

# LBHC Catalog 2007-09

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Notes:

## **Little Big Horn College Mission Statement**

Little Big Horn College, a **1994 Land Grant Institution**, is the Crow **higher** education and cultural center that grants Associate of Arts and Associate of Science degrees and certificates in areas that reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities, offering instruction by traditional and distance education methods. The College is dedicated to the professional, vocational and personal development of individual students for their advancement in higher education or the workplace and inspiring Crow and American Indian Scholarship. The College is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.

### **A Message from the President**

Come join us at Little Big Horn College, together we will share in the vision of shaping the pathway into tomorrow.

Dr. David Yarlott, Jr.  
President Little Big Horn College



**Dr David Yarlott, Jr.**

## **Introduction**

### **Accreditation History of Little Big Horn College**

Little Big Horn College is a public 2-year college chartered by the Crow Tribe of Indians in January of 1980. The college began providing higher education and vocational training in 1981. In 1984, the College applied for and received candidacy for accreditation, six years later in June 1990 LBHC was granted accreditation by the Northwest Association of Schools and Colleges. Since then Little Big Horn College offers nine Associate of Arts and Associate of Science degrees. In 1994 Little Big Horn College received Land Grant Institution status.

### **Location**

Little Big Horn College is located in the town of Crow Agency, Montana, on the Crow Reservation in south central Montana.



**Little Big Horn College Entrance Sign  
Dedication Ceremony**

## **Campus**

Before July 2003, the college had one main building now named the Student Union Building which housed the faculty offices, administration/staff offices, bookstore, and classrooms. In 1999, the Chairwoman of the Crow Tribe-Clara Nomee, on behalf of the Crow Tribe donated 3 million dollars to start the Charette process for upgrading the college campus facilities. In June 2002, ground breaking began for the new college. Little Big Horn College moved into the Driftwood Lodges Learning Center (formerly named Seven Stars) and the Cultural Learning Lodge in Fall of 2003. The Drift Wood Lodges Learning Center and the Cultural Learning Lodge houses faculty offices and classrooms. The Student Union Building now houses the administration/staff and student support services. Spring of 2007 began the ground breaking and construction of the second phase of the campus upgrade. A state of art Library, Archives and Administration Building as well as a Green House Building will be completed during the 2007-2008 Academic Year.



**Library Archives Administration Facilities Ground Breaking Ceremony Fall 2006**



**Library Archives Administration Facilities Construction Summer 2007**

# College Calendar

## Fall Semester 2007

New Student Orientation/Placement testing	August 29
Orientation/Placement testing	August 30
Registration	August 31
Labor Day	September 3
First Day of Classes	September 4
Last Day to Register; Drop/Add	September 17
Last Day for Withdrawing with Partial Refund	September 24
Midterm Grades due to Registrar	October 22
LBHC Fall Break, No Classes/Offices Open	October 18, 19
Last Day to Drop/Withdraw without grade penalty	October 29
Veterans Day Holiday	November 12
Thanksgiving Holiday	November 21, 22, 23
Last Day of Classes for Fall Semester 2007	December 7
Pre-Registration for Spring Semester 2008	December 10, 11
Review Days for Fall Semester 2007	December 10, 11
Final Examination Days for Fall Semester 2007	December 12, 13, 14
Last Day to turn in Grades	December 18
Christmas Vacation No Classes	December 19 – January 4

## Spring Semester 2008

New Student Orientation/Placement Testing	January 7
Registration	January 8
First Day of Classes	January 9
Martin Luther King Day No Classes/Offices Closed	January 21
Last Day to Register; Drop/Add	January 23
Last Day to Withdraw/Drop Classes with Partial Refund	January 30
President/Chiefs Day Holiday	February 18
Mid-Term Grades due to Registrar	February 29
Last Day to Drop Classes without grade penalty	March 7
Spring Break No Classes/Offices Open	During AIHEC week
Mini Break No Classes/Offices Closed	March 21
Last Day of Classes for Spring Semester 2008	April 18
Review Days for Spring Semester 2008	April 21, 22
Final Examination Days for Spring Semester 2008	April 23, 24, 25
Last Day to turn in Grades	May 2
Graduation	May 9

## Summer Session 2008

New Student Orientation/Placement Testing	May 30
Registration	June 2
First day of classes	June 2
Last Day to Register; Drop/Add	June 6
Last Day to Withdraw/Drop Classes with Partial Refund	June 11
Last Day to Drop Classes without grade penalty	June 20
Fourth of July Holiday	July 4
Last Day of Classes	July 11
Last Day to turn in Grades	July 16

## **FALL 2008 SEMESTER**

<b>New Student Orientation/ Placement Testing</b>	<b>August 27</b>
<b>Orientation/Placement Testing</b>	<b>August 28</b>
<b>Registration</b>	<b>August 29</b>
<b>Labor Day</b>	<b>September 1</b>
<b>First Day of Classes</b>	<b>September 2</b>
<b>Last Day to Register; Drop/Add</b>	<b>September 15</b>
<b>Last Day to Withdraw/Drop Classes with Partial Refund</b>	<b>September 22</b>
<b>Mid-term Grades due to Registrar</b>	<b>October 14</b>
<b>LBHC Fall Break No Classes/Offices Open</b>	<b>October 16, 17</b>
<b>Last Day to Drop/Withdraw without grade penalty</b>	<b>October 27</b>
<b>Veterans Day Holiday</b>	<b>November 11</b>
<b>Thanksgiving Break</b>	<b>November 26, 27, 28</b>
<b>Last Day of Classes for Fall Semester 2008</b>	<b>December 5</b>
<b>Pre-Registration for Spring Semester 2009</b>	<b>December 8, 9</b>
<b>Review Days for Fall Semester 2008</b>	<b>December 8, 9</b>
<b>Final Examination Days for Spring Semester 2008</b>	<b>December 10, 11, 12</b>
<b>Last Day to turn in Grades</b>	<b>December 17</b>
<b>Christmas Vacation No classes</b>	<b>December 18 - January 5</b>

## **SPRING 2009 SEMESTER**

<b>New Student Orientation/Placement Testing</b>	<b>January 5</b>
<b>Registration</b>	<b>January 6</b>
<b>First Day of Classes</b>	<b>January 7</b>
<b>Martin Luther King Day No Classes/ Offices Closed</b>	<b>January 19</b>
<b>Last Day to Register; Drop/Add</b>	<b>January 21</b>
<b>Last Day to Withdraw/Drop Classes with Partial Refund</b>	<b>January 28</b>
<b>President/Chiefs Day Holiday</b>	<b>February 16</b>
<b>Mid-Term Grades Due to Registrar</b>	<b>February 27</b>
<b>Last Day to Withdraw with no grade penalty</b>	<b>March 6</b>
<b>Spring Break No Classes/Offices Open</b>	<b>During AIHEC week</b>
<b>Mini Break No Classes/Offices Closed</b>	<b>April 10</b>
<b>Last Day of Classes for Spring Semester 2009</b>	<b>April 17</b>
<b>Review Days for Spring Semester 2009</b>	<b>April 20, 21</b>
<b>Final Examination Days for Spring Semester 2009</b>	<b>April 22, 23, 24</b>
<b>Last Day to Turn in Grades</b>	<b>May 1</b>
<b>Graduation</b>	<b>May 8</b>

## **Summer Session 2009**

<b>New Student Orientation/Placement Testing</b>	<b>May 29</b>
<b>Registration</b>	<b>June 1</b>
<b>First day of classes</b>	<b>June 1</b>
<b>Last Day to Register; Drop/Add</b>	<b>June 5</b>
<b>Last Day to Withdraw/Drop Classes with Partial Refund</b>	<b>June 10</b>
<b>Last Day to Drop Classes without grade penalty</b>	<b>June 19</b>
<b>Fourth of July Holiday</b>	<b>July 3</b>
<b>Last Day of Classes</b>	<b>July 10</b>
<b>Last Day to Turn in Grades</b>	<b>July 15</b>

## **LITTLE BIG HORN COLLEGE**

### **DESCRIPTION**

Little Big Horn College is a public two-year community college chartered by the Crow Tribe of Indians. The College is located in the town of Crow Agency, Montana Baaxawuaashé, the capital of the Crow Indian Reservation in south central Montana. Eight Associate of Arts degrees are offered at LBHC. The courses of study offered are directly related to the job opportunities and economic development on the Crow Indian Reservation and surrounding communities. The majority of the students enrolled are members of the Crow Tribe of Indians.



**Little Big Horn River flowing adjacent to LBHC college campus**

The College campus is located in the town of Crow Agency on the banks of the Little Big Horn River, adjacent to the Crow Indian Agency of the Bureau of Indian Affairs. The Crow Tribal Administration Office is located within two blocks of the campus. The fall of 2003 celebrated the grand opening of both the new Driftwood Lodges Learning Center (faculty/classroom building) and Cultural Learning Lodge. These new college facilities reflect the beauty of Crow geometrical design and are situated in downtown Crow Agency.

The College Mission and Purpose is directed by the College Charter, passed by the Crow Tribal Council in 1980: to establish, maintain and operate an educational institution at the post-secondary level on the Crow Indian Reservation. Crow Indian voters in the six reservation districts elect the all-Crow Indian Board of Trustees. In addition to the elected board members, a yearly elected member of the LBHC faculty staff and student body comprise the Board of Trustees.



## **THE CROW TRIBE OF INDIANS**

The Crow Tribe of Indians has a membership of approximately 11,000, of whom 7,900 reside on the Crow Indian Reservation. The homelands of the Apsáalooke (Children of the Large Beaked Bird), have three major mountain ranges: Iisixpúatachee Isawaxaawúua (Big Horn Mountains), Cheétiish (Wolf Teeth Mountains) and Baáhpuuo (Pryor Mountains); rich rolling hills, plains, grasslands, badlands water and wetlands. The Iisixpúatachee Aliakáate (Little Big Horn River)--- (Big Horn River) and Bilippítshuhke (Reno Creek) flow through the reservation and create wooded valleys with abundant fish and wildlife. The Crow high country has elk, deer and buffalo herds in some Montana's richest alpine range land. The tribal members reside in six major towns and in the countryside across the 3,000 square miles of Crow Country (a territory bigger than Rhode Island yet smaller than Connecticut). One of the nation's richest deposits of strippable low sulfur coal lies along the eastern sector of the reservation. One active coal mine, the Sarpy Coal Mine, and several oil and gas fields yield important resources to the Crow Tribal Government. The nineteenth century Apsáalooke chief, Eelapúash stated, "The Crow Country is good country. The Great Spirit has put it exactly in the right place, while you are in it you fare well; whenever you go out of it; whichever way you travel you fare worse." (Chief Eelapúash, circa 1830)



**Driftwood Lodges Learning Center**

The major employers on the Crow Indian Reservation include:

Crow Tribe of Indians (comprehensive social, natural resources and economic development services)

The public and private schools in all six communities

The Crow and Northern Cheyenne Indian Hospital Indian Health Service

The Crow Indian Agency of the Bureau of Indian Affairs (Dept. of Interior)

The Little Bighorn Battlefield (National Park Service)

The Yellowtail Dam and Bighorn Canyon National Recreation Area (U.S. National Park Service and Bureau of Reclamation)

Chief Plenty Coups State Park – Pryor, Montana

Big Horn County

Ranching, farming and growing tourism activities.

Little Big Horn College

In 2002 a new constitution was adopted by the Crow Tribe which includes a judicial, legislative and executive branch.

The Apsáalooke/Crow People are known for the strength of their Apsáalooke ammaalaátuua, (Crow writing system) and clan system. The Crow Indian language is a part of the greater Siouan language family. The Apsáalooke Ashammalíaxxiia, Clan System consists of six active clans:

Ashshitchíte/the Big Lodge, Ashhilaalíoo/ Newly Made Lodge

Uuwatashe/ Greasy Mouth, Ashíiooshe/ Sore Lip Clan

Xúhkaalaxche/ Ties the Bundle Clan

Biliikóoshe/ Whistling Waters Clan

Ashkaámne/ Piegan Clan

Ashkápkawíia/ Bad War Deeds Clan



**Cultural Learning Lodge**

In Indian Country the Apsáalooke/Crow People are renowned for their cultural vitality, particularly for the mid-August Chichaxxaasuuu, the Crow Fair. This event is often called the largest family reunion in the world. Over 10,000 Crow people live in the encampment of over 1,700 teepees and 1,200 tents. Crow families move their households including horses to camp. The Tepee Capital of the World features a morning parade of the Apsáalooke/Crow People and their horses in full regalia, cars and flat bed trucks bedecked with beadwork and attire, an afternoon all Indian rodeo and race meet and an evening intertribal powwow. On the banks of the Little Big Horn River the fairgrounds is rich in historic context, for the Little Bighorn Battlefield is only two miles to the south, and a short distance from the Big Horn and Yellowstone Rivers and the Bozeman Trail. The Crow Fair is located at the intersection off Interstate 90 and U.S. 212, just one hour from the largest international airport in Montana, Billings Logan Airport.

## **HISTORY OF LITTLE BIG HORN COLLEGE**

The Crow Tribe of Indians chartered little Big Horn College in January of 1980. The College began providing higher education and vocational training in 1981, with courses of study in business, home nursing, media production and general studies. The trustees, all Crow Tribal members, published the first catalog in 1983 and began accreditation correspondence. The small faculty and staff moved in the current building (previously the tribal gym building) in 1983. In 1984, the College applied for and received candidacy for accreditation with the Northwest Association of Schools and Colleges. The Trustees, faculty and staff worked diligently over the next six years to acquire accreditation at the community college level in June of 1990.

The College Charter authorized Little Big Horn College to establish, maintain and operate educational institutions at the post-secondary level on the Crow Indian Reservation, with emphasis on educational, vocational and technical programs leading to degrees and certificates that may be granted. In 1982, the college acquired tax exempt status under 501 C (3) of the United States IRS Tax Code. The College is a non-profit corporation under the Crow Tribal Resolution 80-17b.

The College enrollment began with only 32 students in 1981-82 and now averages over 300 students per term. The initial faculty included a business, printing and nursing instructor. Financial aid programs were begun with the candidacy for accreditation, providing Pell Grant and institutionally supported work-study. Today the College offers all federal on-campus programs (except student loans), stipends and scholarship support from private donors averaging over \$200,000 annually. LBHC has had over 300 graduates walk across the platform to jobs or senior institutions. LBHC graduates are employed on and around the Crow Reservation in a variety of positions including teachers' aids, computer technicians, office managers and administrative assistants. At least sixty have completed bachelor's degrees and are pursuing professions in education, social work, human services, science, nursing, technology, accounting and business.

### **Facilities**

The original facility of 1980 was an abandoned agency home, two trailer buildings and a garage located in the original town site of Crow Agency. The second location was in a wing of the Community Action Program (CAP) Building near the Crow Agency Elementary School. The College moved to its present location in the tribal gym in 1983. The Building Trades Program students renovated the gym and make a remarkably useful and innovative education facility of 35,000 square feet. Two new campus buildings were constructed in 2002-2003, and the old and new buildings combined feature a library, archives, academic laboratories, classrooms, student services area and administrative offices. Phase 2 of the campus construction began in spring 2007 with the construction of the Library Archives and Administration facilities. Plans to move on to Phase 3 of the new construction are ongoing.

### **College Name**

The College name was chosen for a special scholar in ancient Crow tribal history: The Big Horn Ram. Many generations ago, a young boy was thrown off a precipitous cliff by his stepfather in the Basawaxaawuua (Big Horn Mountains). Despite a desperate search for the boy, his family gave him up for lost, and mourned his passing. Seven Big Horn Rams saved the child from the life threatening fall into the canyon depths. These seven Rams raised the youngster to adulthood, and taught him many lessons about the big horn sheep way of life. Among the Seven Rams, the smallest in stature imparted crucial lessons in raising the young and in making strong community his name was Iisaxpuatahchee, The Little Big Horn Ram.

When the young boy grew to adulthood, he returned to the Crow People and shared the lessons he had learned from the Seven Rams. The young man was later name Uuwatisee, Big Metal. The Crow people often attribute their cultural strength to the wisdom of Iisaxpuatahchee. The founding trustees, faculty and staff chose the name of the Crow tribal college after this scholar in our Crow Tribal history. Today, the College proudly bears the name Little Big Horn College and uses the mascot Rams and Lady Rams in sports, academic competitions and as an insignia.

Little Big Horn College evolved from the strong, stable parent organization, the Crow Central Education Commission of the Crow Tribe of Indians. During the Edison Real Bird administration, the Crow Tribal Council authorized and funded the Commission formation in 1972. The long term influence, leadership and vision of Executive Director Joseph Medicine Crow and Board of Directors Chairman, David Stewart contributed critical direction to program development and planning for adult and higher education services to the Crow Indian people. Incorporated as a state and federal non-profit organization, the Crow Central Education Commission created a good path for educational services that led to the development of the College. The Commission projects were the Crow and Northern Cheyenne Teacher Training Program (1975-81), the Crow Educational Research and the Crow Head Start Program. Contributing board members in the 1970's were Robert Bends, Thelma Birdinground, Minnie Ellen Fritzler, Penny Medicine Horse Haukaas, Katie Pretty Weasel, and Donald Stewart. Key faculty and administrators included Avis Three Irons, Janine Pease, Dale Old Horn, Dora Rides Horse, Carlene Old Elk, Geneva Whiteman, Willie Stewart and Wesley Falls Down. The educational leaders, students and parents were instrumental in founding Little Big Horn College.

To establish a tribal college was a difficult task, but one fueled by the vision of a Crow Indian present and future where Crow people would have full access to training and post-secondary education. The idea of curricular control appealed to the Crow people, for the standard approach to higher education always left a void, the scholarship and knowledge of the Crow Indian People. The founding trustees studied a combination of knowledge from the Crow People and the mainstream, and forged a new tradition in education, Little Big Horn College. The hope was a brighter future; the hope was to develop Crow Indian professionals whose life work would build the Crow Indian community; the hope was to

access Crow adults to positions that would support their families in a respectable way. The hope was to establish a lasting tradition of advanced training and higher education, for a good path into the future for the Crow People.

Little Big Horn College received essential training and technical assistance from the American Indian Higher Education Consortium, the organization of tribal colleges, beginning with associate membership in 1976. The presidents of Salish Kootenai College (chartered in 1976), Sinte Gleska College (chartered in 1972) Oglala Lakota College (chartered in 1972), Blackfeet Community College (chartered in 1976) and Dull Knife Memorial College (chartered in 1974) shared college organization and curriculum development information with LBHC. Extension center arrangements existed with Eastern Montana College (now MSU-Billings), Miles Community College (Miles City) and Dawson Community College (Glendive). Montana State University-Bozeman provided substantial help in growth and progress toward full accreditation, personnel development and student science related opportunities. The St. Labre Indian Educational Association contributed initial funding for library organization. In 1975, a forum of Apsáalooke elders and community members convened an educational assessment and designed a Crow Studies course series that later became part of the college curriculum.

## **ADMISSIONS AND REGISTRATION**

### **Admissions**

Little Big Horn College has an open admission policy. This means all persons who are graduates of accredited high schools or have received GED Certificates are eligible for admission. All eligible applicants will be admitted without regard to race, color, religion, sex, ancestry, tribal origin, disability, or marital status.

### **New Admissions**

#### **How to apply:**

1. Complete and submit an LBHC Application for Admissions. Applications may be obtained from the LBHC Registrar/Admissions Office or call (406) 638-3116 to have this material sent to you. You can also write and have this information sent to you  
Little Big Horn College  
Registrar/Admissions Office  
1 Forestry Lane, P.O. Box 370  
Crow Agency, MT 59022
2. Access the application at <http://www.lbhc.cc.mt.us/>
3. The application does not require an application fee. A registration fee is charged at the time of registration.
4. If you have not previously attended an accredited college or university, submit an official transcript from your high school that includes the graduation date, final class rank, and grade point average. You can also sign a form that will allow the Registrar/Admissions office to request your high school transcript; this form is part of

the admissions application packet. Your admission application will not be complete until receipt of your high school transcript.

5. If you have received your GED, you must submit an official copy of your certificate and/or scores to be added to your student file. You can also complete a form to request a copy of your GED; this form is included in the application for admission.
6. Members of federally recognized tribes must submit a copy of their Certificate of Indian Blood.
7. Any student born after December 31, 1956, must show proof of immunization that was administered after December 31, 1967. The immunization dates must also be after your first birthday. Requirements include proof of two (2) doses of immunization against measles (Rubella) given at least 30 days apart and one (1) proof of Rubella immunization; include month, day and year. Any immunizations administered after June 11, 1993, must include an MMR &/or MMR II. A physician, health agency or school official must sign the record.
8. The Registrar will notify students who do not submit the above information by the fourth week of any given term. Federal Financial Aid and Scholarships will be held pending the submission of the above documents. Students who do not submit the documentation within the first semester of attendance will not be permitted to register until said documentation is submitted.

### **Placement Tests**

All full time students and students taking a math and/or composition class are required to take placement tests in math, reading, writing and keyboarding. Advisors will use placement results to assign appropriate level classes. Advisors will not approve enrollment in a course that is a higher level than that indicated by the placement test. Test may be taken prior to registration by appointment through the Dean of Students Office. Placement tests are given during New Student Orientation before the fall term. Placement tests are also given on the day of registration for the fall and spring terms, however this results in delayed registration.

### **Transfer Student Admission**

#### **How to apply:**

Applicants who have attempted credits at another accredited college or university are considered transfer students. To complete admission to Little Big Horn College transfer students must do the following:

1. Complete and submit an LBHC Application for Admissions. Applications may be obtained from the LBHC Registrar/Admissions Office or call (406) 638-3116 to have this material sent to you. You can also write and have this information sent to you -  
Little Big Horn College  
Registrar/Admissions Office  
1 Forestry Lane, P.O. Box 370  
Crow Agency, MT 59022
2. Access the application at <http://www.lbhc.cc.mt.us/>

3. Transfer students must request complete, official transcripts from each college &/or university attended. You can also sign a form that will allow the Registrar/ Admissions office to request your transcript; this form is part of the admissions application packet.
4. Members of federally recognized tribes must submit a copy of their Certificate of Indian Blood
5. Any student born after December 31, 1956, must show proof of immunization that was administered after December 31, 1967. The immunization dates must also be after your first birthday. Requirements include proof of two (2) doses of immunization against measles (Rubella) given at least 30 days apart and one (1) proof of Rubella immunization. Include month, day and year. Any immunizations administered after June 11, 1993, must include an MMR. A physician, health agency or school official must sign the record.

### **Transfer of College Level Credits**

Little Big Horn College has a policy for the transfer of credit. This policy is designed to permit students to transfer in the maximum course credits earned at other accredited institutions. Little Big Horn College will accept for transfer all college-level credit earned in undergraduate programs at institutions of higher education, which are regionally accredited or were regionally accredited when the student attended that institution. Little Big Horn College will accept for transfer all college-level credits earned in undergraduate programs at all tribal colleges that are accredited.



The department in which a transfer applicant plans to declare a program of study will evaluate transcripts upon the request of the applicant. The student will be informed as to what transfer courses can be accepted toward the program of study and what courses must yet be completed for the degree. The Dean of Students will transfer all accepted credits to the student's official LBHC academic record when the student has completed 10 semester credits.

## **Re-Admission – Former LBHC Students**

A former student of LBHC who is in good standing and who was not enrolled the preceding term will be eligible for re-admission. The student must contact the Admissions office to verify that they will be returning to attend classes. The admissions personal will notify any returning student if there are any documents that will need to be updated for their student file.

If a returning student has not attended classes for more then four years, a standard admissions application form will need to be turned in to the Registrar/Admissions Office.

