. Areas covered include various means of expressing 'as if' and 'as'; adverbials such as location, direction, manner, and degree; and headless relative clauses. Prerequisite: LDL 323 Intensive Ochethi Sakowin for Intermediates III or consent of the instructor.
- 422 INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES II 1
The course extends the proficiency and fluency achieved in the areas of adverbials of time, duration, frequency, and probability; connecting adverbs and negative adverbs; and reduplication on adverbs. Prerequisite: LDL 421 Intensive Ochethi Sakowin for Advanced-Intermediates I or consent of the instructor.
- 423 INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES III 1
The course extends the proficiency and fluency achieved by creating communicative situations in which the students can practice using lexical and structural items and semantic domains. The course introduces generic nouns. Prerequisite: LDL 422 Intensive Ochethi Sakowin for Advanced-Intermediates II or consent of the instructor.

- 430 IMMERSION METHODS VII 1
 This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for K-4 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 332 Immersion Methods VI or consent of the instructor.
- 431 IMMERSION METHODS VIII 1
 This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for 5-8 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 430 Immersion Methods VII or consent of the instructor
- 432 IMMERSION METHODS IX 1
 This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for 9-12 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 431 Immersion Methods VIII or consent of the instructor.
- 440 OCHETHI SAKOWIN DRAMA/PERFORMANCE I 1
 This course focuses on adapting a story into an Ochethi Sakowin language screen play using theater script format. Prerequisite: Consent of the instructor.
- 441 OCHETHI SAKOWIN DRAMA/PERFORMANCE II 1
 This course focuses on acting and directing using a play written for performance in Ochethi Sakowin. Topics and activities include cast roles, set design, and rehearsal. Prerequisite: Consent of the instructor.
- 442 OCHETHI SAKOWIN DRAMA/PERFORMANCE III 1
 This course focuses on production and performance of the play adapted in LDL 441. Emphasis is placed on flow, timing, and staging. Prerequisite: LDL 441 Ochethi Sakowin Drama/Performance I or consent of the instructor.
- 450 NEOLOGISM DEVELOPMENT II 1
 This course expands upon the word-development/coinage skills learned in LDL 350 to address more complex lexical and contextual semantic domains. Using traditional Ochethi Sakowin word-development methods, students will apply learned techniques to develop comprehensive and technically-precise medical, technical, scientific, industrial, and commercial vocabulary and expressions. Prerequisite: LDL 350 Neologism Development I or consent of the instructor.
- 451 CLASSROOM MATERIALS DEVELOPMENT II 1
 This course applies technology to create Ochethi Sakowin materials for all disciplines and grades. The use of social media and video and audio components is incorporated. Prerequisite: LDL 351 Classroom Materials Development I.
- 452 AUDIO MATERIALS DEVELOPMENT II 1
 This course focuses on developing advanced instructional audio recordings based on leading methods and theories. Prerequisite: LDL 352 Audio Materials Development I.
- 453 VIDEO MATERIALS DEVELOPMENT II 1
 This course focuses on developing advanced instructional video recordings based on leading methods and theories. Prerequisite: LDL 353 Video Materials Development I.

- 454 TECHNOLOGY DEVELOPMENT II..... 1
This course focuses on the adaptation of existing technology to enhance the teaching and learning of the Ocheti Sakowin language. Prerequisite: LDL 354 Technology Development I.
- 455 DAKOTA MATERIALS DEVELOPMENT II..... 1
This course offers advanced instruction in transliteration of educational materials to the Dakota dialect. Prerequisite: LDL 355 Dakota Material Development I.
- 456 NEOLOGISM DEVELOPMENT III 1
This course focuses on the process of creating new Ocheti Sakowin vocabulary and expressions through exploration and identification of the traditional methods of word development. This course will further utilize and expand upon the word- development/coinage skills learned in LDL 350 and 450 to address even more complex lexical and contextual semantic domains. Prerequisites: LDL 350 Neologism Development I and LDL 450 Neologism Development II.