## **REGISTRATION**

### **New Student Registration**

1. All first time students at Little Big Horn College need to apply to LBHC and be accepted before they can register. See section on Admissions.
2. The student will receive a letter from the Dean of Students indicating any documentation needs to be turned in, the date of the New Student Orientation, the student's advisor, and other important information related to registration.
3. New Student Orientation is scheduled before the fall semester begins and is listed in the College Calendar. Placement testing, advisor meetings, registration and information regarding special programs, scholarship and financial aid are included in New Student Orientation.



### **Registration for all Students**

1. All students are required to meet with an advisor before they are permitted to register for classes. All registration cards must include the designated advisor's signature.
2. As students are expected to complete 60 semester credits over a four semester period of time, a minimum of 15 or more credits must be taken each semester. To encourage students to take a full load of 15 or more credits, a tuition package has been created allowing students to register for 12 to 18 credits for the same tuition as 12 credits.



Thus, whether one registers for 12, 15 or 18 credits, the same tuition applies. It is clearly to the students' advantage to register for 15 credits, up to 18 credits.

3. Once the academic advisor has approved the course schedule, the student should register in person at the Registrar's Office or designated registration table. Registration is complete **ONLY** when the registration card is turned into the Registrar.

### **Adding Courses**

A student may add courses until the 10<sup>th</sup> day after registration. The student must have the Instructor's and Dean of Students' written permission. Students adding courses after the 10<sup>th</sup> day after registration may do so with the permission of their Academic Advisor, Dean of Students and the Instructor of the course. Students must use the ADD/DROP card to add courses after the formal registration day. The ADD/DROP card must be signed and returned to the Registrar's Office.

**Dropping Courses** Students may drop classes until the 10<sup>th</sup> instructional day after Registration without notation on the transcript. After the 10<sup>th</sup> instructional day, withdrawals will be used. A student may withdraw from a course without grade penalty up through the 40<sup>th</sup> instructional day after registration. The student must submit an ADD/DROP card with the Registrar's Office. Students may be automatically withdrawn from a course if student has not attended classes for six consecutive days after registration. (See Class Attendance and Student Absences section). Otherwise it is the student's responsibility to withdraw from a course according to the withdrawal procedures contained in this catalog.

### **Repeated Courses**

When a course in which a student has previously attempted credit is repeated, only the most recent course information, credit and grade, is calculated into the student's grade point average. The original course and grade will remain on the official transcript and an "R" will appear adjacent to the course grade indicating it has been repeated.

No prerequisite course may be repeated if a more advanced course has been completed with a passing grade of "C" or better. Exceptions may be considered only upon appeal to the Dean of Academics.

## **ACADEMIC REGULATIONS**

### **Academic Year**

Little Big Horn College is on the semester system. The academic year is comprised of a fall semester and a spring semester with each semester being 15 weeks. A student may register at the beginning of any semester, however, some course work is sequenced and prerequisite courses could be required before a student may enroll in a particular class. See course descriptions for information on course sequence, the semesters in which

courses are offered, and prerequisites. Little Big Horn College does offer courses during a designated summer term; however the course offering is limited.

### **Classification of Students**

Students are classified as follows:

#### **1. Enrollment Status**

- A full time student is any student enrolled in 12 semester hours or more.
- A part time student is any student enrolled in less than 12 semester hours.
- A part time student may be eligible of financial aid (see financial aid).

#### **2. By Class**

- A freshman is any student who has completed between 0-30credits.
- A sophomore is any student who has completed 31+ credits.

### **Credit Overload**

Any student not on suspension may register for up to 18 credits per term. Students registering for more than 18 credits must complete a Request for Credit Overload form. The request must accurately reflect the student's GPA. The student must have written approval from their academic advisor before being allowed to attempt 19 or more credits. The completed Request for Credit Overload form must be returned to the Office of the Registrar and a copy given to the Dean of Academics.

### **Declaration of a Major**

All students must complete a Declaration of Major form; this form is part of the admissions application packet. All students must be in an approved program of study.

### **Change of Major**

A student who changes from one area of study (major) to another area of study (major) must have the approval of the Advisors of both areas of study (majors) before making the change. This is because of the change in curriculum as outlined in any area of study (major). The student who considers such a change is warned that the new curriculum may require the completion of additional credits in order to fulfill requirements for graduation.

If a change is approved, the student will need to update their Declaration of Major form in the admissions office.

### **Final Examinations**

Final Examinations are scheduled during the last week of each semester. A final examination schedule will be posted by mid-term of each semester. Two review days are scheduled before the final examination period.

## **Class Attendance and Student Absences**

### **Student Attendance**

Little Big Horn College Faculty and Administration recognize that student attendance in class and academic performance are related; therefore, the established attendance policy is:

- ✓ All instructors will keep and report daily attendance.
- ✓ If a student has not attended a course during the first four (4) days he/she may be dropped by the instructor to make room for students on a waiting list.
- ✓ A student missing four (4) consecutive instructional hours of a class during the course of the semester, without prior notification, will be referred to the Dean of Student Affairs.
- ✓ A student missing six (6) consecutive instructional hours of a class during the course of the semester, without prior notification, will give the instructor the option to withdraw the student from that class; both the Dean of Students and the Registrar's office must be notified.
- ✓ The student may appeal through the office of the Dean of Students.
- ✓ Some instructors have more detailed and rigorous attendance policies for their classes. It is the instructor's responsibility to have all specific attendance requirements listed in the class syllabus. It is student's responsibility to be aware of and follow these requirements.

### **Absences due to College Related Special Events**

Absences due to special events related to college activities should be requested on the Student Travel Authorization form submitted to the Dean of Students. This form is available at the Dean of Students office and/or Registrar's office.

The form must be submitted to the Dean of Students three instructional days before the expected absence. This procedure will assure the student will not be withdrawn from classes by the appropriate instructor and assure the students the opportunity to make up assignments and examinations in advance or upon return.

### **Class Enrollment Lists**

Faculty receives the official class enrollment list on the Monday following the DROP/ADD period. Only students who are properly registered for a course may attend and receive credit for the course.

## **Withdrawals**

### **Withdrawal from a Course (Drop)**

Withdrawal from a course is permitted through the 40<sup>th</sup> instructional day after registration for the Fall and Spring semesters and the 15<sup>th</sup> instructional day during the Summer session. There is no penalty for failing work through the withdrawal period. After the 40<sup>th</sup> instructional day of the Fall and Spring semesters and 15<sup>th</sup> instructional day during the Summer session after registration, students may not drop courses, and the instructor will assign the student a letter grade other than a "W". Students will be notified in

writing of midterm grades by the appropriate instructor. Students will have five (5) instructional days after mid term to drop the course. It is the responsibility of the student to talk to the instructor and/or advisor as to the advisability of dropping a course. It is also the student's responsibility to obtain the ADD/DROP CARD from the Registrar's office, fill it out, get the appropriate signatures and return it to the Registrar.

#### **Withdrawal Procedure from a course**

All withdrawals must be completed by the student using the DROP/ADD CARD which must be signed by the student, initialed by the instructor and returned to the Registrar's Office by the student.

It is not the responsibility of an instructor to withdraw a student from a course after the 10<sup>th</sup> instructional day after registration. In all courses in which a student fails to complete all requirements and for which no formal withdrawal form has been filed in the Registrar's Office, the final grade for the course shall be an "F".

#### ***✓ Follow this Procedure to formally drop or withdraw from a course***

- 1. Get a DROP/ADD Card at the Registrar's Office**
- 2. Put the course you wish to drop on the ADD/DROP Card and return to The Registrar's Office with proper signatures included.**

#### **Withdrawal Procedure from the College**

A student who withdraws from Little Big Horn College during the semester is required to fill out a withdrawal form, which can be picked up in the Registrar's office. The student will then be required to complete an exit interview with their advisor, Financial Aid Officer, Dean of Students and Student Billing personnel. The student must return the completed **Withdrawal Form**, containing the appropriate signatures, to the Registrar's Office.

Students who withdraw on or before the 15<sup>th</sup> instructional day of the semester and on or before the 5<sup>th</sup> instructional day of the Summer session will not have the course work reflected on their transcripts. Students who withdraw after the 15<sup>th</sup> instructional and on or before the 40<sup>th</sup> instructional and after the 5<sup>th</sup> instructional day and on or before the 15<sup>th</sup> instructional day of the Summer session will receive a "W" in all classes.

**Students who leave the campus without officially withdrawing will receive an "F" in all coursework for that semester or session. It is the student's responsibility to officially withdraw from the college.**

# ACADEMIC AFFAIRS

## Scholastic Requirements

### Grading System

**A**     **Excellent**

**B**     **Good**

**C**     **Average**

**D**     **Minimally Passing**

**I**     **Incomplete work** (not included in GPA) Work must be completed within one semester following the incomplete grade. If work is not completed within one Semester the course grade will be changed to an “F”. To receive an “I” grade the student must meet with the instructor prior to the end of the grading period and sign a contract with the instructor of record. The contract will contain the necessary assignments to be completed and a time line for completion. In order to receive an “I” the student must have completed 80% of the course work satisfactorily and have good attendance by the end of the grading period. See further information in this section of the catalog regarding circumstances under which a student may request an incomplete (I) grade.

**F**     **Failure**, grade is below passing (**included in GPA**)

**W**     **Withdrawal** from class without penalty (not included in GPA) Student must officially withdraw from the class before the end of the 8<sup>th</sup> week.

**P**     **Passing** (not included in GPA but credits are counted in credits earned and may be used toward credit count for graduation). Student may take up to 3 courses on a pass/no pass basis. The grade of “P” is given if the work is judged to be the equivalent of “A”, “B”, or “C”.

**NP**    **No Pass** The grade of “NP” is awarded if the work is equivalent to “D” or “F”.

### Change of Grade

A change of grade may be made for error only. A change of grade may not be made to allow additional time or for additional work once the semester is completed. A change of grade is not meant to substitute for an incomplete when an incomplete cannot be justified. All change of grade requests must have sufficient documentation to support the requests. All change of grade requests must be made in writing and submitted to the Academic Dean. The Academic Dean will approve or disallow the request and return the request to the Registrar. Once a grade has been submitted to the Registrar it may not be changed without the written approval of the Dean of Academic Affairs.

**The Pass-No Pass Option** is designed to provide the student with the option to explore course work outside their program of study. Certain courses are designated Pass/ No Pass by the Department Head of each Department. The student may take up to three courses on a Pass/No Pass basis. The credits are counted in credits earned toward graduation but may not be within the student's program of study. The student is cautioned to work closely with their academic advisor when deciding to take a course on a Pass-No Pass grading standard.

### **Credit Hour**

A unit used in computing the amount of work required for graduation. One unit requires three hours of student work per week meaning one hour in lecture plus two hours of study time. Certain subjects may require additional class time, such as internships, practicums or laboratory classes. In this catalog, credits given for a course are shown opposite the course number and title in the course description section.

### **Core Requirements**

All students desiring to graduate from LBHC must complete the Core Requirements. These requirements are in addition to courses outlined in the student's Program of Study. These Core requirements are listed under the Core Requirements section of the catalog. A grade of a "D" in a Core Requirement course may be counted toward graduation; however this grade will not be acceptable in the Program of Study nor will it be acceptable at a Montana University System transfer institution. The student is encouraged to work with their academic advisor to determine how the status of a "D" affects them.

### **Program of Study**

All students must be in a Program of Study for their declared major. All grades in the Program of Study courses must be a "C" or above. Students are encouraged to meet with their advisor and work out a plan of study to complete their coursework in an effective and efficient manner.

### **Elective Course**

An elective is a course offering that is not required in a student's Program of Study nor in the Core Requirements. Students may choose to take electives in consultation with the academic advisor.

### **Grade Point Average (GPA)**

In order to graduate with an Associate of Arts or Associates of Science Degree a student must earn a minimum grade point average of 2.00 in **all** courses attempted at LHBC.

**Grade Reports** are prepared at the end of each semester, including summer session. Students who wish to have grades mailed to them must leave a self-addressed stamped envelope at the Registrars Office. A student may request an unofficial transcript at the end of the semester by completing a request for transcript at the Registrars Office.

### **Mid-term Grade Reports.**

Instructors must submit midterm grades in a timely manner so that students can officially drop classes before the deadline. Students are strongly encouraged to check their midterm grades before the official last day to drop classes. (See College Calendar)

### **Calculating the Grade Point Average (GPA).**

Each grade is worth a predetermined number of grade points as indicated below. Total grade points are established by multiplying the number of credits of a course times the number of grade points received. The grade point average is determined by dividing the number of grade points earned by the number of course credits attempted. In computing the number of grade points earned, each letter grade is assigned a certain grade point value per credit hour as follows:

<b>Each credit hour of A</b>	<b>4 points</b>
<b>Each credit hour of B</b>	<b>3 points</b>
<b>Each credit hour of C</b>	<b>2 points</b>
<b>Each credit hour of D</b>	<b>1 point</b>
<b>Each credit hour of F</b>	<b>0 points</b>

### **Example**

This example uses Composition and Algebra as the courses in which a student is enrolled. Composition is a three credit course. If a grade of a B was received, multiply three credits times three grade points for a total of nine points (3 credits X 3 grade points = 9 grade points). Algebra is a four credit course. If a grade of an A is earned multiply 4 credits times four grade points for a total of 16 grade points (4 credits X 4 grade points = 16 credits). Add the 9 grade points and the 16 grade points (9+16=25). Then divide by the number of credits attempted, which in this scenario is 7 (25÷7=3.57). The GPA for this example is 3.57.



**Student Union Building**

### **Cumulative Grade Point Average**

Each semester the grade point average is calculated to include the previous semester's grade point averages.

### **Incomplete Grade**

Due to an extreme situation such as hospitalization or illness, a student may be unable to complete the necessary course work by the end of the grading period. The student may initiate a request for an incomplete grade. In order to receive an incomplete, the student must have completed at least 80% of course work satisfactorily and been in attendance 80% of class time. The student must provide adequate evidence to the instructor as to the reason why he/she is unable to complete the requirements for the course. The student must sign a contract which fully explains the expectations of the instructor concerning the completion of course work. The instructor must provide the Department Head with written documentation concerning the incomplete grade as well as a copy of the contract. If the Department Head and Academic Dean approve this request, the instructor may then give a student an Incomplete. When the student has completed the work and the instructor has graded it, the instructor will fill out a Change of Grade form and submit the new grade and a copy of the contract to the Registrar. If the incomplete is not completed within **one semester** the "I" will turn into an "F" on the student's transcript.

### **Individual Research/Study**

Students who demonstrate the ability to work independently and have exhibited a high level of academic achievement in an area of study may undertake work in the form of individual research or study. The instructor will recommend the number of credits and this must be approved by the Department Head. Individual Research is not meant to replace course requirements but rather to enhance the knowledge of the student in a particular field of study. Individual Research course work may not be used to fulfill Core requirements.

### **Challenging Courses**

Each department determines the courses which may be challenged. Approval of the challenge request will be made jointly by the Department Head and the instructor. The challenge shall be by a comprehensive examination and/or by some other evidence of competence in the subject matter of the course. The Instructor will determine the final grade for the challenge test.

### **Internships**

LBHC encourages students to explore the world of work through offering internships. On the job internships with businesses, government and social service agencies are available through most of the LBHC departments. Students enrolled in internships must have the approval of the Department Head under which the internship is being offered. To be eligible for an internship a student must be currently enrolled, have satisfactorily completed at least 12 credits at LBHC within the last two semesters, have a current GPA of 2.00 or better, and have demonstrated the ability to perform in a manner that will reflect favorably on the department and LBHC. Individual internships may have more stringent requirements.



## **Student Evaluations**

Evaluation forms will be handed out in each class two weeks before the Final Exam. The student should use these forms to adequately and objectively critique the coursework, textbook, labs or other activities, delivery of the course, as well as the instructor. These evaluations are a valuable tool to assist the college in meeting the expectations and needs of the students. Written comments are especially beneficial and helpful in the evaluation process.

## **Academic Progress**

### **Academic Honors**

LBHC encourages the highest level of academic success. In recognition of high scholastic achievement, LBHC makes public the Dean's List at the end of each semester. Students listed on the Dean's List attempted at least 12 or more credits which are not of a Pass/No Pass nature and earned a grade point average of 3.3 or better. Graduates earning a 3.3 cumulative GPA are distinguished in the program and are awarded a gold honor cord to be worn during the graduation ceremony.

### **Minimal Academic Progress**

All LBHC students must maintain at least a 2.00 GPA to be considered in good academic standing.

### **Academic Suspension**

Any student who has been placed on Financial Aid Suspension will be given the opportunity to enroll for one additional semester on Academic Suspension Status. The student must be enrolled for at least 12 credits and make arrangements with the Finance Office to pay tuition and fee costs. The student may be eligible for institutional work study and is encouraged to meet with the financial aid officer. The student must meet with the Dean of Academics prior to enrollment and make regular appointments with the Retention Counselor. The student who fails to be reinstated during the Academic Suspension Semester will be suspended from LBHC for a period of **one academic year**. Students who wish to be reinstated after a period of suspension must submit an application for re-admission to the Admissions/Registrars Office and meet personally with the Dean of Academics. Upon re-admission, students are placed on continued probation and must maintain a 2.00 GPA for each successive semester of course work and meet any other conditions imposed by the Dean of Academics. Students who do not meet the stipulations set by the Dean of Academics will be automatically suspended.

### **Academic Honesty**

Little Big Horn College is committed to maintaining an environment of academic honesty. If a student has questions concerning appropriate academic behavior, it is the student's responsibility to seek appropriate information from a faculty member or advisor.

Academic misconduct includes all acts of dishonesty in any academically-related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not

limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity:

1. **Cheating** - using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. **Plagiarism** - representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion as one's own.
3. **Fabrication** - presenting as genuine any invented or falsified citation or material.
4. **Misrepresentation** - falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

When academic dishonesty occurs or is alleged to have occurred in the coursework, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning, a grade of "F" (failure) for the assignment or test involved or a grade of "F" for the course.

When misconduct of a behavioral nature occurs in the classroom, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning. Furthermore, failure to comply with a request to cease the disorderly conduct may result in an additional disciplinary action.

When misrepresentation of academic documents is involved, the Academic Dean will take the matter to Academic Council where a decision will be made on the disciplinary action to be employed.

The student accused of academic dishonesty or behavioral misconduct may appeal the matter to the Dean of Academic Affairs. The Dean will take the matter under advisement and within five days notify the student in writing of the findings.

## **Student Records**

**Academic Records** Official academic records of each student's scholastic achievement are kept on file in the Office Admissions and Registrar, and include the following:

1. A signed "Official Class Roll and Final Grade Report" from the instructor of each class in which the student is enrolled each semester.
2. An "Official Academic Record" for each student officially enrolled.
3. Directory information of a student currently enrolled.

**Directory information is released in accordance with the Family Educational Rights and Privacy Act, Revised.**

## **Transcripts**

A transcript is a copy of the complete, unabridged educational record of a student who has been or is currently enrolled. It is issued only to the student upon the student's written request. An official transcript is distinguished from an unofficial copy of the student's record in that the official transcript carries the signature of the Registrar and bears the seal of Little Big Horn College.

Transcripts are issued within three days following receipt of the transcript request and the payment of the fee. Each student is given one free official transcript as well as a free official transcript at graduation. The cost of an official transcript is \$3. The student's signature and/ or personal request is required for the release of any transcript except when the transcript is released to those individuals who are considered to have a legitimate educational reason to have access to the student's transcript. Transcripts will not be released to family members, employers or others not authorized under FERPA.

**Appeal of Academic Records.** See Student Conflict Resolution Procedure



# GRADUATION REQUIREMENTS

## Degree Candidates

Students are subject to all academic standards and core requirements set forth in this catalog. It is recommended that the student become familiar with all the rules and regulations of Little Big Horn College. The Dean of Academic Affairs, Dean of Students, Department Heads and academic advisors are all available to provide assistance, but the responsibility of knowing and meeting all requirements for graduation rests with the student.

## Graduation Requirements

1. A minimum of 60 semester hours of credit must be earned with a cumulative grade point average (GPA) of 2.00.
2. A minimum of 20 semester hours of credit must be earned at Little Big Horn College.
3. A minimum of a “C” must be achieved in all course work within the designated student’s Program of Study.
4. All Core Requirements must be completed with a passing grade. No substitutions are allowed.
5. Student must file their **Petition to Graduate** form before the semester of graduation. Petition to Graduate Forms are available in the Registrar’s Office. The Petition to Graduate form is required in order to prepare and forward the Final Approval to graduate to the Academic Council and necessary offices for approval. Special consideration will be given graduates in the course scheduling and registration to ensure enrollment in required course work.
6. The Approval to Graduate Form is circulated to all necessary offices.
7. Two weeks prior to finals, Advisors will circulate the **Completion Status Report** for graduates and return to the Academic Deans office. If the Completion Status Report indicates unsatisfactory progress the student may not be allowed to participate in Commencement Activities.

The Dean of Academics makes the final approval of the Petition to Graduate and notifies in writing the candidate and the candidate’s academic advisor. The final approval to graduate is completed after all grades are final and recorded on the official grade reports.

Students may participate in the spring semester commencement ceremony if they are within one course of completing all course work requirements but will not receive their degree until the course is completed as agreed upon in the Program Completion Contract.

Graduation robes will be available through the Dean of Students. A deposit will be charged for the gown. The deposit will be returned with the return of the robe.

Official diplomas will be available from the Academic Dean's office within three weeks after the official graduation date.

## Financial Aid and Scholarships

### Types of Financial Assistance

Students and parent(s) pursuing financial aid should first apply for a pin# at <http://www.pin.ed.gov/> . This pin# will be used throughout a student's college career; once a student receives this pin# it may not be shared with anyone.

To determine eligibility for all financial aid programs and scholarships available at LBHC, students should complete the Free Application for Federal Student Aid (FAFSA) annually, available at <http://www.fafsa.ed.gov/> , and list Little Big Horn College as a school choice on the FAFSA form step six. The LBHC school code is 016135.

There are two types of financial assistance available to students at Little Big Horn College:

1. grants and scholarships
2. work-study opportunities



**Rachel Pretty On Top  
Financial Aid Director**

## **Grants and Scholarships**

Grants and scholarships are paid to students by crediting their student billing account in the Finance office. Any amount remaining after the student's bills are paid will be disbursed to the student.

The majority of scholarship assistance is allocated to students working towards their first AA degree. Some scholarship programs may allow scholarship assistance to students holding an AA degree and completing coursework toward a Bachelor's Degree.

**Federal Pell Grant:** The Federal Pell Grant is a program designed to provide financial aid to undergraduate students working towards their **first** degree. The U.S. Department of Education administers the Pell Grant and determines the funding amount available to the student. The purpose of the Pell Grant is to provide funding for educational expenses. Pell Grants are disbursed to students in one payment within the semester for those students that have completed their file in the financial aid office and have met all requirements.

Federal Pell Grant will pay for only one repeated course; if a student does not pass a course the first semester and repeats the course the second semester it is payable, however, after the second semester, Federal Pell Grant will not pay for the repeated course.

Students are allowed up to two Associate of Arts (AA) or Associate of Science (AS) degrees at Little Big Horn College. After acquiring two degrees at LBHC, students are encouraged to go on to a four-year institution so that they will not exhaust their Federal Pell Grant at Little Big Horn College. Pell will provide funding for six semesters (150 percent) of study at a two-year college. Students pursuing a second AA degree at Little Big Horn College will be asked to appeal their Federal Pell Grant so that they understand they may exhaust their federal funding at Little Big Horn College.

**Federal Supplemental Education Opportunity Grant (FSEOG):** This grant is for undergraduates with exceptional financial need; priority is given to Pell Grant recipients, depending on availability of funds.

**Academic Competitiveness Grant (ACG):** The Higher Education Reconciliation Act (HERA) established the Academic Competitiveness Grant. The ACG program is intended to encourage, respectively, rigorous academic study in High School and enrollment in college majors in the area of physical, life and computer science, engineering, technology, mathematics, and certain foreign languages. Accordingly, the eligibility criteria relates to these goals.

**Montana Higher Education Grant (MHEG):** To qualify for the MHEG, a student must be a resident of the state of Montana, be eligible for financial aid, be enrolled or accepted for enrollment as an undergraduate student for a minimum of twelve credits per semester, and have substantial financial need.

**Acce\$\$ Grant:** Student Assistance Foundation, a nonprofit corporation based in Helena, has awarded Little Big Horn College the Acce\$\$ Grant to help students whose unmet financial need is creating a barrier to continuing their education. Award amounts vary by individual need, and are determined by the financial aid office.

**Merit-Based Scholarships:** This scholarship is based on academic performance. A 3.3 minimum cumulative grade point average is required. An exception may be made if there are not enough students with the above cumulative GPA, then students with a 3.00 cumulative GPA will be considered. Student must have unmet need.

**American Indian College Fund (A\*CF):** American Indian Higher Education Consortium member colleges determine student eligibility for the scholarships provided through A\*CF. In some cases donors may place restrictions on scholarships (i.e. scholarship must be awarded to a female studying nursing). LBHC has the discretion to place additional restrictions the scholarships, such as number of credits taken or grade point average. A\*CF scholarships must be awarded only to those students currently enrolled at a tribal college. In addition, Canadian citizens are not eligible to receive A\*CF scholarships, however, those students with dual U.S./Canadian citizenship are eligible. Examples of scholarships granted through A\*CF are the tuition scholarship for students who have a high Expect Family Contribution (EFC), and the first time freshman scholarship for those students who have not attended college before.

**Lumina Angel Fund:** Lumina Foundation for Education created the Dreamkeepers Emergency Financial Aid Program and the Angel Fund Program to provide emergency financial assistance to community college students who are at risk of dropping out. Both programs are three-year pilot projects administered respectively by Scholarship American and the American Indian College Fund.

**Tuition Scholarship:** Tuition scholarship(s) are available to seniors (55 yrs or older), Little Big Horn College employee(s) and Board of Trustee's members **for one class only**.

**Crow Nation Education Department:** The Crow Nation Education Department provides funding through the Crow Higher Education Grant, Adult Vocational Training Program, and Crow Tribal Grant. Students should contact the Crow Nation Education Department for additional information at (406) 638-3711.

**Veterans Benefits:** The Department of Veterans Affairs administers several education programs. They have specific names and are also referred to by Chapter numbers. Each program provides different benefits for different groups of individuals. For VA Education Program forms come to the Financial Aid Office. The Veterans' Upward Bound Program may also assist with educational expenses; for this program call (406) 657-2075.

**Scholarships are not available during summer session.**

The Little Big Horn College scholarship committee reviews all scholarship applications and approves/disapproves all scholarship allocations. The committee is comprised of the Dean of Students, Dean of Academics, Dean of Administration, Chief Finance Officer, Registrar, President, Department Heads, and Financial Aid Staff.

**Work Study:** Work opportunities are available to qualified students in the form of work study. There are two types of work study:

1. **Federal college work study (FCWS)** is a federally funded need-based program. Students who answered “yes” to question 28 on the FAFSA form and have need may be awarded FCWS. FCWS is available in various areas on campus with off-campus community service jobs as reading and math tutors. Although every effort is made to provide students with FCWS jobs, the College cannot guarantee a student will be able to earn the amount of money initially awarded. FCWS will be as part of the student’s financial aid package if they are awarded.
2. **Institutional Work Study** is for those students who do not qualify for any federal assistance.

**Little Big Horn College does not participate in student loan programs.**

**Verification:** Some students will be required to submit tax returns, W-2 forms and other income documentation to verify the accuracy of the information the applicant provided on the FAFSA application.

**Return of Title IV Funds:** When a student withdraws before completing 60% of the semester, the college must return to the Department of Education any unearned Federal Financial Aid funds up to the unearned percentage of institutional charges for the portion of the period the student did not complete.

If a student leaves without officially withdrawing, the college will attempt to determine a last day of attendance through instructors’ attendance records or a review of academically related activity. An academically related activity includes, but is not limited to, an exam, a tutorial, academic counseling and turning in class assignments.

The calculation for the Return of Title IV Funds may result in the student owing a balance to either the college and/or the federal government.

**What does it cost to attend Little Big Horn College?**

This is an important question for all students to consider. Below is an example of an estimated cost of attendance budget. Cost of attendance budget allows students to better understand the cost to attend Little Big Horn College. This is an estimate as actual costs depend on individual needs and resources. Little Big Horn College recognizes two categories of students in relation to financial aid, the dependent and independent student. The dependent student is a student living at home with parent(s) or adopted parents. The independent student is a self supporting student maintaining a household.



## Sample Student Expense Budget

### LITTLE BIG HORN COLLEGE

#### COST OF ATTENDENCE BUDGET 2007-09

	Per Semester (12-18 Credits)	Annual (12-18 Credits)
TUITION:	\$1,200.00	\$2,400.00
REGISTRATION FEE:	\$ 30.00	\$ 60.00
BLDG/TECH FEE:	\$ 90.00	\$ 180.00
ACTIVITY FEE:	\$ 25.00	\$ 50.00
LAB FEE:	\$ 20.00	\$ 40.00
LIBRARY FEE:	\$ 15.00	\$ 30.00
PERSONAL/MISC EXPENSES	DEPENDENT INDEPENDENT	\$ 600.00 \$1,000.00
TRANSPORTATION:		
CROW AGENCY		\$ 3,780.00
LODGE GRASS		\$ 5,528.00
WYOLA		\$ 3,780.00
HARDIN		\$ 3,780.00
DUNMORE		\$ 3,780.00
ST. XAVIER		\$ 3,780.00
BUSBY		\$ 5,528.00
FORT SMITH		\$ 12,015.00
BILLINGS		\$ 12,015.00
PRYOR		\$ 12,015.00
ROOM/BOARD		
Dependent		\$ 6,435.00
Independent Single		\$ 6,435.00
Married Head of Household		\$ 6,435.00
Single Head of Household		\$ 6,435.00
Married with Dependents		\$ 6,435.00
CHILDCARE ALLOWANCE		\$3,780.00

Students who register above 18 credits will be assessed an additional charge of \$75 per credit.

BLDG/TECH FEE: 0-4credits=\$20      5-8credits=\$40      9-11credits=\$60  
 Little Big Horn College reserves the right to change the above at any time

Using the above budget, the expense of one year of college for a student from Crow Agency taking 15 credits, who is a married head of household with one child, would equal \$17,455.

### **General Eligibility Requirements**

To be eligible for federal student aid, a student must

- Be enrolled/accepted for enrollment in a degree or certificate program.
- Not be enrolled in elementary or secondary school.
- Have high school diploma or GED.
- Be a citizen or eligible non citizen.
- Maintain satisfactory academic progress (see section on academic progress).
- **Not be in default** on Perkins, Stafford, Unsub. Stafford or PLUS at any other institution.
- Not owe the U.S. Department of Education on an overpayment.
- If required, must register with the Selective Service via [www.sss.gov](http://www.sss.gov).

**Transfer Students:** Students transferring to Little Big Horn College from another institution of higher education must inform the Financial Aid Office. The Financial Aid Office is required by federal law to make adjustments to prevent or correct over awards.

When a student transfers from another college/university, the student will start out on good academic status at Little Big Horn College, regardless of the student's academic status at the previous college/university. A student who has left LBHC in poor academic standing will be considered for re-enrollment if the student can show proof of credits attempted and passed with a grade point average of 2.00 or higher from another accredited college/university.

**Duration of Eligibility:** Duration of eligibility may vary as determined by a student's major. All attempted credits will be calculated in determining duration of eligibility including "W" or "I" and transfer credits.

### **Satisfactory Academic Progress**

Students are expected to maintain certain academic standards and make satisfactory progress toward completion of their declared program of study. The Financial Aid Office determines if applicants are eligible for financial aid assistance based on their prior academic records, **whether or not they have previously received financial aid.**

Satisfactory academic progress is measured in two categories:

1. A minimum grade point average (GPA) of 2.00 must be maintained each semester for Pell Grant and 2.5 for scholarships.
2. Completion of credit load as determined by enrollment status (i.e. full time, part time).

### **Financial Aid Probation**

A student is placed on probation if he/she does not complete the attempted credits for that particular term and/or does not maintain a minimum grade point average of 2.00. A student placed on probation is still eligible for federal and state aid funding. If a student

is placed on probation he/she is not eligible for Little Big Horn College scholarships and Institutional Work Study.

### **Financial Aid Suspension**

A student is placed on suspension if he/she does not complete attempted credits and/or does not maintain a minimum grade point average of 2.00 for two consecutive terms of enrollment.

### **Incomplete Grade**

Students placed on probation or suspension due to receiving an incomplete grade(s) will be removed from such status if the “I” is made up.



### **Reinstatement of Financial Aid**

In order to be considered for any financial aid, the student must complete a credit load at the same enrollment status as the semester they were placed on suspension. For example: if a student was a full time student (at least 12 credits), the student must successfully complete 12 credits with a grade point average of at least 2.0. The student is responsible to pay for these credits themselves or through Institutional Work Study, if approved.

### **Appeal Process**

Every student has the right to appeal if he/she is on probation, suspension, has repeated courses or has exceeded his/her duration of eligibility. To appeal, obtain the appeal form from the Financial Aid Office, complete the form, attach transcripts and all other necessary documents and return to the Financial Aid Office. The appeals committee will make the final decision on the appeal; the committee is comprised of the Dean of Students, Dean of Academics, Dean of Administration, Chief Finance Officer, Registrar, President, Department Heads, and Financial Aid Staff.

## LIBRARY AND ARCHIVES

The Little Big Horn College Library provides students and faculty with access to information resources and instruction in information skills critical to their educational programs of study and instructional needs. The Library also serves as the Crow tribal public library.

The staff consists of the Library Director, Assistant Director, Archivist, Technical Library Assistant, and two Library Aides. The staff maximizes student and faculty use of information resources through selecting, organizing, describing, and maintaining resources in print, electronic, and audiovisual formats. Study and research areas are provided in the Library.

### Library Objectives

1. To ensure student, faculty and public **access to appropriate information resources**, with the major focus on supporting LBHC programs of study.
2. To **enhance and refine Library resources** in all formats.
3. To develop **information literacy skills** in all library users.
4. To provide a **welcoming, comfortable and inviting atmosphere** for study and recreational reading, with a student-centered, customer service approach.
5. To especially acquire **materials** complementary to and supportive of the **Crow Studies** Associate of Arts degree course work.



The Library provides students, faculty and the public access to **23,000 print volumes**, **thousands of periodical titles** both print and electronic, general **Internet access**, and a collection of approximately **1,000 audiovisual materials**, largely video recordings related to the Crow people and Little Big Horn College.

Resource **areas of particular strength** are Crow and Native American Studies, education, science and natural resources, nursing and health, computers and information systems, and the history of the American West.

**Crow materials** are held in a special collection, including rare and out of print books, government documents, reports, and video recordings. More and more Crow materials have been digitized and are located on the library web page (<http://lib.lbhc.cc.mt.us/>).

The LBHC Library is a part of the **OMNI consortium** (Outreach Montana: Networked Information), which consists of nine college libraries in Montana. The LBHC Library catalog gives access to the materials of both LBHC and the other nine libraries via **interlibrary loan**. The catalog can also be accessed via the library web page. The holdings of OCLC WorldCat can also be accessed for interlibrary loan, giving access to the holdings of libraries throughout the world.

### **Little Big Horn College Archives: Crow Indian Historical and Cultural Collections**

The Little Big Horn College Archives strives to preserve the **culture and history** of the Crow Indians through the preservation of **historical manuscripts, personal papers, official reports, institutional records, photographs, and audiovisual recordings** on the historical and contemporary life of the Crow Indian people.



**Little Big Horn College Archives**

The Archives is a part of the College Library, though located across the street from the main College facility. It serves as a major learning resource for many fields of study at the college. A full-time archivist administers the Archives. Due to the special and unique nature of the materials, they **must be used in the Archives** and cannot be checked out. Copying is usually allowed, depending on donor restriction.

The materials now located in the Archives include **records, papers, scrapbooks, family histories and photographs** of Crow individuals and tribal historians; copies of **federal government records; external studies and reports; and research materials** from historians, anthropologists, missionaries, attorneys, and others who have studied Crow life.

One of the most important parts of the collections in the Archives is the hundreds of **recordings of Crow oral history and oral literature** which contain the vast wisdom of the elders of the Crow people.

A more complete description of the Archives and several of its collections can be found on the library web page (<http://lib.lbhc.cc.mt.us/>).

## **STUDENT AFFAIRS and STUDENT SERVICES**

Little Big Horn College is dedicated to providing a climate in which each student is challenged to set the highest possible educational goals within a caring, safe, and supportive learning environment.

### **Overall Ethical Statement for LBHC**

LBHC is dedicated to upholding its mission statement by adhering to professional standards of conduct in our roles, obligations and behaviors. We are responsible for our behavior to the students, community, faculty, staff, administrators, Board of Trustees, funding agencies, and all other affiliations, as well as the Crow culture.

### **Administration Ethics**

#### **Administrators will agree to the following:**

- Adhere to the highest ethical standards in the fulfillment of the position.
- Honor Board of Trustees decisions, college policies and procedures and the authority delegated to the President.
- Adhere to the mission and promote the goals and objectives of the College as stipulated by the Board of Trustees and administration.  
Exercise responsibility and self discipline in the matters of college affairs and strive to mold and maintain harmonious relations with fellow co-workers.
- Maintain at all times a code of confidentiality in interactions with students, fellow workers, and college matters and always strive to maintain a professional relationship between myself and fellow co-workers, and the students at Little Big Horn College.
- Respect the confidentiality, privacy, and ethical use of information systems (e-mail, internet, voice mail, etc.) and the personal office space of others.
- Exhibit fairness and honesty when performing evaluations of fellow staff members.
- Avoid using the position held for personal advantage or gain of relations, friends, or supporters.
- Communicate and consult with those who are or may be directly affected by personal actions and decisions.

## **Academic Ethics**

### **Instructors of LBHC will agree to:**

- Encourage the free pursuit of learning for the students, providing a safe, open, respectful classroom and educational environment.
- Hold for the students the best scholarly standards of the disciplines.
- Demonstrate respect for students as individuals and adhere to the proper role as intellectual guide and counselor.
- Treat all students fairly and equally, regardless of race, sex, religious affiliation, physical ability, sexual orientation, ethnic origin, or other personal reasons.
- Make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merits.
- Respect confidentiality and privacy in all matters relating to students, whether of an academic or personal nature.
- Respect confidentiality and ethical use of information systems as well as the personal office space of others.
- Avoid exploitation of students, the Crow community and the Crow culture for private advantage.
- Adhere to high standards while conducting contracted responsibilities.
- Behave professionally and courteously toward other staff, faculty, Board members, and affiliated agency representatives.
- Exhibit fairness and honesty when performing evaluations of other faculty, staff or board members.
- Uphold high standards of conduct when acting as an LBHC representative at professional events and in all discourse with the public relating to LBHC.
- NOT use the position for personal advantage/gain or for the advantage/gain of relatives, friends, or supporters.
- NOT engage in inappropriate physical or emotional relationships with students. (See sexual harassment policy).

## **Employee Code of Conduct**

### **Employees of Little Big Horn College will:**

- Adhere to the highest ethical standards in the fulfillment of their job.
- Honor Board of Trustees decisions, college policies and procedures and the authority delegated to the President.
- Adhere to the mission and promote the goals and objectives of the College as stipulated by the Board of Trustees and administration.
- Exercise responsibility and self discipline in the matters of college affairs and strive to mold and maintain harmonious relations with fellow co-workers.
- Maintain at all times a code of confidentiality in interactions with students, fellow workers, and college matters and always strive to maintain a professional relationship with fellow co-workers and the students at Little Big Horn College.

- Respect the confidentiality, privacy, and ethical use of information systems (e-mail, internet, voice mail, etc.) and the personal office space of others.
- Exhibit fairness and honesty when performing evaluations of fellow staff members.
- Avoid using the position held for personal advantage or gain of relations, friends, or supporters.
- Communicate and consult with those who are or may be directly affected by personal actions and decisions.

## **Student Conduct Code**

### **As a student at Little Big Horn College I will:**

- Respect the Scholars, Peers, Employees and the Academic Society of the college.
- Adhere to the academic and graduation requirements or regulations.
- Abide by the published rules and regulations of the college at all official events and activities and be a good representative of Little Big Horn College.
- Comply with Local, State, and Federal laws.
- Make mature decisions and be responsible for my conduct, obligations and behavior.
- Respect the premises and property of Little Big Horn College.
- Acknowledge and adhere to the drug free policy of Little Big Horn College.
- Respect the Privacy, Confidentiality and Ethical use of information systems and the personal office space of others.
- Exhibit fairness and honesty when performing evaluations of faculty and staff.

## **Student Rights, Responsibilities and Conduct**

Enrollment at Little Big Horn College is a voluntary entrance to the academic community. By such entrance, the student voluntarily assumes obligations of reasonable performance and behavior imposed by the College relevant to its lawful missions, processes and functions. Students are subject to federal, state, and tribal laws as well as institutional rules and regulations. A student is not entitled greater immunities or privileges before the law than those enjoyed by citizens generally.

Little Big Horn College has the responsibility to protect its property, its purpose and processes. The College will take appropriate action if a student commits an offense that would have an adverse affect on the College.

Improper conduct on college property includes distributing, dispensing, possessing or using drugs or alcohol, willful destruction of college property or property of others,



mistreating a fellow student, disrupting the orderly flow of college processes, or committing an offense which violates existing Federal, State, or Tribal laws.

Disciplinary action for improper conduct includes a written warning of the specific nature of the problem and the action necessary to correct the problem. A minor infraction of rules and or regulations will result in a warning. Serious offenses or repeated infractions may result in disciplinary action leading to probation, suspension or expulsion.

## **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states the institution must maintain the confidentiality of student education records. The College Office of Admissions/Registrar is responsible for the maintenance of accurate student academic records and for the use and release of information from these records. Only information authorized by the act will be released. No one outside the institutions shall have access to nor will the institution disclose any information from students' education records without the written consent of the student except to personnel within the institution or to individuals and agencies as exempted under the Family Rights and Privacy Act. (FERPA)

Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. Little Big Horn College may provide directory information in accordance with the provisions of the Act to include the following student name, address, date and place of birth, major filed of study, dates of attendance, degrees and awards received, date of completion and other such information as required by the federal government for funding purposes. Any student wanting any or all of this information to remain confidential must inform, within the first two weeks of the current academic year, the Office of Admissions/Registrar in writing. A new form for nondisclosure must be completed each year.

## **Alcohol and Drug Policy**

The goal of LBHC is to create an environment that is free of alcohol and the illegal use of drugs. The college recognizes the use of alcohol and drugs as a major barrier to academic success and has adopted an inclusive *Alcohol and Drug-Free Policy*, which mandates that all students and all employees must sign certificates. The College supports those who choose a lifestyle free of chemicals and supports those in recovery and prohibits the use and/or possession of alcohol and other drugs on campus. Standards of conduct, as outlined below, apply to all students, employees, and visitors at LBHC.

- No student, employee or visitor shall use, manufacture, sell, give away, barter, exchange, or distribute a controlled substance or drug paraphernalia.

- No student, employee, or visitor shall possess a controlled substance or any alcoholic beverage while on campus or while involved in college activities, service projects, programs or work situations off campus (except as prescribed by a physician).
- No employee shall report to work and no student or visitor shall report to campus while under the influence of alcohol or a controlled substance (except as prescribed by a physician), which affects alertness, coordination, reaction, response, judgment, decision-making or safety.

Little Big Horn College recognizes the use and abuse of alcohol and drugs is a major barrier to academic success. Any student who violates this policy will be referred to the administrators. LBHC has adopted a zero tolerance policy related to alcohol and drugs on the campus. Students caught using, distributing, dispensing or possessing alcohol or drugs on the college campus or college related activities will be referred to the local law enforcement.

### **Smoking and Chewing Tobacco**

Smoking (cigarettes, pipe, and cigars) and chewing of tobacco is not allowed in any Little Big Horn College facility. Following Federal regulation, smoking is prohibited within twenty feet of an entrance. The exception to the preceding is the appropriate use of tobacco and bona fide incense commonly used in Crow cultural activities.

### **Sexual Harassment**

Little Big Horn College desires to promote a safe and nurturing work and study environment. Sexual harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student to student, employee to employee, and other persons having business with or visiting the College. Sexual harassment may occur when it is directed at members of the opposite gender or when it is directed at members of the same gender. Sexual harassment is defined in Title VII of the Civil Rights Act of 1964 and the Montana Human Rights Act as: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, or submission to or rejection of such conduct by an individual is used as the basis for employment or academic decision affecting such individual.

Should any of the above occur, the recipient of the unwanted action will follow the Complaint Resolution Procedure.

### **Student Complaint Resolution Procedure**

If a student has a grievance regarding college policies, student billing, personnel, fellow students, discrimination, etc. they must pursue the matter in writing with the Dean of Students. If the issue concerns a disciplinary action, the student must pursue the matter in writing with the Dean of Students. If the matter is not resolved at this level, the Dean of Students will take the matter to the Academic Council.

If the matter is academic, the student must try to resolve it first with the instructor; if this is unsatisfactory, then they can pursue the matter with the department head. If the matter is not resolved at this level, the student must submit in writing a formal grievance to the Academic Dean. If the matter is not resolved at this level, the Academic Dean will take the matter to the Academic Council.

## **STUDENT ORGANIZATIONS**

### **Student Government**

The Student Council is the governing organization of the student body of LBHC. The council is elected before the fourth week of fall semester and members serve for one academic year. Five students are elected from the student body at large. The remainder of the Student Council is comprised of representatives from each of the charter clubs on campus. It is the responsibility of each chartered club to designate their representative. The Student Council selects their own officers; however no member of the Council has more rights or privileges than other members. The LBHC Student Council allocates funds intended for activities and charter club use for the academic year. The council also plans and organizes the activities available to students. The Council holds bi-weekly meetings, which are open to all interested students. Students wishing to be placed on the weekly agenda must inform the Dean of Students in writing one day prior to the meeting. The Dean of Students acts as advisor to the Student Council.

### **Biiluuka Alaaxuuche LBHC Indian Club**

Indian Club provides and encourages native cultural activities at LBHC. Its purpose is to promote and foster pride in the cultural heritage of the Native American. All LBHC students are encouraged to become members. The Indian Club hosts the LBHC Annual Pow-Wow and co sponsors the Halloween Masquerade. Indian Club members are expected to participate in fund raising activities and cultural events as scheduled by the Club. Advisors are chosen each year and serve on a volunteer basis.

### **American Indian Science and Engineering Society (AISES)**

The Apsaalooke AISES Chapter is committed to encouraging Native American students in the area of science and engineering. The chapter participates in national and regional professional conferences, provides mentoring support and leadership training to further prepare American Indian students for success. Membership is open to any full or part time student. However, only American Indian students are eligible for scholarships and other awards through AISES. Advisors to AISES are chosen each year and serve on a volunteer basis. Prior advisor will attend in an ad hoc status at the first meeting of the year.

### **American Indian Business Leaders (AIBL)**

The LBHC AIBL Chapter encourages all students interested in business careers to become members. The purpose of AIBL is to acquaint the business student with internships, career options and scholarship opportunities. AIBL promotes interest among

Native American students in the areas of tribal economic development and entrepreneurial expertise.

### **Akbaachimme' Alaxxuáhche**

Those That Learn Society is a student organization, exclusively for charitable, educational, cultural, religious and scientific purposes. The Society primarily assists low-income, first generation and disabled students to reach a high level of academic achievement.