NATIVE AMERICAN STUDIES (NAS)

- 100 NATIVE AMERICAN KNOWLEDGE BOWL..... 1
This course gives an in-depth look at the year's knowledge bowl material as a means to help students prepare for the Knowledge Bowl competition.
- 101 OCHETHI SAKOWIN LANGUAGE FOR BEGINNERS..... 3
This course will provide an introduction to the Ocheti Sakowin language. The course will emphasize the sounds of the Ocheti Sakowin language, correct pronunciation, and the alphabet used to represent those sounds. The course will also focus on Ocheti Sakowin kinship terms, the numeric system, vocabulary for seasons, weather, animals, foods, environmental and cultural contexts, and basic sentence structure.
- 102 OCHETHI SAKOWIN LANGUAGE FOR ELEMENTARY LEARNERS 3
This is an advanced course designed to enhance the use of the Ocheti Sakowin 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 Ocheti Sakowin history, culture, oral tradition, and ceremonies with specific reference to the language. Prerequisite: NAS 101 Ocheti Sakowin Language for Beginners.
- 103 INTRODUCTION TO OCHETHI SAKOWIN LANGUAGE, CULTURE & HISTORY 3
This course will provide a brief overview of the language, history, and culture of the Ocheti Sakowin peoples, including the present. The Ocheti Sakowin Language will be included through the use of terms, basic phrases, names and other opportunities.
- 105 OCHETHI SAKOWIN CULTURE I..... 3
This course will survey the history and culture of the Ocheti Sakowin groups, including both the past as well as the lived reality of the present. Topics will include social customs, patterns of behavior, the social system (kinship), cultural beliefs and practices (rituals and ceremony), and oral literature.
- *107 NATIVE AMERICAN HISTORY I..... 3
This course is an introduction to Native American history from before the European colonization through the 1760's.
- *108 NATIVE AMERICAN HISTORY II..... 3
This course is an introduction to Native American history from the era of the American Revolution through the 1920's.

*109	NATIVE AMERICAN HISTORY III	3
	This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.	
*110	OCHETHI SAKOWIN MUSIC AND DANCE	3
	This course will provide an introduction to the music and dance of the Ochethi Sakowin. 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.	
112	INTRODUCTION TO NATIVE AMERICAN STUDIES.....	3
	This course will provide an introduction to the interdisciplinary field of Native American Studies. This course meets the Education Standards and Practices Board Native American Studies requirement for teacher certification.	
*203	LOCAL TRIBAL GOVERNMENT	3
	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 CONTEMPORARY	3
	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	OCHETHI SAKOWIN TRADITION, PHILOSOPHY, & SPIRITUALITY	3
	This course is an examination of traditional Ochethi Sakowin philosophical and spiritual beliefs, specializing in the study of documentation of the history and evolution of ceremonies and rituals, as well as the “thought-in-practice” of traditional medicine people.	
211	OCHETHI SAKOWIN LANGUAGE FOR PRE-INTERMEDIATES	3
	This is an advanced course in the Ochethi Sakowin Language designed to enhance the student’s oral skills. Special emphasis is given to comprehension, conversational exercises, and mastery of verbal conjugations. Prerequisite: NAS 102 Ochethi Sakowin Language for Elementary Learners.	
212	OCHETHI SAKOWIN LANGUAGE FOR INTERMEDIATES.....	3
	This is an advanced course in the Ochethi Sakowin Language designed to further enhance the student’s oral skills. Emphasis is on developing the student’s ability in oral expression so that a basic level of proficiency in everyday conversation will be acquired. Prerequisite: NAS 211 Ochethi Sakowin Language for Pre-Intermediates.	
213	OCHETHI SAKOWIN ORAL TRADITION AND STORYTELLING	3
	This course will provide an introduction to traditional Ochethi Sakowin oral tradition and storytelling, including an examination of the general narrative structure, characters, content, and thematic characteristics of the categories of oral narratives as well as stylistic features and other aspects of the actual performance of storytelling.	
218	NATIVE AMERICAN LITERATURE.....	3
	A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.	

- *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 OCHETHI SAKOWIN 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.
- 299 NATIVE AMERICAN STUDIES SPECIAL TOPICS..... 1-3
- 301 OCHETHI SAKOWIN LANGUAGE FOR ADVANCED INTERMEDIATES..... 3
This is an advanced course in the Ochethi Sakowin language designed to enhance the student's oral skills. Special emphasis is given to comprehension, conversational exercises, and mastery of verbal conjugations. Prerequisite: NAS 211 Ochethi Sakowin Language for Intermediates.
- 302 OCHETHI SAKOWIN LANGUAGE FOR PROFICIENT LEARNERS..... 3
This is an advanced course in the Ochethi Sakowin language designed to further enhance the student's oral skills. Emphasis is on developing the student's ability in oral expression so that a basic level of fluency in everyday conversation will be acquired. Prerequisite: NAS 301 Ochethi Sakowin for Advanced Intermediates.
- 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 Ochethi Sakowin 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.
- 318 NATIVE AMERICAN LITERATURE..... 3
A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.
- 321 PEOPLES AND CULTURES OF NATIVE NORTH AMERICA..... 3
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.
- 331 NATIVE PEOPLES OF THE NORTHERN PLAINS..... 3
This course will provide an overview of the histories and cultures of the Native peoples of the Northern Plains region, including the Lakota/Dakota, Nueta, Hidatsa, Sahnish, and Anishinabe.