### **Rodeo Club**

The Rodeo Club is an extracurricular student activity that allows current and interested students to participate in activities that support the sport of rodeo. The students can participate in events that are sanctioned by the National Intercollegiate Rodeo Association as a member of the Big Sky Region (NICRA), which may qualify them to participate in the NICRA Finals.

### **Films/Media Club**

Little Big Horn College students have formed the Films/Media club to take advantage of media production as a tool of power to build community relations, share information and record Crow History, Culture, and Events. This club will support the making and development of independent student films and photography. The club will nurture the creativity of LBHC students and will provide an environment and opportunities within the industry, and educational workshops examining filming, editing and the production of films.

### **American Indian Higher Education Consortium (AIHEC)**

The annual AIHEC conference is held each spring. This conference provides students with the opportunity to develop leadership skills and participate in educational and cultural competitions. Students are responsible for raising their own funds to attend AIHEC. Campus organizations assist with fund raising for the AIHEC Conference.

### **Athletics**

A men's and women's basketball team is organized at the beginning of the spring semester. The teams practice on a regular basis and participate in the American Indian Higher Education Consortium (AIHEC) tournament. The mascot for the teams is the Ram. The colors are royal blue and Crow blue and gold.

The Little Big Horn College Men's and Women's Basketball Team compete in the National Junior College Athletic Association Region IX Conference.

Scholarships are available for qualified Student Athletes wishing to participate in the Little Big Horn College Basketball Program. To become eligible for participation, the student athlete will adhere to the policy and procedures of the Little Big Horn College Program.

## **Eligibility to Represent LBHC**

Students represent LBHC in diverse activities including athletics, competitions, and national and regional conferences or other events as authorized by the College. To be deemed eligible to represent LBHC, the student must be full time and have a “C” in all courses enrolled in at the time the request to participate is made. The advisor of the activity or club must inform the Dean of Students in writing one week before the activity, identifying the names of the student(s) and the exact days they will be absent. The Dean of Students will notify instructors of the event and request grade status for all of the participants. The Dean of Students will notify the advisor of the grade status three days prior to the event. The student’s absence may affect the student’s final grades.

Students representing LBHC must adhere to all LBHC policies, including the Alcohol and Drug Policy. Students will sign a Contract for Participation which clearly states the regulations and the penalties for violations. Students who violate any LBHC policies while representing the College will return home immediately at their own expense.

## **STUDENT SERVICES**

### **Academic Advisement**

Each newly enrolled student is assigned an academic advisor. The advisor assignment is based on the student’s declared major. The academic advisor/student relationship is a partnership which is of great benefit to the student. The student is expected to initiate and maintain this relationship through regularly scheduled meetings with the advisor. The advisor’s responsibility is to assist the student with course selection that will most effectively and efficiently accomplish the student’s educational and career goals. It is the student’s responsibility to take an active role in the development of his/her education and career goals.

### **Transfer Assistance**

LBHC students are encouraged to transfer to four-year colleges and universities. The Dean of Students’ office maintains a large selection of college catalogs, applications and scholarship information. Students planning to transfer are encouraged to work with their academic advisor to develop plans that are compatible with the institutions to which they plan to attend.

### **Placement Testing**

All new and some transfer students are required to take a Placement test prior to registration. These tests are given the last week of July and before registration for each semester. The test is designed to ensure appropriate level placement in the areas of math, composition, reading and keyboarding. Developmental math and composition courses are designed to enhance student abilities. Credits earned in developmental courses may be used toward graduation but are not transferable and do not meet Core requirements.

## **Counseling and Student Development**

The Office of the Dean of Students is the center for Student Services. The Dean of Students is available to assist in the development of educational and career plans. Student Services also offer personal counseling and general assistance in the area of educational advising and career planning. Students experiencing problems that affect academic progress but are not directly related to academic deficiencies can seek assistance through the retention counselor. The retention counselor is also available to assist the student with areas related to school attendance.

Short term crisis assistance is available on campus. However, personal problems requiring counseling need to be referred to local agencies providing these services.

## **Tutors**

Tutors are available to assist students in many areas. Tutors are located in Lecture Room 2 of the Student Union building and are on duty between the hours of 9:00 to 5:00 each instructional day. Tutors are additionally located in the Student Union computer lab. These tutors are trained to assist students in the use of the computer equipment, software and with math, science, writing, computer and other assignments. Students may contact instructors for additional information concerning tutors. Students may request a tutor in other areas of course work through the Retention Counselor or the course instructor. Every effort is made to provide students with assistance in order to experience academic success.

## **Career Development**

Students interested in career selection and development are encouraged to visit the LBHC career center on campus. The Career Center has extensive career related materials including computer based career interest inventories. TRIO and other Programs provide work site placement to eligible students. LBHC has resume programs on computers located in the Computer lab. Ask computer tutors for assistance. LBHC provides opportunities for on-campus employment throughout the year.

## **Internships**

LBHC promotes internships to provide the student with on the job experience. A number of internships are available each summer in various career areas including but not limited to science, computer science, and business. The student is encouraged to work with academic advisors and instructors concerning internship opportunities. Students may earn academic credit for many of the internships. Internships are available locally, regionally and nationally.

## **Disability Support Services**

Students with disabilities have the responsibility of identifying themselves and must request appropriate accommodations. Students are encouraged to visit with the Dean Students if they have questions regarding special services. Students should arrange for accommodations at least four weeks prior to the beginning of classes.

## **TRIO Student Support Service Department**

The TRIO Student Support Service provides college students with the support and skills needed to remain in college and complete a degree program.

Eligible students within TRIO's target area are first time students/freshmen, first generation students, low-income students, and disabled students. College students who are from low-income families or whose parent(s) did not complete a four-year college degree, and/or with physical or learning disabilities are eligible for TRIO support services.

TRIO services include: **Personal Counseling** – Crisis intervention and assistance with personal problems and decisions. **Academic Advising** – Assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for graduation and further education. **Financial Aid Counseling** – Assisting students individually or in small groups in completing financial aid applications or in working with the institution's financial aid office to develop aid packages that will meet the student's financial needs for attendance at the college. **Transfer Counseling** – Assisting students interested in four-year programs in meeting the academic requirements of those programs, choosing four year institutions, and applying for admissions and financial aid at those institutions. **Professional Mentoring** – Professionals other than project staff may work with project students to expose them to the careers and other opportunities available to them. **Peer Counseling/Mentoring** – A variety of support, personal or academic, is provided by other students designed to help project participants adjust to the institution. **Cultural Activities, Campus Visitation, and Information Workshops** are also provided.

Academic instruction and support in **Peer Tutoring, Professional Tutoring, Supplemental Instruction, Assisted Labs, Computer Assisted Instruction, and Study Skills Classes/Workshops** is provided.

### **TRIO Goals**

- Recruit Students/Tutors/Mentors
- Empower Students to achieve a 2.0 or better
- Retain students
- Graduate Students in minimum of years with an Associate of Arts or Associate of Science Degree
- Transfer Eligible Students into a Baccalaureate Program of Study

## **TCUP-STEM**

The Little Big Horn College STEM (Science, Technology, Engineering, and Mathematics) Project, funded by the National Science Foundation, has been providing students and faculty with help since October, 2003. The overall mission of the program is to double the number of STEM majors who graduate or transfer on to four year

institutes and to provide them with better academics and career skills so that they succeed in achieving their educational goals in the STEM fields. . Some of the degree offerings at LBHC that STEM works with are: Computer Science, Information Systems, Pre-Forestry, Community and/or Environmental Health, Pre-Nursing, Pre-Engineering and Mathematics, as well as anyone going into the Health fields.

Some of the services STEM offers include: Tutoring in STEM courses, help with academic planning, assistance in applying for summer internships, assistance with scholarships, bridging to four year institutes, access to computers and internet service, technology for the classroom, professional development for Faculty and Staff, paid internships for STEM students, a six week Summer Honors Academy, and Career Counseling.

### **Title III**

The Title III program provides broad support to students, particularly to students enrolled in developmental courses. Title III helps develop and coordinate support labs and tutoring services for developmental Math and English classes. Tutors are available to assist students in these courses. In some courses, students are allowed one extra credit point for every hour the student works with a tutor. Title III also offers student support in academic counseling, which includes the plan of study to graduate with an associate's degree, compass testing, selecting appropriate courses when registering, assisting with communication with instructors, and encouraging and assisting students in applying for scholarships and summer employment. In addition to the goals in retention of development program students, Title III also assist students in planning their transition to a four year College, this includes choosing a four year College, getting appropriate advisors at the institution the student is transferring to, applying for financial aid, child care and housing, and assisting with contacts at these institutions. The support, planning and guidance services provided by Title III promote higher retention and graduation rates at Little Big Horn College.

Counseling Services provided by the Title III Guidance Counselor include: Academic Counseling, Career Counseling, Mental Health Counseling, and other areas as needed with referrals to other local agencies in some cases.

#### **Services Include:**

**Retention Counselor** – The role of the Retention Counselor is to make contact with every incoming freshman. Students are encouraged to contact the Retention Counselor with any concerns regarding financial aid, scholarship applications, daycare needs, transportation needs, tutor requests, and other concerns with college procedures. The Retention Counselor will make contact with any student that has two consecutive absences to identify the nature of the absence and to develop a plan to resume and continue class attendance.

**Compass Testing** – The Title III Office staff administers Compass Placement Testing. Check with the Title III Office to find out available times to take the test.



**Tutoring Services** – Students can request tutoring by completing a tutor request form available at the appropriate offices. Tutoring is available in all subject areas. Students can also request tutoring through the Retention Counselor.

**Tutors** – There is a demand for student tutors. The Title III, TRIO, and TCUP/ STEM offices employ qualified students as tutors. Students are encouraged to share their academic skills by assisting other students to be successful in all subject areas. Students interested in becoming tutors need to complete the Tutor Employment Packet available at the appropriate office. All tutors will need to complete the 16 hour Tutor Training Class available at the beginning of each semester.

**Transportation** – Transportation to and from the LBHC campus is available to students. Look for posted time schedules for van transportation from outlying areas. The transportation is free of charge to enrolled students, both full time and part time. For more information, contact the Dean of Students.

The Title III grant is funded under the Strengthening Institutions Program in the Office of Post Secondary Education of the U.S. Department of Education. In addition to the student services outlined above, the Title III program helps staff and equips the new Library as it develops, and supports faculty and staff training and professional development.



**Apsaalooke Tours and Chamber of Commerce**

## **Apsaalooke Tours**

Little Big Horn College has been on a concession contract since 1967 with the National Park Service to conduct one-hour tours of the Little Big Horn Battle, providing visitors with interpretations from the “real” Indians point of view. These informational tours of the Little Bighorn Battlefield utilize Little Big Horn College Crow Indian students and Crow Indian community members to assist visitors with information and guide services. The goals of Apsaalooke Tours are to increase public understanding and appreciation of the Little Bighorn Battle through American Indian historical interpretation and education, and to provide visitors with an overall positive impression of a Crow Indian guide’s hospitality, knowledge, and presentation of the Little Big Horn Battlefield. Apsaalooke Tours also provides young Crow entrepreneurs the experience of operating a tourism business in order to obtain business knowledge and ethics.

There have been many doors of opportunity opened for permanent employment with the National Park Service for tour guides by the training and experience they gained from Apsaalooke Tours. Apsaalooke Tours has also had an increase in the number of people taking tours over the years thus bringing in more revenue and creating more jobs for the community. Visitors gain a better understanding of the Indians' point of view regarding the Little Bighorn Battle, westward expansion and Crow Culture. Many misconceptions have been made clear to non-Indian people, creating public understanding.



**Student Union Building Landscaping Project**

## **Extension Service Program**

The Extension Service Program receives its funding through the United States Department of Agriculture (USDA), Cooperative State Research, Education and Extension Service (CSREES) as a Land Grant Status College beginning in 1997. Little Big Horn College Extension Service Project, Community and Economic Development program focuses on providing education to the community in areas that develop effective participation in the private sector economy. The goal of Extension Services is to involve the Little Big Horn College and Crow communities in activities through Cooperative Extension Services and outreach. Assistance is provided by educational instruction through workshops, seminars and media that include newsletters and publication. Workshops and seminars are provided to the community in the areas of Agriculture, Community Resources, Economic Development and Tribal Business Information, Tourism, Internship, and Education

## Student Tuition and Fees

### Tuition Costs

Tuition per Credit	1-11 Credits	\$ 75 per credit
Tuition Package	12-18 Credits	\$1200 total
Tuition over 18	19+ Credits	\$ 1200 + \$75 each additional credit

### Fees

Registration Fee		\$30
Late Registration Fee (including Reg. Fee)		\$55
Student Activity Fee		\$25
Building/Technology	1-4 Credits	\$25
Building/Technology	5-8 Credits	\$45
Building/Technology	9-11 Credits	\$70
Building/Technology	12+ Credits	\$90
Computer Lab Fee		\$15
Lab Fee for Science		\$20
Lab Fee for Art		\$30
Library Fee 1-6 Credits		\$ 5
Library Fee 7-11 Credits		\$10
Library Fee 12+ Credits		\$15

### Tuition Refund Policy

A portion of the tuition charges maybe refunded to students who officially withdrawal before the fifteenth instructional day. To be eligible for a tuition refund, the student must complete the Little Big Horn College Withdrawal Form and return the completed form to the Registrar's Office before 5:00 p.m. on the 15<sup>th</sup> day. **No refund for student fees will be made unless they have copy of an official withdrawal form. Refund on books is credited to the student's account based on the condition of the book and a copy of an official withdrawal form.** No refund will be made to students who do not officially withdraw or whose misconduct results in suspension or dismissal from the College.

### Refund Schedule

The refund schedule is based on instructional days, not including weekends and holidays. Day 1 is the first day of classes as published in the catalog.

	Refund	Charged
Prior to first day of classes	100%	0%
1-5 instructional days	90%	10%
6-10 instructional days	75%	25%
11-15 instructional days	50%	50%
After the 15 <sup>th</sup> day of classes	No Refund Made to Student	

## **Outstanding Bills**

Students with outstanding bills must make payment arrangements with approval from the Student Billing Office, Chief Finance Officer, and Dean of Student Services. **Students with outstanding bills will not be permitted to register and will be input in the system as HOLD, until arrangements are made in writing.** Arrangements may include deferred payment plan, withholding from scholarships, and institutional work study. Diplomas and official transcripts will be held pending the payment of outstanding bills.

## **Tuition Scholarships**

Little Big Horn College has authorized tuition scholarships to elders 55 years of age and older. Faculty and staff of Little Big Horn College may be granted tuition scholarship as approved by the immediate supervisor or department head. **The tuition scholarship applies only to either senior or employee discounts not both.** Members of the Board of Trustees are granted tuition scholarships for one class per term while serving on the Board. **The tuition scholarship does not relieve the obligation of fees or the cost of books.**

## **Transcript Fee**

Each student will receive one free official transcript from the Registrar. Each official transcript thereafter costs \$3.00 that is paid to the Accounts Receivable personnel in the Finance Office. Graduates will receive one free official transcript at the time of degree completion if they have no outstanding bills at the college

## **Computer Usage Policy**

Use of Little Big Horn College lab computers and network is a privilege. It is not a right. Abuse of computer equipment and the network can lead to having computer user privileges revoked.

Little Big Horn College has computer access available to its students, faculty, and staff. There are several labs on the campus of Little Big Horn College. Each computer lab is wired to connect to the Internet for research and other academic related purposes. Access to these labs will be on a per basis determination. The computer labs are not a public access point for the general public to use.

Excessive and wasteful printing will not be allowed. Users who wish to print will be given an account username and password which will allow printing access. Users will be allowed to print up to 500 sheets of paper during a semester. If a user has exhausted his/her allowance then the user will need to make a request to the Chief Information

Officer to reset printing privileges. There will be an additional cost to the student that must be paid before additional printing privileges are added to his/her account.

All computers are connected to the Internet and have unrestricted access to worldwide electronic resources. It is required that users act responsibly when using the Internet from the college. Students must respect the rights of others so that they may use the computers with confidence that the system will be free of malfunctions. Downloading and installing unauthorized software is prohibited. Much of the freeware and shareware downloaded from the Internet contain malicious code that could cause the computer to crash or compromise the integrity and security of the campus network. This software is also used as a means to introduce viruses.

Students will not be issued email accounts. There are several free email Internet sites available for use, for example, yahoo.com, hotmail.com, and netscape.com.

All software must be installed on the college's computers by the Technical Support staff. This is to prevent unauthorized and unlicensed software from being loaded onto the computers. This will also insure proper installation and functionality of the software program.

Visiting pornographic and related sites is strictly prohibited.

Chatting over the Internet is also prohibited.

Downloading streaming media to listen to online radio stations and music using software such as but not limited to Real Player and Windows Media player is prohibited.

Misuse and abuse of computer equipment and the network is not allowed and could consequentially lead to the revocation of computer use privilege.

Examples of misuse and abuse are as follows but not limited to:

1. Downloading, uploading, reproducing and distributing licensed and copy righted material such as software, music files, pictures, books, documents etc. without proper documented authorization. Installing or attempting to install unauthorized software.
2. Changing installed software settings, such as, but not limited to, desktop settings, default setting of software, attempting to disable anti-virus protection software etc
3. Using email inappropriately, such as but not limited to, stalking, sending threats, unsolicited and bulk messages, etc...
4. Using the college's network to gain unauthorized access to other networks or computer systems located on the Internet.
5. Using the college's computer and network resources for commercial activities, including but not limited to offering services, desktop publishing, software development and advertising for personal financial gain not related to the college.

6. Wasting of college resources including but not limited to excessive printing and excessive Internet use not related to academics (ie chatting, downloading surfing playing online games )
7. Attaching unauthorized hardware to the computers or network systems.
8. Unauthorized use of computers and user IDs for purposes other than the purpose for which they were specifically issued.
9. Remaining in the computer labs when a class begins in which he or she is not a registered member.
10. Disrupting and prohibiting others access to computer and network resources by using large amounts of network bandwidth (eg downloading large amount of unnecessary data or playing internet games causing network access to slow down, chatting.)
11. Excessive use of computer and network resources for personal use and not allowing others' access for their academic related purposes.

## **Student Advising Policy**

### **Advising Procedures**

During orientation each student will be assigned an advisor. If the student is an undeclared major he/she will be assigned to the general academic advisor. Once the student has declared a major, the student will be assigned to an advisor (faculty member) in his/her major. The student's advisor is responsible for providing guidance to the student in course and major selection as well as informing students of internship opportunities and other school related information. The student's first meeting with the advisor will occur during registration. Students should then schedule a meeting with their advisor to complete a plan of study within the first two weeks of classes. The plan of study is completed in order for the student to have a clear idea of which classes they will be taking over the next two years. However, the plan of study is not a substitute for the student continuing to meet with the advisor for class registration in following semesters. Students are required to meet with their advisor to add/drop classes, to withdraw from a class or to withdraw from school. Students are also required to meet with their advisor at mid-term in order to discuss their mid-term progress and problems or issues that may have arisen. This meeting is required in order for students to receive their Pell grants. Students are asked to meet with their advisor at the end of each semester in order to discuss their status, their advancement toward completion of their degree and classes to register for the next semester.

**Advising check list for Advisors and Students:**

**CHECKLIST FOR *NEW STUDENT ADVISEE***

- \_\_\_\_ 1.      **See Advisor.**
- \_\_\_\_ 2.      **Make appointment with advisor to design Plan of Study.**
- \_\_\_\_ 3.      **Get copy of the Plan of Study.**
- \_\_\_\_ 4.      **Review Plan of Study with Advisor.**
- \_\_\_\_ 5.      **Make follow-up appointment with Advisor before Add/Drop deadline.**
- \_\_\_\_ 6.      **Contact adviser if you: add or drop a class, withdraw from school, have problems or need assistance.**
- \_\_\_\_ 7.      **Do a Mid-term grade check and follow-up appointment with advisor.**

**CHECKLIST FOR *RETURNING STUDENT ADVISEE***

- \_\_\_\_ 1.      **Review Plan of Study before registration with Advisor.**
- \_\_\_\_ 2.      **Revise Plan of Study as necessary.**
- \_\_\_\_ 3.      **Get copy of new Plan of Study.**
- \_\_\_\_ 4.      **Review Plan of Study with Advisor.**
- \_\_\_\_ 5.      **Evaluate for possibility of graduating**
- \_\_\_\_ 6.      **If you can graduate, fill out the Petition to Graduate which is due in November for Spring Graduation.**
- \_\_\_\_ 7.      **Do a Mid-term grade check and a follow-up appointment with adviser.**

# PLAN OF STUDY

Student Name \_\_\_\_\_  
Catalog Year \_\_\_\_\_  
Major \_\_\_\_\_  
Today's date \_\_\_\_\_  
Advisor's name \_\_\_\_\_

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____



# PLAN OF STUDY

Student Name \_\_\_\_\_  
Catalog Year \_\_\_\_\_  
Major \_\_\_\_\_  
Today's date \_\_\_\_\_  
Advisor's name \_\_\_\_\_

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

<b>Semester</b>	_____	
<i>Number</i>	<i>Name</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total.....	_____	_____

## **DEGREES**

All students seeking Associate of Arts or Science Degrees are required to complete thirty-five or thirty-six (35-36) Core Requirement credits as well as the Program of Study's required credits. All students must declare a Program of Study or Major at the time of admission. Students will then be assigned an advisor. The student should meet with their advisor on a regular basis for additional information and assistance. See Student Services section for information concerning changing a Program of Study.

All students must be in a Program of Study for their declared major. All grades in the Program of Study courses must be a "C" or above. Students are encouraged to meet with their advisor and work out a plan of study to complete their coursework in an effective and efficient manner.

### **Associate of Arts in Business Administration**

**AA in Business Administration: Small Business Management Option**

### **Associate of Arts in Crow Studies**

**AA in Crow Studies: Native American Studies Option**

### **Associates of Arts in Education: Elementary Education Option**

**Associates of Arts in Education: Early Childhood Education Option**

### **Associate of Arts in Human Services**

**AA in Human Services: Psychology Option**

### **Associate of Science in Information Systems**

**AS in Information Systems: Office Systems Management Option**

**AS in Information Systems: Multi-Media Option**

**One Year Certificate: Information Technology Assistant**

### **Associate of Arts in Liberal Arts**

### **Associates of Science in Mathematics**

**Associates of Science in Mathematics: Pre-Engineering Option**

### **Associate of Science in Science: Community Health Option**

**Associate of Science in Science: Environmental Health Option**

**AS in Science: Natural Resources/Environmental Science Option**

**AS in Science: Tribal Natural Resources/Environmental Science Option**

**Associate of Science in Science: Biology Option**

**Associate of Science in Science: Pre-Medical Option**

**Associate of Science in Science: Life Science/Pre-Nursing Option**

### **Associate of Arts in Directed Individualized Studies**

### **Pilot Programs:**

**Associate of Arts in Human Services: Addiction Counseling Option**

**Associate of Science in Agriculture: Rangeland Management Option**

## CORE REQUIREMENTS

Students will need to complete 35-36 credits from these categories of Core Requirements. These courses plus the Program of Study courses complete a degree. Other courses may not be substituted for Core requirements courses. Courses that are in the Program of Study may not be taken as a Core course. Students should be aware that a grade of “D” in a Core course will not transfer to the Montana University System.

Students must take **one course** from each of the following categories:

**Crow Language (CL)** 3 credits  
CS 101, Crow Language 1 F/S/Su  
\*CS 102, Crow Language 2 S  
CS 103, Conversational Crow F

**Crow Studies (CS)** 3 credits  
CS 135, Crow Oral Literature S09  
CS 136, Crow Socio-Familial Kinship S/Su  
CS 224, Crow History F06  
CS 138, History of Crow Chiefs F06  
AG 137/CS 137, Horse in Crow Culture S09

**Quantitative Reasoning (Q)**, 4 credits  
\*MA 105, College Algebra F/S/Su  
\*MA 165, Pre-Calculus F/S

**College Writing (W)**, 3 credits  
CA 101, Composition 1 F/S/Su

**College Seminar (S)**, 3 credits  
CA 112, Public Speaking F/S/Su  
CA 211/HS 231, Interpersonal Communication F  
\*CA 203, Research Writing F/S  
CA 235/BU 235, Business Communication F  
\*IS 102 Microsoft Office Suite F/S

Students must take **two courses** from the Science category, **one of which must have a lab.**

**Natural Science (N)**, 7-8 credits  
SC 101, Mysteries of the Sky F  
SC 104/105, Intro. To Geology/Lab F07  
SC 110/111, Principles of Cell Biology/Lab F/S  
SC 112/113, Diversity of Life/Lab S  
SC 114 /115 Survey of Biology F/S  
SC 116/117, Physical World Around Us/Lab F  
SC 120/119, Botany/Lab S09  
SC 121/125, Intro. To General Chemistry/Lab F/S  
AG 132/133 / SC 132/133, Nat Res Conser/Lab F  
SC 201, Soils S09  
AG 242/243 / SC 102/103, Nat Res Ecology/Lab F  
SC 244, Environmental Science S

\*Prerequisite course is required.

Students must take **one course** from each of the remaining 4 categories. **One of these courses must be a Crow Studies course.**

**Diversity (D)** 3 credits  
AN 111, Cultural Anthropology S  
AN 120, Environment & Culture S  
BU 230, Intro. To Organizational Behavior S  
CS 210, Plains Indian Sign Language S  
CS 225, Montana Indians Prior to 1851 F  
CS226, Montana Indians 1851 to present S  
CS 230, Contemp Issues of American Indians F07  
HI 105, World Civilization S/SU  
HU 136, World Religions F  
SS 202, Intro. To Comparative Government F

**Arts (A)**, 3 credits  
\*CA 206, Creative Writing S  
CS 133, Crow Art S  
CS 134, Music & Dance of the Crow Indians F  
HU 102, Music Appreciation F  
HU 103, Foundations of Art S  
HU 227, American Indian Representation in Film F  
\*IS 211, HTML and Web Page Design F

**Humanities (H)**, 3 credits  
CA 106, Introduction to Literature S  
\*CS 108, Literature of the American Indian F  
CS 211, American Indian Thought & Phil. F  
HI 201, U.S. History 1 F/Su  
HI 202, U.S. History 2 S08  
HU 101, Survey of Humanities S

**Social Science (SS)**, 3 credits  
\*BU 105, Economic Way of Thinking F  
BU 211, Intro. To Business F  
BU 228, Macroeconomics F  
BU 229, Microeconomics S  
CS 131, Intro. To Native Amer. Studies F/Su  
CS 223, Anthropology of Amer. Indians F07  
CS 231, Amer. Indian Political Science S  
HE 201, Personal Health, Wellness, & Safety F  
HE 202, Core Health Concepts Su  
\*HE 214/SC 214, Nutrition S  
ED 250/PY 250, Educational Psychology F  
PY 101, General Psychology F/S/Su  
PY 102 American Indian Psychology F/S  
PY 203, Abnormal Psychology S  
SS 101, Intro. To Sociology F/Su

# BUSINESS DEPARTMENT

## ASSOCIATES OF ARTS IN BUSINESS ADMINISTRATION:

This program of study is designed to prepare students with the practical business skills, knowledge, information and research to continue into various disciplines in a four-year business program. Another facet of this degree is to prepare students with the knowledge and practice for applying their skills in agricultural operations, corporations, entry level governmental and non-profit management or administration, service industry, small businesses, tourism, and other business areas in the community. Majors will have discipline option to focus on specific careers

Program of Study		Credits	Term	Date taken...Grade
BU 210	Business Law	3	S	_____
BU 211	Introduction to Business	3	F	_____
BU 221	Principles of Accounting I	3	F	_____
BU 222	Principles of Accounting II	3	S	_____
BU 228	Macroeconomics	3	F	_____
BU 229	Microeconomics	3	S	_____
BU 230	Intro to Organizational Behavior	3	S	_____
MA 216	Elementary Statistics	3	F/S/Su	_____

**Choose 2 elective courses from the following:**

BU 224	Computerized Accounting	3	F	_____
BU 241	Small Business Management	3	S	_____
BU 243	Contemporary Business Math	3	F	_____
BU 276	Internship – Options: Governmental organizations, educational institutions, and service industry or by design	3	OD	_____
IS 203	Advanced MS Word & Power Point	3	S	_____

**Total Program of Study Credits: 30**

**Students must take the following Core Requirements:**

BU 105	Economic Way of Thinking (SS)	3	F	_____
BU 235	Business Communication (S)	3	F	_____

**35-36 Core requirements + 30 Program of Study Credits = 65-66 Total Credits**

## Sample Plan of Study: Business Administration

### Year 1

Fall Semester	Credits
Crow Studies Core Elective (CS)	3
MA 105 Algebra for College Students (Q)	4
BU 105 Economic Way of Thinking (SS)	3
BU 211 Introduction to Business	3
Crow Language Core Elective (CL)	3
Total Credits	17

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 216 Statistics	3
BU 230 Intro to Organizational Behavior	3
BU 229 Microeconomics	3
Science Core Elective (N)	3-4
Total Credits	15-16

### Year 2

Fall Semester	Credits
BU 235 Business Communications (S)	3
Business Program Elective	3
BU 221 Principles of Accounting I	3
BU 228 Macroeconomics	3
Business Program Elective	3
Diversity Core Elective (D)	3
Total Credits	18

Spring Semester	Credits
BU 222 Principles of Accounting II	3
BU 210 Business Law	3
Art Core Elective (A)	3
Humanities Core Elective (H)	3
Science Core Elective (N)	3-4
Total Credits	16-17

# BUSINESS DEPARTMENT

## ASSOCIATES OF ARTS IN BUSINESS ADMINISTRATION:

### SMALL BUSINESS MANAGEMENT OPTION

This two-year program is designed to give learners the skills and necessary knowledge for employment in business areas such as governmental organizations and small businesses. The focus of this discipline is to introduce and provide training, skills, research, and practices for entry-level supervisory positions and the administrative fundamentals in the small business, corporate, and governmental employment sectors.

Program of Study		Credits	Term	Date taken	Grade
BU 210	Business Law	3	S	_____	_____
BU 211	Introduction to Business	3	F	_____	_____
BU 221	Principles of Accounting I	3	F	_____	_____
BU 222	Principles of Accounting II	3	S	_____	_____
BU 224	Computerized Accounting	3	F	_____	_____
BU 228	Macroeconomics	3	F	_____	_____
BU 229	Microeconomics	3	S	_____	_____
BU 230	Intro to Organizational Behavior	3	S	_____	_____
BU 241	Small Business Management	3	S	_____	_____
MA 216	Elementary Statistics	3	F/S/Su	_____	_____

**Total Program of Study Credits: 30**

#### Students must take the following Core Requirements:

BU 105	Economic Way of Thinking (SS)	3	F	_____	_____
BU 235	Business Communication (S)	3	F	_____	_____

**35-36 Core requirements + 30 Program of Study Credits = 65-66 Total Credits**

**Sample Plan of Study: Business  
Administration: Small Business Management  
Option**

**Year 1**

<b>Fall Semester</b>	<b>Credits</b>
Humanities Core Elective (H)	3
MA 105 Algebra for College Students (Q)	4
BU 105 Economic Way of Thinking (SS)	3
BU 211 Introduction to Business	3
Crow Language Core Elective (CL)	3
<b>Total Credits</b>	<b>16</b>

<b>Spring Semester</b>	<b>Credits</b>
CA 101 Composition I (W)	3
MA 216 Statistics	3
BU 210 Business Law	3
BU 230 Intro to Organizational Behavior	3
Science Core Elective (N)	3-4
<b>Total Credits</b>	<b>16-17</b>

<b>Summer Semester</b>	<b>Credits</b>
Crow Studies Core Elective (CS)	3
<b>Total</b>	<b>3</b>

**Year 2**

<b>Fall Semester</b>	<b>Credits</b>
BU 235 Business Communications (S)	3
BU 224 Computerized Accounting	3
BU 221 Principles of Accounting I	3
BU 228 Macroeconomics	3
Science Core Elective (N)	3-4
<b>Total Credits</b>	<b>16-17</b>

<b>Spring Semester</b>	<b>Credits</b>
Diversity Core Elective (D)	3
BU 222 Principles of Accounting II	3
BU 229 Microeconomics	3
Art Core Elective (A)	3
BU 241 Small Business Management	3
<b>Total Credits</b>	<b>15</b>





## Sample Plan of Study: Crow Studies

### Year 1

Fall Semester	Credits
MA 105 Algebra for College Students (Q)	4
CS 101 Crow Language I (CL)	3
CS 134 Music & Dance of the Crow In. (A)	3
Science Core Elective (N)	4
<b>Total Credits</b>	<b>14</b>

Spring Semester	Credits
CA 101 Composition I (W)	3
CS 102 Crow Language II	3
CS 136 Crow Socio-Familial Kinship (CS)	3
CS 231 American Indian Pol. Sci. (SS)	3
<b>Total Credits</b>	<b>12</b>

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
CS 131 Introduction to NAS I	3
CS 108 Literature of the American Indian (H)	3
CS 224 Crow History	3
Science Core Elective (N)	4
<b>Total Credits</b>	<b>16</b>

Spring Semester	Credits
CS 240 Indian Education Issues	3
CS 133 Crow Art	2
CS 135 Crow Oral Literature (H)	3
CS 210 Plains Indian Sign Language (D)	3
CS 233 Economics of Indian Country	3
Program Elective	3
<b>Total Credits</b>	<b>17</b>

# CROW STUDIES DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN CROW STUDIES:

### NATIVE AMERICAN STUDIES OPTION

This program of study is designed for students planning to transfer to a four year college. In addition to the study of Native American culture, the major is intended to prepare graduates to work with Indian people, transfer to a four year program in Native American Studies or related field, and/or fulfill the requirements of endorsement of teachers instructing Native American Studies on or near Indian reservations.

The Core Requirement courses are required in addition to the following courses in the program of study:

Program of Study		Credits	Term	Date taken	Grade
CS 131	Introduction to Native American Studies	3	F/Su	_____	
CS 223	Anthropology of American Indian	3	F07	_____	
<b>Select seven courses from the following:</b>					
CS 102	Crow Language II	3	S	_____	
CS 103	Conversational Crow	3	F	_____	
CS 137	The Horse in Crow History & Culture	3	S09	_____	
CS 138	The History of Crow Chiefs	3	F08	_____	
CS 211	American Indian Thought & Philosophy	3	F	_____	
CS 230	Contemporary Issues of American Indians	3	F07	_____	
CS 231	American Indian Political Science	3	S	_____	
CS 232	American Indian Law	3	F	_____	
CS 233	Economics in Indian Country	3	S09	_____	
CS 240	American Indian Ed. History & Issue	3	F	_____	
CS 210	Plains Indian Sign Language	3	S	_____	
<b>Total Program of Study Credits:</b>		<b>27</b>			

#### Students must take the following Core Requirements:

CA 203	Research Writing (S)	3	F/S	_____	
CS 108	Literature of the American Indian (H)	3	F	_____	
CS 136	Crow Socio-familial Kinship (CS)	3	S/Su	_____	
CS 225	Montana Indians Prior to 1851 (D)	3	F	_____	

**35-36 Core Req. Credits + 27 Program of Study Credits = 62-63 Total Credits**

## Sample Plan of Study: Crow Studies: Native American Studies

### Year 1

Fall Semester	Credits
Social Science Core Elective (SS)	3
MA 105 Algebra for College Students (Q)	4
CS 101 Crow Language I	3
CS 131 Intro to Native American Studies	3
CS 223 Anthropology of the American Indian	3
Total Credits	16

Spring Semester	Credits
CA 101 Composition I (W)	3
Art Core Elective (A)	3
CS 136 Crow Socio-Familial Kinship (CS)	3
Program Elective	3
Total Credits	12

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
CS 225 Montana Indians Prior to 1851 (D)	3
CS 108 Literature of the American Indian (H)	3
Program Elective	3
Program Elective	3
Total Credits	15

Spring Semester	Credits
Program Elective	3
Program Elective	3
Program Elective	3
Program Elective	3
Science Core Elective (N)	4
Total Credits	16

# EDUCATION DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN EDUCATION:

### ELEMENTARY EDUCATION OPTION

This program of study is primarily designed to prepare students for transfer to a four-year institution in order to continue course work in elementary Education and/or Special Education. The program of study may also be transferred to Montana State University Billings to fulfill the first two years of the BS/LS Degree in Early Childhood.

Program of Study		Credits	Term	Date taken	Grade
CS 131	Native American Studies	3	F/Su	_____	
CS 240	Indian Education Issues	3	F	_____	
ED 120	Schools and Society	3	F	_____	
ED 205	Exceptional Learner/lab	3	S	_____	
ED 210	Educational Technology	2	F	_____	
ED 250	Educational Psychology/Lab	3	F	_____	
HE 202	Health Core Issues	3	Su	_____	
HI 105	World Civilization since 1500	3	S/Su	_____	
HI 201 or 202	U.S. History	3	F/Su/S08	_____	
PY 201	Lifespan Development/lab	3	S	_____	

**Total Program of Study Credits 29**

#### Students must take the following Core Requirements:

AN 120	Environment and Culture	(D)	3	S	_____
CA 203	Research Writing	(S)	3	F/S	_____
HU 101	Survey of Humanities	(H)	3	S	_____
HU 102	Music Appreciation	(A)	3	F	_____
PY 101	General Psychology	(SS)	3	F/S/Su	_____
SC 114/115	Survey of Biology/Lab (N)		4	F/S	_____
SC 116/117	Phys. World Around Us/Lab (N)		4	F	_____

**35-36 Core Req. Credits + Program of Study 29 Credits: 64-65 Total Credits**

## Sample Plan of Study: Elementary Education

### Year 1

Semester- Fall	Credits
HI 201 US History	3
MA 105 Algebra for College Students (Q)	4
ED 100 Skills for Success	3
ED 120 Schools & Society	3
Total	13

Semester- Spring	Credits
CA 101 Composition I	3
MA 071 Pre Algebra	4
AN 120 Environment Culture (D)	3
PY 101 General Psych (SS)	3
Crow Language Core Elective (CL)	3
Total	16

### Year 2

Fall Semester	Credits
CS 131 Native Amer. Studies	3
CA 203 Research Writing (S)	3
SC 116/117 Phys. World Around/Lab (N)	4
HU 102 Music Appreciation (A)	3
ED 210 Ed Tech	2
Total	15

Spring Semester	Credits
Crow Studies Core elective (CS)	3
ED 205 Except. Learners/lab	3
HU 101 Survey of Human. (H)	3
SC 114/15 Survey of Biology/Lab (N)	4
PY 201 Lifespan Development/lab	3
Total	16

Summer Session	Credits
HE 202 Health Core Issues	3
HI 105 World Civilization	3
Total	6

### Year 3

Fall Semester	Credits
CS 240 Indian Ed. Issues	3
ED 250 Ed Psychology	3
Total	6

# EDUCATION DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN EDUCATION:

### EARLY CHILDHOOD EDUCATION OPTION

This program of study is primarily designed to prepare students for transfer to a four-year institution in order to continue course work in Early Childhood Education and/or Special Education. .

Program of Study	Credits	Term	Date Taken	Grade
CS 131 Native American Studies	3	F/Su	_____	
ED 120 Schools & Society	3	F	_____	
ED 205 Exceptional Learner/Lab	3	S	_____	
ED 210 Educational Technology	2	F	_____	
ED 232 Creative Expression in Pre-school	2	Su	_____	
ED 233 Math/Science for Pre-School	2	Su	_____	
ED 235 Reading& Writing Across Curr.	3	F	_____	
ED 250 Educational Psychology	3	F	_____	
ED 276 Internships in Early Childhood	3	F	_____	
HE 202 Health Core Concepts	3	Su	_____	
HE 214 Nutrition	3	S	_____	
HS 236 Drugs & Society	3	S/Su	_____	
PY 201 Lifespan Development/lab	3	S	_____	
<b>Total Program of Study Credits</b>	<b>36</b>			

**Students must take the following Core Requirements:**

CA 203 Research Writing (S)	3	F/S	_____
CS 136 Crow Socio-Familial Kinship (CS)	3	S/Su	_____
HU 101 Survey of Humanities (H)	3	S	_____
PY 101 General Psychology (SS)	3	F/S/Su	_____
SC114/115 Survey of Biology/Lab (N)	4	F/S	_____
SC116/117 Phys World Around Us/Lab (N)	4	F	_____

**35-36 Core Req. Credits + Program of Study 36 credits: 71-72 Total Credits**

## Sample Plan of Study: Education: Early Childhood Education Option

### Year 1

Semester- Fall	Credits
ED 235 Read Writ Across Cur	3
MA 105 College Algebra (Q)	4
Diversity Core Elective (D)	3
Crow Language Core Elective (CL)	3
ED 120 Schools & Society	3
Total	16

Semester- Spring	Credits
CA 101 Composition I (W)	3
MA 071 Pre Algebra	4
CS 136 Crow Socio-Familial Kinship (CS)	3
SC 114/115 Survey of Biology/Lab (N)	4
Art Core Elective (A)	3
Total	17

Summer Session	Credits
HE 202 Health Core Concepts	3
ED 233 Math/Sci Pre School	2
ED 232 Creat Exp Pre Sch	2
Total	7

### Year 2

Fall Semester	Credits
ED 250 Educational Psychology	3
CA 203 Research Writing (S)	3
SC 116/117 Physical World/Lab	4
PY 101 General Psychology (SS)	3
CS 131 Native Amer. Studies	3
Total	16

Spring Semester	Credits
ED 205 Exceptional Learners	3
PY 201 Lifespan Development	3
HE 214 Nutrition	3
HS 226 Drugs and Society	3
HU 101 Survey of Humanities (H)	3
Total	15

### Year 3

Fall Session	Credits
ED 276 Internship	3
ED 210 Ed Technology	2
Total	5

# HUMAN SERVICES DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES

Human services is a broad field of study that will help students develop into professionals who are capable of assisting individuals, families, and communities in culturally significant life situations. These courses will educationally prepare students in their efforts to help people grow in ability, health, and responsibility. Students will be able to transfer to a four year institution where they can become more specialized in areas of interest related to human service or they will be able to gain experience in the local human services organizations through employment.

<b>Program of Study</b>	<b>Credits</b>	<b>Term</b>	<b>Date taken...Grade</b>
HS 230      Introduction to HS	3	F	_____
HS 231      Elements of Human Relations	3	F	_____
HS 232      Fundamentals of Counseling	3	S	_____
HS 233      Legal Ethical and Prof. issues	3	S	_____
HS 236      Drugs and Society	3	S/Su	_____
HS 276      Clinical Practicum	6	OD	_____
PY 101      General Psychology	3	F/S/Su	_____
PY 102      American Indian Psychology	3	F/S/Su	_____
PY 201      Lifespan Development	3	S	_____
<b>Total Program of Study Credits:</b>	<b>30</b>		

**Students must take the following Core Requirements:**

CA 203      Research Writing	(S)	3	F/S	_____
SS 101      Introduction to Sociology	(SS)	3	F/SU	_____
SC 114/115      Survey of Biology/Lab	(N)	4	F/S	_____

**35-36 Core Requirement Credits + 30 Program of Study Credits = 65-66 Total Credits**



## Sample Plan of Study: Human Services

### Year 1

Fall Semester	Credits
HS 230 Introduction to Human Services	3
PY 101 General Psychology	3
CS 211 American Indian Theory and Phil (H)	3
SS 101 Introduction to Sociology (SS)	3
CS 230 Contemp Issues of Am Ind (D)	3
Total Credits	15

Spring Semester	Credits
HS 232 Fundamentals of Counseling	3
PY 201 Lifespan Development	3
CS 136 Crow Socio-Fam Kinship (CS)	3
HE 214 Nutrition (CIS)	3
SC 114/115 Survey of Biology/lab (N)	4
Total Credits	16

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
CA 101 Composition I (W)	3
HS 231 Elements of Human Relations	3
HU 227 Amer Ind Rep in Film (A)	3
PY 102 American Indian Psychology	3
Total Credits	15

Spring Semester	Credits
MA 105 Algebra for College Students (Q)	4
HS 233 Legal Ethical and Prof. Issues	3
HS 236 Drugs and Society	3
CS 101 Crow Language I (CL)	3
HS 276 Clinical Practicum	6
Total Credits	19

# HUMAN SERVICES DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES

### PSYCHOLOGY OPTION

Psychology is the science of behavior and mental processes. Behavior is anything an organism does and mental processes are the internal subjective experiences we infer from behavior – sensations, perceptions, dreams, thoughts, beliefs, and feelings. Students will achieve the knowledge of Psychology through scientific methods and through Indian cultural learning styles. This knowledge will transfer to four-year institutions to concentrate on specialized areas of study in the field of psychology and it will also enable employment in local organizations for assisting social growth within the community.

Program of Study		Credits	Term	Date taken...Grade
HS 231	Elements of Human Relations	3	F	_____
HS 233	Legal, Ethical and Prof. issues	3	S	_____
PY 101	General Psychology	3	F/S/Su	_____
PY 102	American Indian Psychology	3	F/S/Su	_____
PY 201	Lifespan Development	3	S	_____
PY 203	Abnormal Psychology	3	S	_____
PY 230	Introduction to HS	3	F	_____
PY 250	Educational Psychology	3	F	_____
PY 276	Clinical Practicum	6	OD	_____
<b>Total Program of Study Credits:</b>		<b>30</b>		

#### Students must take the following Core Requirements:

CA 203	Research Writing (S)	3	F/S	_____
SS 101	Introduction to Sociology (SS)	3	F/SU	_____
SC 114/115	Survey of Biology/lab (N)	4	F/S	_____

**35-36 Core Requirement Credits + 30 Program of Study Credits = 65-66 Total Credits**

## Sample Plan of Study: Psychology

### Year 1

Fall Semester	Credits
HS 230 Intro to Human Services	3
PY 101 General Psychology	3
CS 211 American Indian Th and Phil (H)	3
SS 101 Introduction to Sociology (SS)	3
CS 230 Contemp Issues of Am Ind (D)	3
Total Credits	15

Spring Semester	Credits
HE 214 Nutrition (CIS)	3
PY 201 Lifespan Development	3
CS 136 Crow Socio-Fam Kinship (CS)	3
SC 114/115 Survey of Biology/Lab (N)	4
PY 102 American Indian Psychology	3
Total Credits	16

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
CA 101 Composition I (W)	3
PY 250 Educational Psychology	3
HS 231 Elements of Human Relations	3
HU 227 American Ind Rep In Film	3
Total Credits	15

Spring Semester	Credits
MA 105 Algebra for College Students (Q)	4
CS 101 Crow Language I (CL)	3
PY 203 Abnormal Psychology	3
HS 233 Legal Ethical and Pro issues	3
PY 276 Practicum	6
Total Credits	19

# INFORMATION SYSTEMS DEPARTMENT

## ASSOCIATE OF SCIENCE DEGREE IN INFORMATION SYSTEMS.

### Technology Management Option

The Information Systems (IS) program of study is designed to provide students with a background in both, modern information systems management and application development & analysis. IS majors will conceptualize, design, and implement business solutions and build bridges between technical realities, organizational functions, problem-solving and decision-making. The degree offering will prepare a student for transfer to a senior institution into either, a computer science or information systems program of study. The degree offering will prepare a student for entry-level positions in information systems management, computer operations and network management, systems analysis, and sales and technical information.