- 350 LANGUAGES OF NATIVE AMERICA 3
 This course will provide an overview of Native American languages and linguistics, including topics such as genetic, areal, and typological classifications, structures of selected languages, comparative (historical) study of select language families, the relationship between language and culture, and select topics in the ethnography of speaking (sociolinguistics).
- 360 OCHETHI SAKOWIN CULTURE IN TEXTUAL SOURCES 3
 This course will provide an in-depth study of select topics in Ochethi Sakowin culture and society through the use of textual and oral languages resources.
- 410 OCHETHI SAKOWIN HISTORY I 3
 This course will provide a detailed study of the historical development and experiences of the Ochethi Sakowin peoples from before Euro-American colonization to the 1890's.
- 411 OCHETHI SAKOWIN HISTORY II 3
 This course will provide an in-depth study of the historical development and experiences of the Ochethi Sakowin groups from the 1890s to the present.
- 415 NATIVE AMERICAN EDUCATION 3
 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.
- 418 CONTEMPORARY NATIVE AMERICAN LITERATURE 3
 This is a discussion-based course that explores contemporary fiction, non-fiction, and poetry written by a range of Native American authors from tribes and geographical regions across the United States and Canada. We will look at the cultural context from which each text is produced, paying particular attention to the issues and themes emphasized in each text.
- 419 NATIVE SOVEREIGNTY AND DECOLONIZATION 3
 This course provides an in-depth look at the multiple definitions and understandings of Native sovereignty, and how these definitions impact contemporary Native life. In addition, this course gives an overview of the relationship between Native sovereignty and decolonization. Prerequisite: NAS 203 Local Tribal Government, NAS 204 Native American Governments, NAS 109 Native American History III, or CJ 205 Indian Law.
- 420 CURRENT ISSUES IN NATIVE NORTH AMERICA 3
 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 OCHETHI SAKOWIN SOCIAL AND KINSHIP SYSTEMS 3
 This course will provide a detailed analysis of the social and kinship systems of the Ochethi Sakowin people, including the organization and structure of the thiyospaye and thiwahe 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 Ochethi Sakowin society.
- 431 TRADITIONAL OCHETHI SAKOWIN LEADERSHIP 3
 This course will provide a detailed analysis of the traditional Ochethi Sakowin 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 ithanchan (chiefs) who greatly influenced the historical direction of the Ochethi Sakowin groups.

440	STANDING ROCK CULTURE & HISTORY..... 1 This course will provide an overview of the historical development of the Standing Rock Reservation and a survey of the culture and society of the Hunkpapha, Sicasapa , and Wichiyena peoples who call it home. The course will include an overview of the Ochethi Sakowin social and kinship system and discussion of the contemporary social and political structure of the reservation. This course is one of a three-part series that can be used for teacher certification in fulfilling the Indian Studies requirement.	1
*445	APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT 3 Students will learn more about Native American perspectives on environmental issues and natural resource management. Students will discuss the traditional and contemporary relationships between Native Americans and the environment. Focus will be on Ochethi Sakowin culture.	3
450	INDIGENOUS RESEARCH METHODOLOGIES 4 This course discusses the role and impact of research in Native communities, including the need for and development of tribal institutional review boards and the current call for indigenous research practices. Moreover, this course helps students develop their own indigenous research methodologies.	4
497	NATIVE AMERICAN STUDIES SENIOR CAPSTONE..... 1 This course provides students opportunities to gain supervised, practical experience working in a tribal community. A minimum of 45 hours of field experience and completion of a reflective presentation to the Native American Studies advisory committee are required. Students will be evaluated on quality of presentation and supervisor’s evaluation. Students must pass with a B or better.	1
499	NATIVE AMERICAN STUDIES SPECIAL TOPICS..... 1-3	1-3

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.	1
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. Prerequisite: Consent of the instructor.	3
205	BASIC PHARMACOLOGY FOR NURSES..... 2 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 206 Fundamental Nursing Interventions.	2

206	FUNDAMENTAL NURSING INTERVENTIONS 3 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. Prerequisites: BIOL 220 Anatomy and Physiology I; NURS 101 Introduction to the Nursing Profession, and NURS 201 Holistic Health Assessment Across the Lifespan.	3
206C	FUNDAMENTAL NURSING INTERVENTIONS (Nursing Practice Experience) 1 Required nursing practice experience for NURS 206. This component would be offered in the fall (early September). Prerequisite: NURS 206 Fundamental Nursing Interventions.	1
231	MENTAL HEALTH/BEHAVIORAL HEALTH NURSING 2 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.	2
245	NURSING CARE OF FAMILIES 4 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 250 Developmental Psychology, NURS 206 Fundamental Nursing Interventions and concurrent enrollment in NURS 231 Mental Health/Behavioral Health Nursing or consent of instructor.	4
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