Program of Study	Credits	Term	Date taken...Grade
CP 101 Introduction to Computer Science	3	F	_____
CP 102 Introduction to Programming	3	S	_____
CP 254 Programming Language	3	S	_____
IS 102 Microsoft Office Suite	3	F/S	_____
IS 211 HTML & Web Page Design	3	F	_____
IS 212 Multimedia and Troubleshooting	3	S	_____
IS 221 eCommerce/Advanced HTML	3	S/Su	_____
IS 250 Introduction to Networking	3	F	_____

**Select Two courses from the following:**

IS 224 Help Desk	3	F	_____
IS 251 Network Server Configuration	3	F	_____
IS 252 Router Configuration	3	S	_____
IS 260 Geographic Information Systems	3	F	_____

**Total Program of Study Credits                      30**

**35-36 Core requirements + 30 Program of Study = 65-66 Total Credits**

**Sample Plan of Study: Information Systems: Technology Management Option**

**Year 1**

<b>Fall Semester</b>	<b>Credits</b>
Art Core Elective (A)	3
MA 105 Algebra for College Students (Q)	4
CP 101 Introduction to Computer Sci.	3
IS 101 Foundations of Info Systems	3
Crow Language Core Elective (CL)	3
<b>Total Credits</b>	<b>16</b>

<b>Spring Semester</b>	<b>Credits</b>
CA 101 Composition I (W)	3
Humanities Core Elective (H)	3
CP 102 Introduction to Programming	3
IS 212 Multi-Media/Trouble Shooting	3
Diversity Core Elective (D)	3
<b>Total Credits</b>	<b>15</b>

**Year 2**

<b>Fall Semester</b>	<b>Credits</b>
College Seminar Core Elective (S)	3
IS 250 Introduction to Networking	3
IS 211 HTML & Webpage Design	3
Science Core Elective (N)	3-4
Program Elective	3
<b>Total Credits</b>	<b>15-16</b>

<b>Spring Semester</b>	<b>Credits</b>
Social Science Core Elective (SS)	3
CP 254 Programming Language	3
IS 221 Advanced HTML and eCommerce	3
Program Elective	3
Science Core Elective (N)	3-4
<b>Total Credits</b>	<b>15-16</b>



**Sample Plan of Study: Information Systems: Office Systems Management Option**

**Year 1**

<b>Fall Semester</b>	<b>Credits</b>	<b>Spring Semester</b>	<b>Credits</b>
Diversity Core Elective (D)	3	CA 101 Composition I (W)	3
MA 105 Algebra for College Students (Q)	4	Humanities Core Elective (H)	3
IS 101 Foundations of Information Systems	3	IS 102 Microsoft Office Suite	3
BU 211 Introduction to Business (SS)	3	IS 212 Multi-Media/Trouble Shooting	3
Crow Language Core Elective (CL)	3	Crow Studies Core Elective (CS)	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

<b>Summer Semester</b>	<b>Credits</b>
Art Core Elective (A)	3
Science Core Elective (N)	3-4
<b>Total Credits</b>	<b>6-7</b>

**Year 2**

<b>Fall Semester</b>	<b>Credits</b>	<b>Spring Semester</b>	<b>Credits</b>
CA 112 Public Speaking (S)	3	CA 235 Business Communications	3
Program Elective	3	IS 203 Advanced MS Word & PowerPoint	3
IS 211 HTML & Webpage Design	3	IS 204 Adv. Excel, Access & Outlook	3
IS 250 Introduction to Networking	3	IS 221 Advanced HTML & eCommerce	3
BU 224 Computerized Accounting	3	Science Core Elective (N)	3-4
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15-16</b>

# INFORMATION SYSTEMS DEPARTMENT

## ASSOCIATES OF SCIENCE DEGREE IN INFORMATION SYSTEMS:

### Multi-Media Option

The Information Systems (IS) program of study is designed to provide students with a background in Multi-Media systems, applications, theories, current practices, and future trends. Majors will conceptualize, design and implement multi-media solutions and build bridges between technical realities, organizational functions, problem-solving and decision-making. This degree will prepare a student to transfer to a senior institution in business, humanities, computer science or information programs of study or for entry-level positions such as video and graphic production.

Program of Study		Credits	Term	Date taken...Grade
CA 107	Introduction to Journalism	3	OD	_____
CA 235	Business Communications	3	F	_____
CP 101	Introduction to Computer Science	3	F	_____
IS 101	Foundations of Information Systems	3	F	_____
IS 102	Microsoft Office Suite	3	F/S	_____
IS 211	HTML & Web Page Design	3	F	_____
IS 212	Multi-Media Technology/ Troubleshooting	3	S	_____
IS 242	Photoshop Digital Editing	3	S	_____
IS 243	Digital Video	3	S	_____
IS 250	Introduction to Networking	3	F	_____
<b>Total Program of Study Credits</b>		<b>30</b>		

**Students must take the following Core Requirements:**

BU 211	Introduction to Business (SS)	3	F	_____
CA 112	Public Speaking (S)	3	F/S/Su	_____

**35-36 Core requirements + 30 Program of Study = 65-66 Total Credits**

**\* Students completing all or certain portions of this program of study may apply for the Microsoft Office User Specialist Program for certifying proficiency in Microsoft Office desktop applications and Microsoft Project. This certification can be a valuable asset in any job search or career advancement.**



## Sample Plan of Study: Information Systems: Multi-Media Option

### Year 1

Fall Semester	Credits	Spring Semester	Credits
Science Core Elective (N)	3-4	CA 101 Composition I (W)	3
MA 105 Algebra for College Students (Q)	4	Humanities Core Elective (H)	3
IS 101 Foundations of Information Systems	3	IS 102 Microsoft Office Suite	3
CP 101 Introduction to Computer Science	3	IS 243 Digital Video	3
Crow Language Core Elective (CL)	3	Diversity Core Elective (D)	3
Total Credits	16-17	Total Credits	15

### Year 2

Fall Semester	Credits	Spring Semester	Credits
CA 112 Public Speaking (S)	3	Art Core Elective (A)	3
IS 243 Digital Video	3	IS 212 Multi-Media/Trouble Shooting	3
IS 211 HTML & Webpage Design	3	IS 242 Photoshop Digital Editing	3
IS 250 Introduction to Networking	3	Crow Studies Core Elective (CS)	3
BU 221 Introduction to Business (SS)	3	Science Core Elective (N)	3-4
Total Credits	15	Total Credits	15-16

### Year 3

Fall Semester	Credits
CA 235 Business Communications	3
CA 107 Introduction to Journalism	3
Total Credits	6

# INFORMATION SYSTEMS DEPARTMENT

## ONE YEAR CERTIFICATE: INFORMATION TECHNOLOGY ASSISTANT

The Information Systems Department offers a one-year certificate program for students interested in immediate job preparation and placement. Students are required to successfully complete the entire course listed in the Certificate Program but are not required to complete the Core Requirements. The course work in the Certificate Program may be used to complete course work in the Information Systems Program of Study.

Certificate Requirements		Credits	Term	Date taken...Grade
BU 235	Business Communications	3	F	_____
CA 112	Public Speaking	3	F/S/Su	_____
IS 102	Microsoft Office Suite	3	F/S	_____
IS 203	Advanced MS Word & Power Point	3	S	_____
IS 204	Advanced MS Excel, Access, & Outlook	3	S	_____
IS 211	HTML and Web Page Design	3	F	_____
IS 212	Multi-Media Tech/Troubleshooting	3	S	_____
IS 221	eCommerce and Advance HTML	3	S/Su	_____
IS 250	Introduction To Networking	3	F	_____

**Total credits required for Certificate** **27**

This also qualifies students to certify proficiency in Microsoft Office desktop applications and Microsoft Project (MOUS). This certification can be a valuable asset in any job search or career advancement.

**Suggested Plan of Study: INFORMATION SYSTEMS DEPARTMENT  
ONE YEAR CERTIFICATE: INFORMATION TECHNOLOGY ASSISTANT**

**Year 1**

<b>Fall Semester</b>	
BU 235 Business Communications	3cr
CA 112 Public Speaking	3cr
IS 102 Microsoft Office Suite	3cr
IS 211 HTML and Web Page Design	3cr
IS 250 Introduction To Networking	3cr
<b>Total</b>	<b>15cr</b>

<b>Spring Semester</b>	
IS 203 Advanced MS Word & Power Point	3cr
IS 204 Ad. MS Excel, Access, & Outlook	3cr
IS 212 Multi-Media Tech/Troubleshoot	3cr
IS 221 eCommerce and Advance HTML	3cr
<b>Total</b>	<b>12cr</b>

# LIBERAL ARTS DEPARTMENT

## ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

The Liberal Arts curriculum is designed for the student who wants a liberal education with emphasis on the humanities and social sciences. It is not intended for the student who is undecided about a major. It includes courses in literature, art, culture, history and the social sciences. The program of study provides a sound educational background that leads to senior level success. The program also strengthens understanding and knowledge of skills and issues pertinent to full participation in the Crow Indian community. The Liberal Arts program of study effectively transfers to the Liberal Studies programs at the University of Montana--Missoula and MSU Billings.

Program of Study		Credits	Term	Date taken...Grade
AN 111	Cultural Anthropology	3	S	_____
CA 106	Introduction to Literature	3	S	_____
CS 131	Intro Native American Studies	3	F/Su	_____
HI 105	World Civilization since 1500	3	S/Su	_____
HI 201	U.S. History I	3	F/Su	_____
HS 231	Elements of Human Relations	3	F	_____
HU 101	Survey of Humanities	3	S	_____
HU 227	American Indian Representations In Film	3	F	_____
<b>Total Program of Study Credits:</b>		<b>24</b>		

**Students must take the following Core Requirements:**

CA 203	Research Writing (S)	3	F/S/Su	_____
PY 101	Intro to Psychology (SS)	3	F/S/Su	_____
HU 136	Intro. To World Religions (D)	3	F	_____

It is strongly recommended that students planning on transferring to the University of Montana complete two semesters of Crow Language.

**35-36 Core Req. Credits + Program of Study 24 Credits:                    59-60 Total Credits**

## Sample Plan of Study: Liberal Arts

### Year 1

Fall Semester	Credits
Humanities Core Elective (H)	3
MA 105 Algebra For College Students (Q)	4
ED 100 Skills for Success	3
Crow Language Core Elective (CL)	3
HU 227 Am Ind Rep Film	3
Total	16

Spring Semester	Credits
CA 101 Composition 1 (W)	3
Arts Core Elective (A)	3
AN 111 Cultural Anthropology	3
Crow Studies Core Elective (CS)	3
Science Core Elective (N)	3-4
Total	15-16

Summer Semester	Credits
HI 201 US History	3
Total	3

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
CS 131 Native American Studies	3
HS 231 Elements of Human Relations	3
HU 136 World Religion (D)	3
Science Core Elective (N)	3-4
Total	15-16

Spring Semester	Credits
CA 106 Introduction to Literature	3
Social Science Core Elective (SS)	3
HI 105 World Civilization	3
PY 101 Psychology (SS)	3
HU 101 Survey of Humanities	3
Total	15

# MATH DEPARTMENT

## ASSOCIATE OF SCIENCE DEGREE IN MATHEMATICS

The Mathematics Program of Study is designed as a transfer program to prepare a student for entry level studies in math, science, computer science, engineering and teaching mathematics at the secondary level. Completing a higher level degree in this area may qualify the student for employment in research areas of government, education, business, and industry. The courses are corresponding to meet the needs of the student who will transfer at entry level to a four-year degree program.

<b>Program of Study</b>	<b>Credits</b>	<b>Term</b>	<b>Date taken...Grade</b>
CA 203      Research Writing	3	F/S	_____
CP 101      Introduction to Computer Science	3	F	_____
CP 102      Foundations of Programming	3	S	_____
IS 102      Microsoft Office Suite	3	F/S	_____
IS 203      Advanced Microsoft Office Suite	3	S	_____
IS 204      Integration with Microsoft Office Suite	3	S	_____
IS 221      Advanced HTML & eCommerce	3	S	_____
MA 216      Elementary Stats	3	F/S/Su	_____
SC 224 /225      Intro to Biochemistry/lab	4	Su	_____
 <b>Total Program of Study Credits</b>	 <b>28</b>		

**Students must take the following Core Requirements:**

CA 112      Public Speaking      (S)	3	F/S/Su	_____
IS 211      HTML & Webpage Design (A)	3	F	_____
MA 165      Pre-Calculus      (Q)	4	F/S	_____
SC 110/111      Principles of Cell Biology/Lab (N)	4	F/S	_____
SC121/125      Gen Chemistry /Lab      (N)	4	F/S	_____
<b>Either</b>			
BU 228      Macroeconomics      (SS)	3	F	_____
<b>Or</b>			
BU 229      Microeconomics      (SS)	3	S	_____

**35-36 Core Req. Credits + 28 Program of Study Credits: 63-64 Total Credits**

## Sample Plan of Study: Mathematics

### Year 1

Semester- Fall	Credits
SC 110/111 Principles of Cell Biology/Lab	4
MA 105 Algebra for College Students	4
CP 101 Introduction to Computer Science	3
Humanities Core elective (H)	3
Crow Language Core Elective (CL)	3
Total Credits	17

Semester- Spring	Credits
CA 101 Composition I (W)	3
MA 165 Pre-Calculus (Q)	4
CP 102 Foundations of Programming	3
IS 102 MS Word, Excel, PP, and Pub	3
Diversity Core Elective (D)	3
IS 221 Advanced HTML & eCommerce	3
Total Credits	19

### Year 2

Semester- Fall	Credits
CA 112 Public Speaking (S)	3
MA 216 Statistics	3
BU 228 Macroeconomics (SS)	3
IS 211 HTML and Web Design (A)	3
SC 121/125 General Chemistry/Lab (N)	4
Total Credits	16

Semester -Spring	Credits
CA 203 Research Writing	3
Crow Studies Core Elective (CS)	3
IS 204 Integration with MS Word, Excel, PP	3
IS 203 Advanced MS Word, Excel, & Access	3
SC 222/223 Organic Chemistry/Lab	4
Total Credits	16

Semester- Summer	Credits
SC 224/5 Biochemistry	4
Total Credits	4

# MATH DEPARTMENT

## ASSOCIATE OF SCIENCE DEGREE IN MATHEMATICS

### PRE-ENGINEERING OPTION

The Pre-Engineering degree is designed to prepare students to pursue a career in engineering. There are numerous fields in engineering a few of them are: bio-resources, chemical, civil, computer, construction technology, electrical, environmental, geological, geophysical, industrial, mechanical, mining, and petroleum engineering. Each field is unique and offers many challenges and opportunities for the student. The general educational background necessary for all engineering fields is very similar. This program is designed to meet the needs of the student who will transfer to entry into a four-year university engineering degree program.

Program of Study		Credits	Term	Date taken...Grade
CA 203	Research Writing	3	F/S	_____
CP 101	Introduction to Computer Science	3	F	_____
IS 101	Foundations of Info Systems	3	F/S	_____
IS 102	Microsoft Office Suite	3	F/S	_____
IS 203	Advanced MS Word & Power Point	3	S	_____
MA 216	Elementary Stats	3	F/S/Su	_____
SC 222/223	Organic Chemistry/Lab	4	S	_____
SC 224/225	Biochemistry /Lab	4	Su	_____

**4 or more additional credits selected from:**

CP 102	Introduction to Programming	3	S	_____
CP 254	Programming Language	3	S	_____
IS 260	GIS	3	F	_____
SC 104	Geology/Lab	4	F07	_____
SC 112/113	Diversity of Life/Lab	4	S	_____
SC 119/120	Botany/Lab	4	S09	_____
SC 132/133	Natural Resource Conservation/Lab	4	F	_____
SC 201	Soils	3	S09	_____
SC 205	Natural Resources Camp I	2	Su09	_____
SC 206	Natural Resources Camp II	2	Su08	_____
SC 210	Anatomy and Physiology I	4	F	_____
SC 211	Anatomy and Physiology II	4	S	_____
SC 212	Microbes and Disease/Lab	4	S	_____
SC 240	Tree Biology	3	OD	_____
SC 242/243	Nat Res Ecology/Lab	4	F	_____
SC 276	Science Internship	1 – 4	OD	_____

Or, other courses relevant to career plans, with prior approval of advisor.

**Total Program of Study Credits: 30**

**Students must take the following Core Requirements:**

CA 112	Public Speaking	(S)	3	F/S/Su	_____
IS 211	HTML & Webpage Design	(A)	3	S	_____
MA 165	Pre-Calculus	(Q)	4	F/S	_____
SC 110/111	Principles of Cell Biology/Lab	(N)	4	F/S	_____
SC 121/125	Gen Chemistry /Lab	(N)	4	F/S	_____

**35-36 Core Req. Credits + 30 Program of Study Credits: 65-66 Total Credits**



## Sample Plan of Study: Mathematics: Pre-Engineering Option

### Year 1

Fall Semester	Credits
Social Science Core Elective (SS)	3
MA 105 Algebra for College Students (Q)	4
CP 101 Introduction to Computer Sci	3
IS 101 Foundations of Info Systems	3
Crow Language Core Elective (CL)	3
Total Credits	16

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 165 Pre-Calculus	4
IS 102 MS Word, Excel, PP and Pub	3
Program Elective	4
Diversity Core Elective (D)	3
Total Credits	17

### Year 2

Fall Semester	Credits
CA 112 Public Speaking (S)	3
MA 216 Statistics	3
Program Elective	3
SC 121/125 General Chemistry/Lab (N)	4
Crow Studies Core Elective (CS)	3
Total Credits	16

Spring Semester	Credits
CA 203 Research Writing	3
Humanities Core Elective (H)	3
SC 110/111 Prin. of Cell Biology/Lab (N)	4
IS 211 HTML & Webpage Design (A)	3
IS 203 Advanced MS Word, Excel, & Access	3
Total Credits	16

Summer Semester	Credits
SC 224/225 Biochemistry/Lab	4
Total	4

## SCIENCE DEPARTMENT

### ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

#### COMMUNITY HEALTH OPTION

The Community Health option is concerned with improving health and well-being for the promotion of healthful lifestyles, community actions for health, and conditions that make it possible to live healthy lives. This option is designed to transfer to a four year degree program in community health, which prepares students for entry-level positions conducting planning, administration, evaluation, research and teaching in community health settings. These settings include nonprofit agencies, family planning agencies, state and federal health agencies, schools and community health centers.

Program of Study		Credits	Term	Date taken...Grade
HE 201	Personal Health/Wellness	3	F	_____
HS 211	Chemical Dependency	3	F	_____
HS 236	Drugs & Society	3	S/Su	_____
MA 216	Elementary Statistics	3	F/S/Su	_____
PY 201	Lifespan Human Development	3	S	_____
SC121/122	General Chemistry/Lab	4	F/S	_____
SC 210	Anatomy & Physiology I	4	F	_____
SC 211	Anatomy & Physiology II	4	S	_____
SC 214	Nutrition	3	S	_____
SS 101	Intro to Sociology	3	F/Su	_____

**Total program of Study Credits: 33**

#### Students must take the following Core Requirements:

CA 203	Research Writing (S)	3	F/S	_____
PY 101	Intro to Psychology (SS)	3	F/S/Su	_____
SC 110	Principles of Cell Biology & Lab (N)	4	F/S	_____
SC 244	Environmental Science (N)	3	S	_____

**35-36 Core Req. Credits + Program of Study 33 Credits: 68-69 Total Credits**

## Sample Plan of Study: Science: Community Health Option

### Year 1

Fall Semester	Credits
Crow Studies Core Elective (CS)	3
MA 105 Algebra for College Students (Q)	4
HE 201 Personal Health/Wellness	3
PY 101 General Psychology (SS)	3
SC 110/111 Principles of Biology (N)	3
Total Credits	16

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 216 Statistics	3
PY 201 Lifespan Human Development	3
SC 121/125 General Chemistry	3
Diversity Core Elective (D)	3
Total Credits	15

Fall Semester	Credits
SS 101 Introduction to Sociology	3
Total Credits	3

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
Crow Language Core Elective (CL)	3
HS 211 Chemical Dependency	3
SC 210 Anatomy and Physiology I/Lab	4
Art Core Elective (A)	3
Total Credits	16

Spring Semester	Credits
Humanities Core Elective (H)	3
SC 211 Anatomy and Physiology II/Lab	4
SC 214 Nutrition	3
SC 244 Environmental Science (N)	3
HS 226 Drugs & Society	3
Total Credits	16

## SCIENCE DEPARTMENT

### ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

#### ENVIRONMENTAL HEALTH OPTION

The environmental health option offers students a broad understanding of the biological, chemical and physical factors in our environment that interact with human health. This option is designed to transfer to a four year degree program in environmental health, which includes as subject areas epidemiology of human diseases, control of hazardous substances in water, air and food, and environmental control in medical care facilities. Students can go on to pursue careers with federal, state and local health and protection agencies, environmental health with the Indian Health Service, or industry, or pursue graduate work in environmental health or environmental engineering.

Program of Study		Credits	Term	Date taken...Grade
MA 216	Statistics	3	F/S/Su	_____
PY 101	General Psychology	3	F/S/Su	_____
SC 110/111	Principles of Cell Biology/Lab	4	F/S	_____
SC 210	Anatomy & Physiology I	4	F	_____
SC 211	Anatomy & Physiology II	4	S	_____
SC 212/213	Microbes & Disease/Lab	4	S	_____
SC 222/223	Intro to Organic Chemistry/Lab	4	S	_____
SC 246	Principles of Environmental Health	3	S	_____

**Total program of Study Credits: 29**

#### Students must take the following Core Requirements:

CA 203	Research Writing	(S)	3	F/S	_____
MA 165	Pre-Calculus	(Q)	4	F/S	_____
SC 121/125	General Chemistry & Lab	(N)	4	F/S	_____
SC 244	Environmental Science	(N)	3	S	_____
SS 101	Intro to Sociology	(SS)	3	F/Su	_____

**Recommended:** CA 112 Public Speaking; AN 120 Environment & Culture

**35-36 Core Req. Credits + 26 Program of Study Credits: 61-62 Total Credits**

## Sample Plan of Study: Science: Environmental Health Option

### Year 1

Fall Semester	Credits
Humanities Core Elective (H)	3
MA 105 Algebra for College Students	4
SC 121/125 General Chemistry (N)	4
Crow Language Core Elective (CL)	3
Art Core Elective (A)	3
Total Credits	17

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 165 Pre-Calculus (Q)	4
SC 110/111 Principles of Cell Biology/Lab	4
SC 244 Environmental Science (N)	3
SC 246 Principles of Environmental Health	3
Total Credits	17

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
MA 216 Statistics	3
PY 101 General Psychology	3
SC 210 Anatomy and Physiology I	4
Crow Studies Core Elective (CS)	3
Total Credits	16

Spring Semester	Credits
SS 101 Introduction to Sociology (SS)	3
SC 211 Anatomy and Physiology II	4
SC 212 Microbes & Disease/Lab	4
SC 222/223 Organic Chemistry/Lab	4
Diversity Core Elective (D)	3
Total Credits	18

## SCIENCE DEPARTMENT

### ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

#### NATURAL RESOURCES/ ENVIRONMENTAL SCIENCE OPTION

This degree program is for students wanting to become natural resource managers or environmental science professionals, and who intend to go on to earn a bachelor's degree.

Natural resource management is a broad field where professionals work to preserve, conserve and manage natural resources. Careers may be in wildlife, forestry, range management, agriculture, outdoor recreation, fisheries or many other areas. Environmental science careers focus on environmental protection and rehabilitation from harmful human impacts, such as overgrazing, mining and pollution. Careers may be in protection or clean up of land, water or air resources.

Program of Study		Credits	Term	Date taken...Grade
MA 216	Statistics	3	F/S/Su	_____
SC 110/111	Principles of Cell Biology/Lab	4	F/S	_____
SC 112/113	Diversity of Life/Lab	4	S	_____
SC 222/223	Organic Chem/Lab	4	S	_____
SC 242/243	Nat Res Ecology/lab	4	F	_____

**7 or more additional credits selected from:**

IS 260	GIS	3	F	_____
SC 104/105	Geology/Lab	4	F07	_____
SC 120/119	Botany/Lab	4	S09	_____
SC 201	Soils	3	S09	_____
SC 132/133	Nat Res Conservation/Lab	4	F	_____
SC 205	Natural Resources Camp I	2	Su09	_____
SC 206	Natural Resources Camp II	2	Su08	_____
SC 224/225	Biochemistry/Lab	4	Su	_____
SC 230	Forest Fire Management	2	S	_____
SC 240	Tree Biology	3	OD	_____
SC 276	Science Internship	1 – 4	OD	_____

Or, other science courses relevant to career plans, with prior approval of NR/ES advisor.

**Total Program of Study Credits: 26**

**Students must take the following Core Requirements:**

CA 203	Research Writing (S)	3	F/S	_____
MA 165	Pre-Calculus (Q)	4	F/S	_____
SC 121/125	General Chemistry/Lab (N)	4	F/S	_____
SC 244	Environmental Science (N))	3	S	_____

**Take one of the following for Social Science (SS) core:**

BU 229	Microeconomics	3	S	_____
BU 105	Economic Way of Thinking	3	F	_____
CS 131	Intro to NAS	3	F/Su	_____

**These two classes are strongly recommended:** SC 122/126 Biochemistry/lab; CA 112 Public Speaking

**The following core classes are recommended as most useful to NR/ES careers, but are not required:** AN 120, CS 224, CS 137, HI 202, or IS 211.

**35-36 Core Req. Credits + 26 Program of Study Credits = 61-62 Total Credits**

**Sample Plan of Study: Science: Natural Resource/ Environmental Science Option**

<b>Fall Semester</b>	<b>Credits</b>
Social Science Core Elective (SS)	3
MA 105 Algebra for College Students	4
SC 110/111 Principles of Cell Biology	4
SC 121/125 Intro to Gen Chemistry (N)	4
Arts Core Elective (A)	3
<b>Total Credits</b>	<b>19</b>

<b>Spring Semester</b>	<b>Credits</b>
CA 101 Composition I (W)	3
MA 165 Pre-Calculus (Q)	4
Program Elective	3-4
SC 222/223 Intro Organic Chem/Lab	4
Humanities Core Elective (H)	3
<b>Total Credits</b>	<b>17-18</b>

<b>Fall Semester</b>	<b>Credits</b>
CA 203 Research Writing (S)	3
MA 216 Statistics	4
SC 244 Environmental Science	3
Crow Language Core Elective (CL)	3
SC 242/243 Nat Res Conservation/Lab	4
<b>Total Credits</b>	<b>17</b>

<b>Spring Semester</b>	<b>Credits</b>
Program Elective	3-4
Program Elective	3-4
SC 112/113 Diversity of Life/Lab	4
Diversity Core Elective (D)	3
Crow Studies Core Elective (CS)	3
<b>Total Credits</b>	<b>17-18</b>





## Sample Plan of Study: Science: Tribal Natural Resource/ Environmental Science Option

### Year 1

Fall Semester	Credits
Crow Language Core Elective (CL)	3
MA 105 Algebra for College Students (Q)	4
SC 132/133 Nat Res Conservation/Lab	4
SC 121/125 Intro to Gen Chemistry (N)	4
Total Credits	14-15

Spring Semester	Credits
CA 101 Composition I (W)	3
Arts Core Elective (A)	3
IS 102 MS Word, Excel, PP, and Pub	3
SC 201 Soils	3
Diversity Core Elective (D)	3
Total Credits	15

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
IS 260 GIS	3
CS 131 Native American Studies	3
CS 224 Crow History (CS)	3
SC 242/243 Nat Res Ecology/lab	4
Total Credits	16

Spring Semester	Credits
CA 112 Public Speaking	3
Social Science Core Elective (SS)	3
Program Elective	3-4
SC 244 Environmental Science (N)	3
Program Elective	3-4
Total Credits	15-17

Summer Semester	credits
Humanities Core Elective (H)	3
Total	3

# SCIENCE DEPARTMENT

## ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

### PRE-MEDICINE OPTION

The Pre-Medicine Option is designed for the student planning to transfer to a four-year college in science, pursuing either medical school or a career in bio-medical research. The student will be assigned an advisor from the science faculty.

<b>Program of Study</b>		<b>Credits</b>	<b>Term</b>	<b>Date taken...Grade</b>
MA 216	Elementary Statistics	3	F/S/Su	_____
SC 210	Anatomy & Physiology I	4	F	_____
SC 211	Anatomy & Physiology II	4	S	_____
SC 212/213	Microbes & Disease/Lab	4	S	_____
SC 218	Medical Terminology	3	F	_____
SC 222/223	Organic Chemistry/Lab	4	S	_____
SC 224/225	Biochemistry/Lab	4	Su	_____
<b>Total Program of Study Credits</b>		<b>26</b>		

**Students must take the following Core Requirements:**

CA 112	Public Speaking	(S)	3	F/S/Su	_____
MA 165	Pre-Calculus	(Q)	4	F/S	_____
SC 110/111	Principles of Cell Biology/Lab	(N)	4	F/S	_____
SC 121/125	Gen. Chemistry/Lab	(N)	4	F/S	_____

**The following core class is recommended:**

CA 203	Research Writing	(S)	3	F/S	_____
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**35-36 Core Req. Credits+26 Program of Study Credits: 61-62 Total Credits**

## Sample Plan of Study: Science: Pre Medicine Option

### Year 1

Fall Semester	Credits
Humanities Core Elective (H)	3
MA 105 Algebra for College Students (Q)	4
SC 110/111 Principles of Cell Biology (N)	4
SC 121/125 Intro to Gen Chemistry (N)	4
Total Credits	16

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 165 Pre-Calculus (Q)	4
SC 212/3 Microbes and Disease/Lab	4
SC 222/223 Organic Chemistry/Lab	4
Diversity Core Elective (D)	3
Total Credits	18

Summer Semester	Credits
SC 224/225 Biochemistry/Lab	4
Total	4

### Year 2

Fall Semester	Credits
CA 112 Public Speaking (S)	3
MA 216 Statistics	3
SC 210 Anatomy and Physiology I/Lab	4
SC 218 Medical Terminology	3
Crow Studies Core Elective (CS)	3
Total Credits	16

Spring Semester	Credits
CA 203 Research Writing	3
Social Science Core Elective (SS)	3
SC 211 Anatomy and Physiology II/Lab	4
Crow Language Core Elective (CL)	3
Arts Core Elective (A)	3
Total Credits	16

## SCIENCE DEPARTMENT

### ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

#### LIFE SCIENCE/PRE-NURSING OPTION

This program of study is for those students who are pursuing a degree as a Registered Nurse and wish to earn an Associate of Arts Degree prior to receiving a two-year or four-year degree at another institution. Fulfilling LBHC requirements will allow a student to acquire many of the courses offered in two-year RN programs, or prepare for transfer to a four-year institution at the junior level.

**To earn a degree in Science: Pre Nursing Option, a student must complete the core Requirements as well as the courses listed below:**

Program of Study		Credits	Term	Date taken...Grade
MA 216	Statistics	3	F/S/Su	_____
PY 201	Lifespan Development	3	S	_____
SC 210	Anatomy and Physiology I	4	F	_____
SC 211	Anatomy and Physiology II	4	S	_____
SC 212/213	Microbiology & Disease/Lab	4	S	_____
SC 214	Nutrition	3	S	_____
SC 218	Medical Terminology	3	F	_____
SC 222/223	Organic Chemistry/Lab	4	S	_____
SC 224/225	Biochemistry/Lab	4	Su	_____
SS 101	Sociology	3	F/Su	_____
<b>Total Program of Study Credits</b>		<b>35</b>		

**Students must take the following Core Requirements:**

CA 203	Research Writing	(S)	3	F/S	_____
PY 101	General Psychology	(SS)	3	F/S/Su	_____
SC 110/111	Principles of Cell Biology/Lab	(N)	4	F/S	_____
SC 121/125	Intro to Gen Chemistry /Lab	(N)	4	F/S	_____

**35-36 Credits Core Req. +36 Program of Study Credits: 71-72 Total Credits**

## Sample Plan of Study: Science: Life Science/Pre Nursing Option

### Year 1

Fall Semester	Credits
Crow Language Core Elective (CL)	3
MA 105 Algebra for College Students (Q)	4
SC 110/111 Principles of Cell Biology (N)	4
SC 121/125 Intro to Gen Chemistry (N)	4
Total Credits	15

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 216 Statistics	3
SC 212/3 Microbes and Disease/Lab	4
SC 222/223 Organic Chemistry/Lab	4
PY 101 General Psychology (SS)	3
Total Credits	17

Summer Semester	Credits
SC 224/225 Biochemistry/lab	4
Total	4

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
Crow Studies Core Elective (CS)	3
SC 210 Anatomy and Physiology I/Lab	4
SC 218 Medical Terminology	3
SS 101 Intro to Sociology	3
Total Credits	16

Spring Semester	Credits
Arts Core Elective (A)	3
PY 201 Lifespan Development	3
SC 211 Anatomy and Physiology II/Lab	4
SC 214 Nutrition	3
Diversity Core Elective (D)	3
Total Credits	16

Summer Semester	Credits
Humanities Core Elective (H)	3
Total	3

## SCIENCE DEPARTMENT

### ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:

#### Biology Option

This degree program is for students wanting to get base knowledge in the Biology field, and who intend to go on to earn a bachelor's degree.

Biology is a broad field where professionals work to in all fields including environmental sciences, medical, nursing, lab technicians, veterinarians, and other related fields. Graduates in this degree will be able to attend four year schools to major in medical, nursing, veterinarian, and lab technician fields.

<b>Program of Study</b>		<b>Credits</b>	<b>Term</b>	<b>Date taken...Grade</b>
MA 216	Statistics	3	F/S/Su	_____
SC 110/111	Principles of Cell Biology/Lab	4	F/S	_____
SC 112/113	Diversity of Life/Lab	4	S	_____
SC 222/223	Intro to Organic Chem/Lab	4	S	_____
SC 224/225	Intro to Biochemistry/Lab	4	Su	_____

#### 7 or more additional credits selected from:

SC 120/119	Botany/Lab	4	S09	_____
SC 132/133	Nat Res Conservation/Lab	4	F	_____
SC 210	Anatomy & Physiology I	4	F	_____
SC 211	Anatomy & Physiology II	4	S	_____
SC 212/213	Micro & Disease/Lab	4	S	_____
SC 244	Environmental Science	3	S	_____
SC 240	Tree Biology	3	OD	_____
SC 276	Science Internship	1 – 4	OD	_____

Or, other science courses relevant to career plans, with prior approval of Biology advisor.

**Total Program of Study Credits: 26**

#### Students must take the following Core Requirements:

CA 203	Research Writing	(S)	3	F/S	_____
MA 165	Pre-Calculus	(Q)	4	F/S	_____
SC 242/243	Nat Res Ecology/Lab	(N)	4	F	_____
SC 121/125	Intro to General Chemistry/Lab	(N)	4	F/S	_____

#### Take one of the following for Social Science (SS) core:

BU 229	Microeconomics	3	S	_____
BU 105	Economic Way of Thinking	3	F	_____
CS 131	Intro to NAS	3	F/Su	_____

**This class is strongly recommended:** CA 112 Public Speaking

**The following core classes are recommended:** AN 120, CS 224, CS 137, HI 202, or IS 211.

**35-36Core Req. Credits + 26 Program of Study Credits = 61-62 Total Credits**

## Sample Plan of Study: Science: Biology Option

### Year 1

Fall Semester	Credits
Crow Studies Core Elective (CS)	3
MA 105 Algebra for College Students	4
SC 242/243 Nat Res Ecology/Lab (N)	4
SC 121/125 Intro to Gen Chemistry (N)	4
Total Credits	15

Spring Semester	Credits
CA 101 Composition I (W)	3
MA 165 Pre-Calculus (Q)	4
SC 110/111 Principles of Cell Biology	4
SC 222/223 Intro Organic Chem/Lab	4
Humanities Core (H)	3
Total Credits	18

Summer Semester	Credits
SC 224/225 Biochemistry/Lab	4
Total	4

### Year 2

Fall Semester	Credits
CA 203 Research Writing (S)	3
MA 216 Statistics	4
Social Science Core (SS)	3
Crow Language Core (CL)	3
Program Elective	4
Total Credits	17

Spring Semester	Credits
SC 112/113 Diversity of Life/Lab	4
Diversity Core (D)	3
Program Elective	3
Art Core Elective (A)	3
Total Credits	13

## Directed Individualized Studies Program (DIS)

This program allows for the student to take initiative and ownership of their course of study. Working with their chosen faculty advisor, students will be able to create their own major by choosing from the variety of courses offered by LBHC and adding independent study work and internships. This program will assist students who are interested in a variety of topics such as Forestry, Chemical Dependency, Human Rights, Tribal Management etc.

To declare an Individualized Major, students must:

1. Decide upon a major, a title for their major, and have some idea of the courses they feel will help them complete their major.
2. Meet with a faculty member whom they will ask to direct them in this major. The faculty member should specialize in the field in which the student is interested. This meeting must occur no later than two semesters before the student plans to graduate; ideally, the student should meet with a potential advisor during the first semester of enrollment.
3. If the faculty member agrees to be the director of this individualized program, this faculty member will help the student finalize the selection of courses to be taken by the student and will agree to lead an independent study course in the student's final semester before graduation.
4. In order to submit a proposal to academic council students will define and title their major. They will explain the focus of their major.
5. Once the design of the individualized major has been completed, the student's director will submit it to the LBHC academic council for approval.

## Course Requirements for Individualized Majors

Core Requirements	35 credits
Courses supporting the focus of their major These courses should be taken within two or more of the departments at LBHC. 12 of these credits should be 200 level courses.	24 credits
DI 280—Special Topics This class will be an independent study course with their director/advisor that will address the particular topic/focus of their major. This independent study should result in a major research paper or project that will be submitted to the director at the end of the semester.	3 credits

**Total Credits: 62**



**Directed Individualized Studies Program (DIS)  
PLAN OF STUDY**

Student Name \_\_\_\_\_  
 Catalog Year \_\_\_\_\_  
 Major \_\_\_\_\_  
 Today's date \_\_\_\_\_  
 Advisor's name \_\_\_\_\_

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

**Semester** \_\_\_\_\_  
*Number      Name      Credits*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total.....

## PILOT PROGRAMS

Pilot programs are offered on a trail basis. If there is not enough interest or due to budget constraints, they may be eliminated.

### Associate of Arts Degree in Human Services: Addiction Counseling Option Pilot Program for 2007-2009 Catalog

Addiction counseling is a program of study for attaining an Associates of Arts Degree in Human Services - Addiction Counseling Option while completing all education and experience requirements necessary to apply for testing for the addiction counseling certification with the state of Montana. The course will help students develop competencies in the professional, legal, ethical, and cultural aspects of human services counseling with a large emphasis on addictions counseling. Students will be assisted through the testing process for certification.

Program of Study	Credits	Term	Date Taken...Grade
AC 201 Addiction Counseling	3	F	_____
AC 202 Addiction Assessment and Appraisal	3	F	_____
AC 203 Treatment Planning and Documentation	3	F	_____
AC 204 Multi-Cultural Competency	3	S	_____
AC 276 Supervised Addiction Counseling Training 1	6	OD	_____
HS 233 Legal Ethical and Professional issues	3	S	_____
HS 236 Drugs and Society	3	S/Su	_____
AC 277 Supervised Addiction Counseling Training 11	6	OD	_____
<b>Total Program of Study Credits</b>	<b>30</b>		

#### Students must take the following Core Requirements:

CA 203	Research Writing	(S)	3	F/S
PY 101	General Psychology	(SS)	3	F/S/SU
SC 110/111	Principles of Biology/lab	(N)	4	F/S

**35-36 core requirements + 28 program of study credits = 63-64 total credits**

## Sample Plan of Study: Human Services: Addiction Counseling Option

### Year 1

Fall Semester	Credits
AC 201 Addiction Counseling	3
AC 202 Addiction, Ass. and Appraisal	3
AC 203 Treatment Planning and Documentation	3
AC 276 Sup. Add. Counseling Training I	6
Total Credits	15

Spring Semester	Credits
AC 204 Multicultural Competency	3
HS 236 Drugs and Society	3
HS 233 Legal, Ethical, and Prof. Issues	3
AC 277 Sup. Add. Counseling Training II	6
Total Credits	15

### Year 2

Fall Semester	Credits
Humanities Core Elective (H)	3
MA 105 College Algebra (Q)	4
SS 101 Introduction to Sociology (SS)	3
Crow Language Core Elective (CL)	3
Natural Science Core Elective (N)	3
Total Credits	16

Spring Semester	Credits
CA 101 Composition I (W)	3
Arts Core Elective (A)	3
SC 110/111 Principles of Cell Biology (N)	4
Diversity Core Elective (D)	3
Crow Studies Core Elective (CS)	3
Total Credits	16

Summer Semester	Credits
CA 203 Research Writing (S)	3
Total Credits	13

**Associate of Science Degree in Agriculture: Rangeland Management Option  
Pilot Program for 2007-2009 Catalog**

**AGRICULTURE**

**ASSOCIATE OF SCIENCE DEGREE IN: AGRICULTURE:  
RANGELAND MANAGEMENT OPTION**

This degree program is for students wanting to become natural resource managers with an emphasis in rangeland ecology. This program is designed for students who intend to earn a bachelors degree.

Undergraduate Degrees in Natural Resources and Rangeland Ecology focus upon the study of the interaction of livestock and wildlife and their rangeland habitats. The program places emphasis on soil, water and vegetation attributes which influence habitat ecology and management for livestock and wildlife. Rangeland Ecology focuses on applied plant and animal sciences and allows students to gain an understanding of grazing and other agricultural land uses within the framework of natural resource management. This program is designed for those students who wish to obtain a B.S. degree and/or prepares students for career opportunities with land management agencies, range livestock production, land resource consulting and general agriculture.

<b>Program of Study</b>	<b>Credits</b>	<b>Term</b>	<b>Date taken &amp; Grade</b>
AG 100 Intro to Animal Sciences	3	F/S	_____
AG 132 Natural Resources Conservation	3	F	_____
AG 133 Principles of Rangeland Man. Lab	1	F	_____
AG 230 Range Livestock Production	3	S	_____
AG 233 Appl Tech in Livestock Man – Horses	1	F	_____
AG 234 Appl Tech in Livestock Man – Beef	1	S	_____
AG 235 Rangeland Monitoring	1	F	_____
AG 276 Nat Res/Ag Internship	1-4	OD	_____
MA 216 Statistics	3	F/S/Su	_____
SC 110/111 Principles of Cell	4	F	_____
SC 112/113 Diversity of Life	4	S	_____
SC 119/120 Geology/Lab	4	S	_____
SC 222/223 Intro to Organic Chem/Lab	4	S	_____
<b>Total Program of Study Credits</b>	<b>32-36</b>		

**Students must take the following Core Requirements:**

AG 242/243 Nat Res Ecology/Lab	(N)	4	F	_____
BU 105 Economic Way of Thinking.	(SS)	3	F	_____
CA 203 Research Writing	(S)	3	F/S	_____
MA 165 Pre-Calculus	(Q)	4	F/S	_____
SC 121/125 Intro to Gen Chem/Lab	(N)	4	F	_____

**The following core classes are recommended as most useful to NR/RE careers, but are not required:** AN 120, CS 224, CS 137, HI 202, IS 211, IS 260, SC 244, BU 229, AG 135, SC 201, CA 112

**35-36 Core Req. Credits + Program of Study Credits (32-36) = 67-71 Total Credits**

## Sample Plan of Study: Agriculture: Rangeland Management Option

<b>Year 1</b>	
<b>Fall Semester</b>	<b>Credits</b>
AG 100 Intro to Animal Science	3
AG 132/133 Nat Res Conservation/Lab	4
SC 110/111 Prin. of Cell Biology/Lab	4
SC 121/125 Intro to Gen Chem/Lab (N)	4
Arts Core Elective (A)	3
<b>Total Credits</b>	<b>18</b>

<b>Spring Semester</b>	<b>Credits</b>
SC 112/113 Diversity of Life	4
SC 222/223 Intro to Organic Chem/Lab	4
CA 101 Composition I (W)	3
MA 105 Algebra for College Students	4
AG 230 Range Livestock Production	3
<b>Total Credits</b>	<b>18</b>

<b>Summer Semester</b>	
Crow Studies Core Elective (CS)	3
<b>Total Credits</b>	<b>3</b>

<b>Year 2</b>	
<b>Fall Semester</b>	<b>Credits</b>
AG 235 Rangeland Monitoring	3
AG 242/243 Nat Res Ecology/Lab (N)	3
BU 105 Econ Way of Thinking (SS)	3
CA 203 Research Writing (S)	3
MA 165 Pre-Calculus (Q)	4
AG 233 Appl Tech in LS Man – Horses	1
<b>Total Credits</b>	<b>17</b>

<b>Spring Semester</b>	<b>Credits</b>
SC 119/120 Geology/Lab	4
MA 216 Statistics	3
AG 276 AG Internship	1-3
Humanities Core Elective (H)	3
Crow Language Core Elective (CL)	3
Diversity Core Elective (D)	3
AG 234 Appl Tech in LS Man – Beef	1
<b>Total Credits</b>	<b>18-20</b>



dependency will be reviewed with respect to modeling vs. genetics vs. medical. This course will cover a variety of cultural differences as they pertain to chemical dependencies. Students will become aware of the cultural differences and practice the interactions and styles of counseling that are more beneficial to the various cultures.

**AC 276 Supervised Addiction Counseling Training 1 (Pilot) 6 cr OD**

Students in training at a treatment site or under the supervision of a licensed counselor will receive knowledge and practice in the following areas: screening, assessment/patient placement, treatment planning, referral, case management, individual counseling, group counseling, multicultural competency, client education, documentation, professional and ethical responsibility, 40 hours of direct supervision will be required. Students will complete approximately 500 hours of training for this session. A weekly time sheet will be recorded indicating the various areas of training that have been performed. Summary sheets will also be submitted with the weekly time sheets. They will be signed by the student and the supervising counselor.

**AC 277 Supervised Addiction Counselor Training 11 (pilot) 6 cr OD**

Students in training at a treatment site or under the supervision of a licensed counselor will receive knowledge and practice in the following areas: screening, assessment/patient placement, treatment planning, referral, case management, individual counseling, group counseling, multicultural competency, client education, documentation, professional and ethical responsibility, 40 hours of direct supervision will be required. Students will complete approximately 500 hours of training for this session. A weekly time sheet will be recorded indicating the various areas of training that have been performed. Summary sheets will also be submitted with the weekly time sheets. They will be signed by the student and the supervising counselor.

## **AGRICULTURE**

**AG 100 Introduction to Animal Science (Pilot) 3cr F/S**

Introductory Animal Science includes basic principles of animal genetics, nutrition, live animal evaluation, reproduction, and their application to the production of beef and dairy cattle, sheep, swine, horses, and poultry.

**AG 132 Natural Resources Conservation (N) 3cr F**  
**Cross-listed as SC 132**

This course describes the world's range lands as related to their historic, present and potential use. The course will include Plains grasslands. Special attention will be given to how range land uses affect the nutrient, biological and hydrological cycles around the world and how the ecosystems respond to change. Concepts related to ecological conditions, land potential and ecological trends are introduced in the course material. A lab is available but not required to add practical experience to the lecture.

**AG 133 Principles of Rangeland Management Lab (N) 1cr F**

**Co-requisite or pre-requisite: AG 132**

**Cross-listed as SC 133**

Lab accompanying AG 132 Natural Resources Conservation

**AG 137 The Horse in Crow Indian History and Culture (CS) 3cr S09**

**Cross-listed CS 137**

This course examines major events and themes of horse use in the Crow socio-cultural history and in contemporary Crow society. The focus is on the place and impact of the horse in Crow culture through time.