CRIMINAL JUSTICE (CJ)

201	INTRODUCTION TO CRIMINAL JUSTICE 3 Examination of the criminal justice system and process. Including crime, law-making, criminality, prosecution, police, courts, and corrections.	3
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202	INTRODUCTION TO LAW ENFORCEMENT AND CORRECTIONS 3 In-depth analysis of Law Enforcement and Corrections within the context of crime analysis, deterrence, prevention, and reform relative to the initial and final phases of the criminal justice process. Additional topics include the authority and responsibilities of these legal structures in relation to specialized areas of local, state, Tribal, and federal law. The course includes a section devoted to traditional and contemporary forms and processes of dispute resolution and order maintenance and their development into contemporary representations in Tribal societies.
203	INTERVIEWING & INTERROGATION 3 Introduces approaches and techniques for conducting interviews and interrogations, with emphasis on the legal and practical differences between interviewing witnesses and victims and interrogating criminal suspects. Various practical and theoretical applications and methods to detect truthfulness and deception based on behavioral, physiological, and emotional responses are identified and explored.
205	INDIAN LAW 3 Examines Tribal and federal Indian law from historical and sociological perspectives, the roles and functions of various state, federal, and Tribal agencies relative to Tribal governments, and the Constitutional, legislative, and judicial bases for processes, structures, functions, principles, practices, procedures, and jurisdictions involved in the administration of American Indian law.
206	CIVIL LAW I: CONTRACTS AND TORTS 3 Presents fundamental definitions, concepts, and practices relative to Civil Law. Basic concepts and principles of contract law, including terms and definitions; creation and termination; formation, performance, and enforcement; and breach and remedies are also examined.
207	CIVIL LAW II: WILL, PROBATE, AND PROPERTY LAW 3 Reinforces and adds to skills learned in Civil Law I and examines fundamental concepts and principles of will, probate, and property law, including trust and fee property, executors and heirs, and laws of distribution based on Tribal codes, common law, and Federal Law.
208	FAMILY LAW 3 This course focuses on legal problems pertaining to the organization, operation, and dissolution of the family, including domestic relations, paternity, child custody, adoptions, and child and spousal support, with particular emphasis on Tribal codes and Native American issues including the Indian Child Welfare Act and the Violence Against Women Act.
211	LEGAL RESEARCH, WRITING, AND CASE ANALYSIS 3 Familiarizes students with the fundamentals of legal research, terminology, writing, and analysis, including law library techniques, computer-assisted legal research, citation forms, briefs, and court opinion discussions. Students will develop skills in researching and interpreting applicable federal and tribal statutes and case law, primary/secondary authority, and mandatory/persuasive authority. Consent of Instructor or Co-requisite: ENGL 120 Composition II.
215	COMMUNITY POLICING 3 This course examines the attitude of the police and community toward each other, an exploration into those factors that help develop mutual understanding and support between the police and the public. These principles will be related to cultural issues on the reservation.
220	CRIMINAL LAW 3 Examination of the definitions of acts and omissions, with an emphasis on historical and philosophical concepts of criminal law.

231	CRIMINAL EVIDENCE AND PROCEDURE..... 3 Deals with rules of evidence of particular import at the operational level in law enforcement and with criminal procedure in important areas such as arrest, force, and search and seizure.	3
232	ADMINISTRATION OF JUSTICE 3 For criminal justice students or laymen; designed to broaden the understanding of the student concerning the various agencies involved in the administration of criminal law. Emphasis is placed upon the more important law enforcement functions and interrelationships from arrest to executive pardon.	3
245	SURVEY OF FORENSIC SCIENCES 3 An introductory overview of various disciplines involved in the Forensic Sciences and their contributions and application to the investigation and prosecution of criminal acts. Topics include death and injury examination, crime scene documentation and investigation, and blood spatter, hair, fingerprint, and tool and footwear impression analysis.	3
252	CRIMINOLOGY 3 A historical and contemporary exploration of the physiological, environmental, psychological, and social causes, and society's responses to, deviance and criminality from both theoretical and empirical perspectives, with a special emphasis on the definitions, extent and efforts at prevention of criminal behaviors.	3
254	JUVENILE JUSTICE 3 Special legal status of the juvenile, protective services, the juvenile and family, court movement, and child labor laws. Emphasis on non-criminal aspects of administration of juvenile justice, guardianship, dependency, neglect, child support, paternity, and adoption.	3
260	LEGAL ETHICS 3 Examines the philosophical, moral, and ethical bases of human behavior in the context of the American legal system. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and corrections.	3
265	TRIAL TECHNIQUES 3 Familiarizes students with the techniques and practices of the courtroom by utilizing mock trials in which students act as advocates, witnesses, judges, court officials, and police officers. Consent of Instructor or Co-requisites: CJ231 Evidence and Procedure.	3
290	CRIMINAL BEHAVIORAL ANALYSIS 3 Examines assorted approaches to criminal behavioral analysis. Topics include philosophical, taxonomic, and practical analysis and investigation of various types of criminal behaviors and their applications to the investigation and prosecution of crimes.	3
297	CRIMINAL JUSTICE-LAY ADVOCATE/PARALEGAL INTERNSHIP/CAPSTONE EXPERIENCE 3 Provides students with an opportunity to work with professionals and/or experts. For those unable to, or choose not to find internship placement, the capstone requires fulfillment of a plan of independent study relating to the student's legal area of interest, culminating in a thesis and media presentation. Students may only complete the internship/capstone, with advisor approval, within the last two semesters of their degree plan.	3
299	CRIMINAL JUSTICE SPECIAL TOPICS 1-3	1-3
307	REAL PROPERTY 3 Examines assorted approaches to criminal behavioral analysis. Topics include philosophical, taxonomic, and practical analysis and investigation of various types of criminal behaviors and their applications to the investigation and prosecution of crimes.	3

308	FAMILY LAW	3
	This course focuses on legal problems pertaining to the organization, operation, and dissolution of the family, including domestic relations, paternity, child custody, adoptions, and child and spousal support, with particular emphasis on Tribal codes and Native American issues including the Indian Child Welfare Act and the Violence Against Women Act.	
321	CRIME, TRIBAL POLICY, AND TRIBAL POLICING	3
	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, including analyzing the structure of tribal law enforcement and the ways it differs from mainstream policing.	
325	CONSTITUTIONAL LAW	3
	Examines impact of the Constitution on the United States and its amendments on the justice system.	
330	CRIMINOLOGICAL THEORY	3
	Critical examination of the major schools of criminological thought and their influence on the development of criminal justice policy. Prerequisite: CJ 252 Criminology or Consent of Instructor.	
345	SURVEY OF FORENSIC SCIENCES II	3
	Critical examination of the major schools of criminological thought and their influence on the development of criminal justice policy. Prerequisites: CJ 245 Survey of Forensic Sciences.	
350	INTRODUCTION TO FISH AND GAME	3
	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.	
351	TRADITIONAL TRIBAL JUSTICE AND PEACEMAKING	3
	Examines concepts of peacemaking in traditional tribal dispute resolution and contemporary peacemaking courts.	
353	CRIMINAL LAW II	3
	This course builds upon the knowledge gained in Criminal Law (CJ 230) by examining preparatory and inchoate offenses, offenses against justice administration, corporate and computer crimes, an in-depth examination of the United States Criminal Code, and whenever applicable, the Standing Rock Tribal Code. Prerequisite: CJ 230 Criminal Law.	
*360	LEGAL ETHICS	3
	Examines the philosophical, moral, and ethical bases of human behavior in the context of the American legal system. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and corrections.	
361	VICTIMOLOGY	3
	Course examines the issues and status of victims in the criminal justice system and society.	
390	CRIMINAL ANALYSIS	3
	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.	
401	ADMINISTRATION OF CRIMINAL JUSTICE SYSTEM	3
	Study of organizational perspectives in the administration of justice.	

402	SPECIAL POPULATIONS AND AMERICAN JUSTICE 3 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.	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.	3
411	INDEPENDENT RESEARCH 3 Develops student skills in research and writing for justice-related fields. Focuses include legal databases, criminal and civil codes, and remote as well as in-person archival Database research. Students will prepare professional writing sample showing writing and independent research abilities. Prerequisites: CJ 211 Legal Research, Writing, and Case Analysis or Consent of Instructor.	3
425	TRIBAL SOVEREIGNTY IN CONTEMPORARY SUPREME COURT JURISPRUDENCE 3 This is a survey course of recent U.S. Supreme Court decisions related to the rights of Tribes and Tribal members. Students will develop skills in researching, reading, and summarizing case law and an understanding of some of the sovereignty issues facing Tribes today, as well as discuss the broader legal concepts and precedential value of each case.	3
435	RESTORATIVE JUSTICE 3 This course examines various alternative justice and correctional approaches, with a focus on Indigenous justice, and considers the roles of the three main stakeholders in the justice system: victims, offenders, and the community.	3
*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. Consent of Instructor or Prerequisite: ENS 202 Environmental Issues.	3
497	SENIOR INTERNSHIP 6 Provides students with an opportunity to work with professionals and/or experts. Every effort will be made to place students in an environment that emphasizes cultural integration. Students may only complete the Senior Internship with advisor approval.	6
498	CRIMINAL JUSTICE CAPSTONE 1 Provides final preparatory steps for entering justice-related careers including gathering a portfolio of writing samples and necessary documentation. Students will be required to research current job openings, fill out sample applications, and reflect on educational experience. Co-requisite: Senior Internship.	1
499	CRIMINAL JUSTICE SPECIAL TOPICS 1-3	1-3

ECONOMICS (ECON)

201	MICROECONOMICS 3 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. Prerequisite: MATH 102 Intermediate Algebra or higher.	3
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202	MACROECONOMICS.....	3
	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. Prerequisite: MATH 102 Intermediate Algebra or higher.	
299	ECONOMICS SPECIAL TOPICS	1-3
300	MONEY AND BANKING	3
	An introduction to the financial system and the impact of money and monetary policy on the economy. Prerequisite: ECON 201 Microeconomics or ECON 202 Macroeconomics.	
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.	
499	ECONOMICS SPECIAL TOPICS	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.	
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.	
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.	
299	GEOGRAPHY SPECIAL TOPICS	1-3
305	POLITICAL GEOGRAPHY.....	3
	This course examines the interconnectedness of geography and politics.	

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. Students will be familiarized with the roles and functions of Human Services workers through examination of the skills, knowledge, traits and attitudes necessary to enter the Human Services field. The ethical principles that guide the Human Services professional are explored in depth.	

203	INTERVIEWING..... 4 This course is an experience in active listening. The course provides students with the basic overview of the attitudes, knowledge, and skills which human service professionals need when they conduct interviews. The course includes a lab which emphasizes the development of skills utilizing theories, practice and case application to allow students to conduct interviews. The focus is on developing advanced skills and strategies with significant opportunity for hands-on practice.	4
204	CASE MANAGEMENT..... 4 Through this course students will learn the necessary case management skills to provide individuals and families in need of comprehensive services. This course will focus on service delivery planning, concepts of intervention and evaluation of interventions. Students will gain skills for developing, implementing, and monitoring effective case plans and advocating for resources that help clients achieve self-sufficiency. The course will concentrate on skill development as opposed to theoretical concepts and integrate classroom instruction through a laboratory setting where hands on experience will be gained as students apply course work to real life situations.	4
211	INTRODUCTION TO ADDICTIONS 3 This course will focus on an overview of historical, cultural and current attitudes toward drug use. This course provides students with the opportunity to study the various modalities of addiction. The interaction of physical, psychological, social and spiritual aspects of addiction will be explored as well as methods and models of treatment and various concepts of early intervention and prevention. This course will survey alcohol and drug abuse treatment methods needed for working with special populations, group techniques, relapse prevention, and non-traditional treatment methods.	3
220	MANAGEMENT & ADMINISTRATION IN HUMAN SERVICES..... 3 This course introduces students to the principles of human service administration. It 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.	3
260	CRISIS INTERVENTION/SUICIDE PREVENTION 3 This course focuses on introducing crisis intervention concepts and strategies applicable to the field of human services. This course covers crises throughout the life cycle and situations such as medical and psychological traumas, post-traumatic stress disorder and professional burnout.	3
297	HUMAN SERVICES INTERNSHIP 1-3 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.	1-3
299	HUMAN SERVICES SPECIAL TOPICS 1-3	1-3

POLITICAL SCIENCE (POLS)

115	AMERICAN GOVERNMENT 3 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.	3
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116	STATE & LOCAL GOVERNMENT	3
	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 GOVERNMENT	3
	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 CONTEMPORARY	3
	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 TOPICS	1-3

PSYCHOLOGY (PSYC)

100	FIRST YEAR LEARNING EXPERIENCE	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 PSYCHOLOGY	3
	This course is designed to introduce students to a survey of the scientific study of behavior and mental processes. 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.	
250	DEVELOPMENTAL PSYCHOLOGY	4
	A survey of the psychology of human life-span development with an emphasis on the interplay of physical, cognitive, social, emotional, cultural and personality development. Prerequisite: PSYC 111 Introduction to Psychology.	
255	CHILD & ADOLESCENT PSYCHOLOGY	3
	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.	
258	ADULT AND END OF LIFE PSYCHOLOGY	1
	This course examines the cognitive, physical and psychological (social and emotional) changes that take place from early adulthood through late adulthood. Emphasis is placed on the description and explanation of the dimensions of developmental change and tasks associated with the adult developmental period.	
270	ABNORMAL PSYCHOLOGY	3
	A survey of the classification, symptoms, and etiology of psychological disorders. Prerequisite: PSYC 111 Introduction to Psychology.	

299	PSYCHOLOGY SPECIAL TOPICS	1-3
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SOCIOLOGY (SOC)

099	JOB SKILLS	2
	This course is designed to assist students with developing the skills necessary to be successful in employment. The course will include self-assessment, exploration of career options, resumes, interviewing and job seeking skills.	
110	INTRODUCTION TO SOCIOLOGY	3
	An introductory analysis of the nature of society, the interrelationship of its component groups and the process whereby society persists and changes.	
120	TRANSITIONS-GRADUATION AND BEYOND	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 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.	
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.	
220	THE FAMILY	3
	This course is designed to study the nature and functions of marriage and the family in contemporary society. The historical and cultural evolution of family structures and functions as well as distinctions and similarities are studied. The traditional and changing roles of women in American society are given special attention, along with the role of men and childrearing practices. Also discussed are problems of early marriage and intermarriage, mate selection, theories and research, divorce, and changing sexual norms, 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 Composition II	
299	SOCIOLOGY SPECIAL TOPICS	1-3

SOCIAL WORK (SWK)

255	SOCIAL WORK IN THE MODERN SOCIETY	4
	This is an introduction to the profession of social work. This course will provide foundational knowledge necessary for those interested in a career in social work. Students will be familiarized with the various roles, tasks, duties, and responsibilities of a social worker. Other topics covered in this course: the history and development of social work, social work mission, values, and ethics, generalist social work practice, ethical decision-making, social justice and advocacy, strengths perspective, multi-disciplinary approach, and the levels of social work practice. Students will be oriented to National Association of Social Work (NASW) Code of Ethics. In addition to the coursework, students are required to complete 40 hours of human or social service related volunteer work.	

256	<p>DEVELOPMENT OF SOCIAL WELFARE 3</p> <p>The course reviews and evaluates the history, philosophical assumptions, values and development of social welfare programs and services throughout the United States. The course examines the socio-political-economic conditions which not only form but influence social welfare systems. In addition, the course discusses intersections between privilege and oppression. The course reviews multiple marginalized, oppressed, and underserved populations with which social work intersects and ways that social work can positively impact social, economic, environmental justice, and human rights.</p>
257	<p>HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT I..... 3</p> <p>This course examines the bio-psycho-social aspects of human development across the life span. Students will learn and understand the influence of sex, religion, spirituality, socio-cultural contexts, personal and familial values, race, ethnicity, privilege, sexual orientation, class, religion, gender, nationality and immigration can influence human behavior and development. Students will understand how to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks as it pertains to the social worker's ability to critically analyze and conceptualize human growth and development and use as a guide to the generalist practice approach when working with individuals and families. This course supports social work practice competencies with emphasis on assessment and intervention skills and evidence-based practice.</p>
300	<p>TECHNICAL AND PROFESSIONAL DOCUMENTATION IN SOCIAL WORK PRACTICE 2</p> <p>This course will focus on social work practice and interventions with children, youth, and families in the child welfare system. Students will analyze and evaluate the issues of the current child welfare system. Other topics covered in this course: foster care, permanency planning, case management, service coordination, child maltreatment, abuse, and neglect, vulnerable children and families, and the strengths approach with families.</p>
310	<p>CHILD WELFARE I 3</p> <p>This course will focus on social work practice and interventions with children, youth, and families in the child welfare system. Students will analyze and evaluate the issues of the current child welfare system. Other topics covered in this course: foster care, permanency planning, case management, service coordination, child maltreatment, abuse, and neglect, vulnerable children and families, and the strengths approach with families.</p>
320	<p>CHILD WELFARE II: NATIVE AMERICAN CHILDREN & FAMILIES 3</p> <p>This course will examine historical and contemporary child welfare issues related to Native American children and families and tribal communities. Students will get an in depth understanding of the history and development of the Indian Child Welfare Act (ICWA), boarding school effect, and the historical trauma related to these events. Students will become familiar with terms related to the Indian Child Welfare Act, Title IV-E, and we will discuss the role of cultural and traditional practices, planning, and case management when working with Native American children and families in child welfare.</p>
335	<p>SOCIAL WORK METHODS I: WORK WITH INDIVIDUALS AND FAMILIES 3</p> <p>This course applies knowledge, values, and skills for entry level Generalist Practice Social Work with individuals and families using evidence-based skills and interventions. Students will develop skills to engage, assess, plan, intervene, and evaluate social work practice with individuals and families.</p>
356	<p>SOCIAL WELFARE POLICY AND ADVOCACY 3</p> <p>This course will explore social welfare policy and how those policies impact diverse populations and approaches to influence change. A generalist practice framework is used for the analysis of social welfare policies and current policy structures, and policy practice, advocacy, and evaluation used in agency, community, and legislative settings.</p>

- 357 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II 3
 This is the second course in the HBSE sequence. This course examines human behavior and the social environment across groups, organizations, and communities. In this context, students will learn and understand social system theories as a framework to guide social work practice with groups, organizations, and communities. Emphasis is placed on human diversity, marginalized and oppressed groups, transcultural and intersectional perspectives of diversity, feminism, and the influence of racism, historical trauma, power, privilege, and oppression on human development. Prerequisite: Students must have taken and passed SWK 257 (HBSE I) with “C” or higher.
- 400 SOCIAL WORK FIELD AND GRAD PREP 1
 The focus of this course is to prepare students to apply and enter field education and to prepare for the social work licensing exam. Students will be oriented with the student field manual and policies, student and agency roles, expectations, and responsibilities, and practice-learning behaviors associated with social work field education. Prerequisite: SWK 490 Field Education and 491 Field Seminar.
- 401 SELF-CARE IN SOCIAL WORK PRACTICE 1
 This course will provide an overview of the various types of resiliency and self-care techniques, skills, and strategies as it relates to social work practice. This course will focus on issues of compassion fatigue (CF), secondary traumatic stress (STS), and burnout (BO), and vicarious trauma (VT) in the helping profession. Students will understand the importance of self-care as it relates to professional competency, personal well-being, and self-awareness. Students will understand self-care as professional and ethical duty and responsibility.
- 435 SOCIAL WORK METHODS II: WORK WITH GROUPS 3
 This course applies knowledge, values, and skills for generalist social work practice with groups using evidence-based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with groups. The course will review group dynamics and the best practices and methods in group work. In addition, students will be required to complete a specified number of hours of direct observation and participation of any outside or community group.
- 436 SOCIAL WORK METHODS III: WORK WITH ORGANIZATIONS AND COMMUNITIES 3
 This course applies knowledge, values, and skills for generalist social work practice with organizations and communities using evidence-based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with organizations and communities.
- 442 RESEARCH METHODS IN SOCIAL WORK 3
 Prerequisite: MATH 314 and ENGL 342. This course introduces students to the concepts and principles of social work research methodology. This course includes conceptualizing a social work problem, designing research strategy, making use of relevant literature, and organizing and evaluating relevant data. Students will understand the role and responsibility of being a critical and informed consumer and contributor of research. Students will analyze and evaluate the ethical issues and dilemmas involved with research as it relates to ethical practice in social work. Prerequisite: MATH 314 and ENGL 342.

- 445 **DECOLONIZING SOCIAL WORK WITH INDIGENOUS COMMUNITIES** 3
 This course will focus on social work practice with Indigenous peoples and communities both locally and globally. The course will emphasize the importance of understanding the history and issues of colonization and colonized practices associated with modern social work practice. Furthermore, students will examine how racism and oppression can show up in social work practice and how the social work profession itself can further marginalize Indigenous individuals, families, groups, and communities. The course will review how social workers can be mindful of their privilege and power in the profession. The course will look at effective decolonized interventions and strategies and best practices that honor Indigenous ways, traditions, and practices that promote healing, emphasize Indigenous strengths, and acknowledge Indigenous rights, identity, sovereignty and self-determination.
- 490 **FIELD EDUCATION**..... 12
 ***Admission to Field is required to enroll in this course. This course must be taken concurrently with SWK 491. This course is a direct learning experience in generalist social work practice that emphasizes the core competencies and demonstration of practice behaviors. Students will understand and connect the theoretical and conceptual contributions of the classroom with the practical world of the internship setting. Students are required to complete a minimum of 450 hours of direct field learning experience in a social or human services agency or other relevant setting approved by the Field Director. Pre-requisite: Satisfactory completion of all degree requirements for Bachelor of Social Work degree and consent of the instructor. This course must be taken concurrently with SWK 491.
- 491 **FIELD SEMINAR**..... 1
 ***Admission to Field is required to enroll in this course. This course must be taken concurrently with SWK 490. This course is designed to support and guide students through their social work field internship. The course will consist of weekly reflection, documentation, and in-class discussion. Students will integrate their field learning experiences with social work practice, knowledge, skills and core competencies, and will focus on professional and ethical dilemmas and issues. Co-requisite: SWK 490.

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