**AG 180 Special topics OD**

**AG 230 Range Livestock Production (Pilot) 3cr S**  
**PREREQUISITE: AG 100, SC 203/204.**

Principles of beef, sheep and horse production in rangeland environments. Breeding, reproduction, nutrition, marketing, and distribution.

**AG 233 Applied Techniques in Livestock Management – Horses 1cr F**  
Laboratory designed to familiarize students with approved management practices for horse enterprises.

**AG234 Applied Techniques in Livestock Management-Beef Cattle 1cr S**  
Laboratory designed to familiarize students with the principles of beef cattle handling and management.

**AG 235 RANGE AND PASTURE MONITORING (Pilot) 1cr F**  
**PREREQUISITE: AG 100, SC 203/204**

Methods which can be used by private operators as well as state and federal land managers to identify site potential, inventory forage resources, evaluate range and pasture condition, estimate stocking rates, and measure forage utilization by wildlife and livestock.

**AG 242 Natural Resource Ecology (N) 3cr F**  
**Co-requisite: AG 243**

Students will develop an understanding of how the natural world works by studying the relationships among plants, animals and other living things and between living things and their environments. Local plants, animals and ecosystems, such as the sagebrush prairie and the Pryor Mountains, will be explored and emphasized. The course focuses on the role of physical and biotic processes on ecosystem function, including natural and managed ecosystems. Emphasis is placed on rangelands, wildlife habitat, watersheds, and disturbed environments. A lab is available but not required to add practical experience to the lecture, SC 103 Ecology Lab.

**AG 243 Natural Resource Ecology Lab (N) 1cr F**  
**Co-requisite or pre-requisites: AG 242**

Accompanies AG 242 Ecology. Students learn primarily outdoor field skills in ecology, and field trips are included.

**AG 270 Independent Study OD**  
**Prerequisite: Consent of instructor and approval of department head.**

Directed research and study on an individual basis.



## **AG 276 Internship**

**OD**

**Prerequisite: Consent of instructor and approval by department head.**

An individualized assignment arranged with an agency, business, or other organization to provide guided experience in the field.

## **ANTHROPOLOGY**

### **AN 111 Cultural Anthropology (D)**

**3cr**

**S**

This course examines the development of the sub-discipline of cultural anthropology and the importance and definition of culture. The course will discuss world culture areas, the organization and function of society, human behavior and expression and the dynamics of cultural interaction and culture change.

### **AN 120 Environment and Culture (D)**

**3cr**

**S**

Focuses on the interaction between culture and the environment from a geographic perspective. Course topics include the following: an introduction to the concept of culture, the shaping of cultural landscapes in the United States and around the world, population and human migration, the global mosaic of languages, religions worldwide, patterns of rural and urban land use, international development and environment, political geography, global patterns of health & disease, and coping with a rapidly changing world.

### **AN 180 Special Topics**

### **AN 280 Special Topics**

## **BUSINESS**

### **BU 105 The Economic Way of Thinking (SS)**

**3cr**

**F**

**Prerequisite: MA 081**

This course gives a general introduction to the economic way of thinking. It is designed to help students make sense out of complex economic and social issues such as inflation, unemployment, economic growth, price stability, differing economies, the market system, government interaction and the role of the economics in the development of public policies. This course is designed for the student without an economic background. The course will introduce the use of economic models and graphing.

### **BU 121 Introduction to Accounting**

**3cr**

**S**

This course is designed for students interested in understanding practical accounting as a beginner. The purpose of this course is to introduce learners to the accounting cycle and career and job applications in business or information systems. Students will become familiar with the “matching principle” and effectively follow transactions as they relate to the “accounting equation”. Other applications will include introduction to computer software and spreadsheets.

### **BU 180 Special topics**

**BU 210 Business Law** **3cr** **S**  
Covers the nature, origin and philosophy of law and civil procedure. Introduces the law of sales and provides a comprehensive treatment of contracts. Where time permits wills and trusts will be introduced as complimentary material to real and personal property.

**BU 211 Introduction to Business (SS)** **3cr** **F**  
An overview of the business world and its environment, which includes economic, regulatory and social aspects. Topics covered include business systems, business structures including forms of business ownership, entrepreneurship and franchising. The management process will be used to develop the students' understanding of the organization and workings of a firm. The students will be introduced to the major areas of business study: human resource management, marketing, finance, organizational theory and management. Where applicable, case studies will be used.

**BU 221 Principles of Accounting I** **3cr** **F**  
An introduction to the principles of financial accounting for students of all business curricula. Specific topics include accounting concepts, recording transactions, worksheet and financial statement preparation, accounting systems, cash, receivables, inventory, long-term assets, liabilities, corporations, and analysis of financial statements.

**BU 222 Principles of Accounting II** **3cr** **S**  
**Prerequisite: BU 221**  
Introduces the concepts and terminology of accounting and managerial reporting for modern business enterprises. The course will focus on the selection and analysis of accounting information for internal use by management. Problem solving, critical thinking, communication skills and group activities that are necessary to use accounting information, to form conclusions about businesses and to communicate these conclusions to others will be emphasized.

**BU 224 Computerized Accounting** **3cr** **F**  
**Prerequisites: BU 221**  
Introductory course to computerized accounting covering areas of the general ledger, accounts receivable, accounts payable, financial statements and payroll. Covers a variety of software applications utilized by accounting practitioners. Hands on use of accounting packages including general accounting, payroll and tax.

**BU 228 Macroeconomics (SS)** **3cr** **F**  
Introduces the student to the behavior of markets and the national economy, emphasizes macroeconomic theory, theory of national income and employment, economic growth and stabilization.

**BU 229 Microeconomics (SS)** **3cr** **S**  
This is the beginning course designed to introduce the tools of the economist as they pertain to microeconomic theory. An introduction to market exchange, pricing policies and resource allocation. This course emphasizes price theory, production theory, theory of economic organizations, and factor markets.

**BU 230 Introduction to Organizational Behavior (D)** **3cr** **S**  
Introduces various concepts and tools that will assist the student in understanding the individual and group behavior, the structure and design of organizations and in improving organization effectiveness. The topics include: roles of the manager, goals, environment/structure/design, motivation and leadership, individual and group decision making and group dynamics and conflict.

**BU 235 Business Communication (S)** **3cr** **F**  
**Cross listed as CA235**  
Provides instruction in the preparation of non-verbal communication, business memos, letters, reports, oral presentations, and computer assisted writing in business contexts.

**BU 241 Small Business Management** **3cr** **S**  
An advanced course focusing on the owner-management firm, its differentiating characteristics, strengths and weaknesses, relationship to the environment, and the strategic problems it faces. Accounting and inventory systems, financial analysis, means of raising capital, management and marketing techniques and guidelines for writing a business plan are presented.

**BU 243 Contemporary Business Mathematics** **3cr** **F**  
**Prerequisite: MA 081**  
**Recommended: BU 221**  
Contemporary Business Mathematics for colleges prepares mathematical skill building and career applications for students interested in business careers or for practical consumers interested in understanding mathematical concepts in the business world. Students will become familiar with mathematical applications in accounting, banking, practical corporate applications, budgeting, investing, and small business math fundamentals.

**BU 276 Internship** **OD**  
**Prerequisite: BU 221 & BU 222**  
Business students will have the opportunity to exercise an extensive study into specific career experiences. The focus of the internship options will be Governmental organizations and program management, educational institutions, and the service industry. Students will have an opportunity to understand and examine practical planning creating budgets, meeting reporting requirements, personnel issues, and sustainability. Business students will also have to the option to design an individualized plan address local economic needs and businesses on approval of instructor.

**BU 280 Special topics**

## **COMMUNICATION ARTS**

**CA 100 Introduction to Composition** **4cr** **F/S**  
This is a preparatory course designed to help students develop the writing, reading and critical thinking skills necessary to succeed in college-level coursework. Special emphasis will be placed on techniques for developing sentences and paragraphs, and the multiple-paragraph essay will be introduced. Students are introduced to the steps in writing,

including pre-writing, organizing, drafting, and revising, and to computer-based composition. Students are placed based on placement exam scores. Must have a “C” or better to pass this course.

**CA 101 Composition I (W)**

**3cr**

**F/S/Su**

This is an introductory college writing course emphasizing writing personal, informative, and persuasive essays, and incorporating research into essays. Students are encouraged to view writing as a process involving prewriting, organizing, peer review, editing, and revision.

**CA 106 Introduction To Literature (H)**

**3cr**

**S**

This course introduces students to the process of analyzing a variety of literary genres including short fiction, drama, poetry, and the novel. Emphasis is placed on the development of critical thinking skills and the understanding of terms and concepts necessary for the study of literature. Students will learn to write essays analyzing works of literature. Students will be exposed to literature from a variety of cultures.

**CA 107 Introduction to Journalism**

**3cr**

**OD**

Students in this course will learn the basics of working in a newsroom including hard news reporting such as feature and sports writing, column and editorial work. Top students in this class have the opportunity to attend a journalism conference and/or a summer program.

**CA 112 Fundamentals of Public Speaking (S)**

**3crF/S/Su**

The Fundamentals of Public Speaking course is designed to develop the student’s public speaking abilities. The student acquires an understanding of basic rhetorical theory and its application by preparing formal speeches and readings, and learning how to present ideas both in small and large group settings. The course addresses the following public speaking styles: informative, persuasive, inspirational and impromptu.

**CA 180 Special Topics**

**CA 203 Research Writing (S)**

**3cr**

**F/S/Su**

**Prerequisite: Must have passed CA 101 with a grade of “C” or above.**

This course is designed to further develop the research and writing skills learned in CA 101. Emphasis is placed on advanced research skills including multiple-library searches, advanced internet searching, interviews and surveys, and government documents. Students will learn to work under press of deadline, will develop advanced editing skills and will begin to refine style and voice. Both MLA and APA formats will be covered.

**CA 206 Fundamentals of Creative Writing (A)**

**3cr**

**S**

**Prerequisite: CA 101**

This course is designed to help students understand and utilize the basic forms of creative writing such as creative memoir, poetry, and short fiction. This course is presented in a workshop format focusing on the stages of free writing, drafting, presenting to the class community, and revising. Students will read extensively among the genres in order to develop an understanding of elements such as tone, voice, image, metaphor, setting, character development, dialogue, plot, and conflict.

**CA 211 Fundamentals of Interpersonal Communication (S) 3cr F**  
**Cross listed as HS 231 Elements of Human Relations**

Fundamentals of Interpersonal Communication is a course designed to help students understand the theories involved in the communication process and to improve their ability to utilize communication techniques. It offers a theoretical and practical understanding of the interpersonal communication process in particular.

**CA 235 Business Communication (S) 3cr F**  
**Prerequisite: CA 101 Cross listed as BU 235**

Provides instruction in the preparation of non-verbal communication, business memos, letters, reports, oral presentations, and computer assisted writing in business contexts.

**CA 276 Internship OD**

Provides student with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

**CA 280 Special Topics**

## **COMPUTER SCIENCE**

**CP 101 Introductions to Computer Science 3cr F**

This course is designed for students with no programming background. The course will provide an overview of software development process in addition to introducing important programming constructs and methodologies. Students will learn the fundamental concepts and terminology of software application development and develop skills in designing and writing simple computer programs. The course covers such topics as programming language characteristics, integrated development environments, flowcharts, algorithms and pseudo code, looping statements, procedures, and error-handling and debugging.

**CP 102 Introduction to Programming 3cr S**

This course is designed to provide the student with an overview of the many disciplines within computer science and information technology. Although many students are familiar with computers, they are often unaware of the broad field of computer science and information technology. Topics include: computer terminology, systems architect, the fundamental issues of algorithms, hardware design, computer organization, system software, language models, theory of computation, and social and ethical issues of computing. The student will have a broad perspective of the field and will be better prepared for future courses.

**CP 254 Programming Language 3cr S**

**Prerequisite: CP 102, IS 250 maybe taken concurrently**

This course covers the implementation of structured programming designs in a procedural language. Emphasis on problem-solving and algorithm development using the control structure abstraction of sequence, selection, and repetition. Other topics

include: structured program design, coding, error-handling and debugging, testing and documentation, as well as development of sound programming style.

## **CP 280 Special Topics**

## **CROW STUDIES**

### **CS 101 Crow Language I (CL) 3cr F/S/Su**

This course is designed to introduce the Crow writing system, the orthography, the grammatical system, and the phonemic and phonetic rules of the Crow language. The students will be exposed to principles of speaking Crow through examination of the Crow value system as it is expressed through oral language. The course utilizes oral, aural, and visual techniques.

### **CS 102 Crow Language II 3cr S**

#### **Prerequisite: CS 101 (CL)**

Crow Language II is designed to enhance the material learned from Crow Language I. This includes further study of the Crow writing system, the orthography, the grammatical system, phonemic and the phonetic rules of the Crow language. The students will be exposed to principles of speaking Crow through examination of the Crow value system as it is expressed through oral language. The course utilizes oral, aural, and visual techniques.

### **CS 103 Conversational Crow (CL) 3cr F**

This elementary level course is designed to help students acquire basic skills while communicating within culturally significant contexts. An integrated approach to teaching language skills with emphasis on vocabulary acquisition and basic grammatical structures is utilized.

### **CS 108 Literature of the American Indian (H) 3cr F**

#### **Prerequisite: CA 101**

This course is designed to review the vast literature by American Indian people. The course will discuss perspectives expressed in the writings as they concern history, anthropology, contemporary and romantic viewpoints. Students will be exposed to both traditional (oral) and contemporary (written) forms of American Indian literature. The course will utilize visual media, guest presenters, and will present literature by Crow authors.

### **CS 131 Introduction to Native American Studies (SS) 3cr F/Su**

This survey course examines various aspects of the cultures and histories of Native Peoples of North America. Major topics covered include cultural diversity of Native Peoples, origins and migrations, social and political structure, contemporary issues, language, governmental and social relations.

### **CS 133 Crow Indian Art (A) 2cr S**

This course investigates the artistic and aesthetic applications of visual arts of the Crow Indians. The study will commence in prehistory and conclude with contemporary non-traditional Crow Indian artists and their work. The course focuses on several topics

including environmental and economic resources that determine the mediums used and the physical and spiritual needs that dictate the forms produced. The renaissance of Crow Indian Art is discussed.

**CS 134 Music and Dance of the Crow Indians (A) 3cr F**

This course is designed to give students an opportunity to survey Crow Indian Music and Dance. The cultural relevance and history is presented in order to convey knowledge of the origin, social value, musicology and general appreciation of Crow Indian Music. The art expression of Crow Indian Dance is presented with the knowledge of the ideology and its use in the social structure of the Crow Indian culture. The student is given the opportunity to experience the aesthetic qualities of the native dance expression. The historical, philosophical and social aspect of Crow Music and Dance is presented.

**CS 135 Crow Oral Literature (CS) 3cr S07**

This course examines the style and performance of Crow oral tradition with an emphasis on the morality, value system, and cultural and societal expectations of Crow People as expressed through this medium. Historic events and personalities are included in the course.

**CS 136 Crow Socio-familial Kinship (CS) 3cr S/Su**

This course is designed to describe the basic kinship in the nuclear, extended, clan and religious familial relationships of the Crow Indian culture. This course will also present the histories and the utility of the relationships. It will also compare the contemporary and the historical applications of these systems.

**CS 137 The Horse in Crow Indian History and Culture (CS) 3cr S09**  
**Cross-listed AG 137**

This course examines major events and themes of horse use in the Crow socio-cultural history and in contemporary Crow society. The focus is on the place and impact of the horse in Crow culture through time.

**CS 138 History of Crow Chiefs (CS) 3cr F08**

This course examines the importance and influence of chiefs through the pre-contact and historic periods (approximately 1450-1935). The leadership of various chiefs is explored through analysis of their personalities and the impact of their decisions. Major topics covered include characteristics and traits of chieftaincy, responsibilities of leaders, warrior ethic and inter-tribal and federal political relationships.

**CS 139 Crow Tribal Historic Preservation 1cr OD**

This course provides a description and analysis of major concepts associated with historic and cultural preservation. Relevant Federal, State and Tribal laws are reviewed such as Section 106 compliance on lands and Native American Graves Protection and Repatriation Act (NAGPRA). After class preparation, participants will be involved in field training to be able to identify and record historic and cultural sites

**CS 180 Special Topics**

**CS 210 Plains Indian Sign Language (D) 3cr S**

This course is designed to review and learn the aboriginal sign language of the Plains Indians. The Plains Indian Sign Language is primarily based on the Siouan language

phylum although tribes of different phyla also utilized it. Through instruction and practice the student will learn sign vocabulary and how to converse in Plains Indian Sign Language.

**CS 211 American Indian Thought and Philosophy (H) 3cr F**

This course is designed to give the student the opportunity to study the perceptual and concept development of the American Indians in the morality, beliefs, belief systems, and religiosity of American Indian culture. It will examine the integration of ideology and thought with the viewpoints of the supernatural.

**CS 223: Anthropology of American Indians 3cr F07**

In this course students will be introduced to the scientific study of the origin, migration patterns and the social structure of American Indians. A comparative discussion of anthropology is presented to give students an understanding of the history and methods of this discipline

**CS 224 Crow History (CS) 3cr F08**

This course examines the history of the Crow People from their origins and migrations up to 1860. The course will discuss how Crow society and culture operated throughout this time period. Major topics include, Crow political and family structure, Crow participation in Native trade networks, the environment, the effect of European explorers, the fur trade, and Western Expansion.

**CS 225 Montana Indians Prior to 1851 3 cr F**

This course provides a description and analysis of Indian tribes and groups which lived in, used, or migrated through the area which is now Montana from at least 10,000 B.C. to 1861 A.D. Attention is given to the basic characteristics of Montana Indian groups, intercultural relations, and culture change, including prehistory and proto-history, the impact of Euro-American exploration, the fur trade, and early Westward expansion. Attention is paid to methods and findings derived from archaeology, oral traditions, ethnographic studies, and historical sources.

**CS 226 Montana Indians 1851 to present 3 cr S**

This course provides a description and analysis of Indian tribes and groups which lived in, used, or migrated through the area which is now Montana from 1862 to the present. Attention is given to the basic characteristics of the Montana Indian groups, intercultural relations, culture change, and the persistence and revival of Indian culture, including the impact of Euro-American expansion in connection with gold discovery, Indian wars, development of the reservation system, World Wars I and II, citizenship, the New Deal, the War on Poverty, civil rights movement, urbanization, and other contemporary issues. Attention is paid to methods and findings derived from oral traditions, ethnographic studies, historical sources, and contemporary media.

**CS 230 Contemporary Issues of American Indians (D) 3cr F07**

An examination of major issues affecting contemporary experiences of American Indians. Discussions will include, but not be limited to, sovereignty, economic development, law, government, education, health and identity.



**CS 231 American Indian Political Science (SS)** **3cr** **S**  
This course is designed to study the systems that American Indian governments have established. The process of leadership selection and the roles of these leaders will be examined. Studies of different tribal governmental structures are presented.

**CS 232 American Indian Law** **3cr** **F**  
This course is designed to give the students an opportunity to study the unique legal status, problems and issues of the American Indians in the United States. Basic legal concepts and the historical review of Federal Indian Policy including statutes, case law and practice will be examined. Tribal law and governmental processes in the promulgation of tribal policy will be presented. The legal rights of American Indians as tribes and individuals will be discussed.

**CS 233 Economics in Indian Country (SS)** **3cr** **S09**  
This Course is designed to study the economic potential of American Indians in their individual and tribal state. Topics such as natural resource development, agriculture, retailing and economic advantages of cultural events will be discussed.

**CS 240 Indian Education History and Issues** **3cr** **F**  
This course is designed to review historical and present issues in Indian education. Topics covered include, culture, bilingualism, values and ethics, lifestyles and expectations of Native communities in academic and extracurricular activities

**CS 276 Internships** **OD**  
Provides student with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

## **CA 280 Special Topics**

## **DIRECTED INDIVIDUALIZED STUDIES**

**DI 280 Special Topics** **3cr** **OD**  
This class can only be taken by Directed Studies majors with consent of the advisor. The course will address the particular topic/focus of the individual Directed Studies student. This independent study will result in a major research paper or project that will be submitted to the director at the end of the semester.

## **EDUCATION**

**ED 100 Skills for Success** **3cr** **F/S**  
This course provides students the framework for success in their college courses by covering fundamentals such as note-taking, test-taking, time management, motivation, as well as college, community and family resources. Students also study the catalog and develop a plan of study.

**ED 120 Schools and Society** **3cr** **F**

This course gives a historical and social overview of education. It also examines education within its contemporary and comparative context, focusing on breadth of social diversity as it affects education. Addresses continuing professional topics and issues.

### **ED 180 Special Topics**

**ED 205 Exceptional Learners/Lab** **3cr** **S**

#### **Prerequisite: PY 101**

This course considers the characteristics of children with exceptional learning needs and examines the services required to assist these children in their total development. Special emphasis will be given to providing appropriate services in the least restrictive environment. Students must also complete a lab of forty-five (45) hours of observation in a pre-school or school setting.

**ED 210 Educational Technology** **2cr** **F**

This course prepares students to use computer applications in the classroom, including adaptive technology, databases, multimedia, telecommunications, and word processing.

**ED 232 Creative Expression in the Pre School** **2cr** **Su**

This course emphasizes the important of the development and enhancement of the pre school child's creative expression involving the whole self and the manipulation of the things in their environment. This course will incorporate music, art dance and movement to enhance the development of coordination of loco motor and fine motor skills in the pre school child.

**ED 233 Math and Science for Pre School** **2cr** **Su**

This course provides experiences to enhance development of mathematical and science concepts in the pre school setting. The student will learn strategies to encourage the pre-schooler to problem solve. The course will emphasize methods of helping parents understand the development of cognitive skills in the pre-school child.

**ED 235 Reading and Writing Across the Curriculum** **3cr** **F**

This course will focus on emergent literacy and developmentally appropriate strategies to enhance children's attempts at early reading and writing, early intervention strategies, developing curricula to best meet the needs of learners whose first language is not English.

**ED 250 Educational Psychology/Lab (SS)** **3cr** **F**

This course provides the basis for instruction and classroom management through comprehensive coverage of the principles, concepts and implications of human learning from the classical, operant, social learning and cognitive paradigms. It also covers measurement, evaluation, similarities and differences in learners, management and discipline strategies, and related corollaries of human learning as applied to instructional Students must observe 45 hours in a preschool or elementary classroom setting. Students will design a research project and carry out the testing in the classroom

**ED 276 Internships** **3cr** **F**

This course will provide the student with an internship in an early childhood setting such as Head Start, Child Day Care, Kindergarten or Family Child Care Homes serving

children age's birth to five (5) years. Other education majors will use school settings for their internships. Forty-five (45) lab hours contact with children and five (5) contact hours with an instructor are required for each one (1) credit hour.

### **ED 280 Special Topics**

## **HEALTH and WELLNESS**

### **HE 106 Physical Fitness**

**1cr F/S**

This course teaches the student the proper exercise techniques. The course gives the student the opportunity to use a variety of exercise equipment. Student learns the value of a daily exercise program.

### **HE 108 Men's Basketball**

**1cr S**

This course is designed to provide participants with the opportunity to play on a basketball team. The culmination of the course is the participation in the American Indian Higher Education Consortium Basketball Tournament.

### **HE 109 Women's Basketball**

**1cr S**

This course is designed to provide participants with the opportunity to play on a basketball team. The culmination of the course is the participation in the American Indian Higher Education Consortium Basketball Tournament.

### **HE 110 Eating Healthy**

**1cr F/S**

This is a nutrition education course designed for low-income families with children. This course will explore the uses of commodity foods (IRNE) in planning and cooking low-cost, great tasting meals, as well as emphasizing the food guide pyramid, food safety, and shopping.

### **HE 180 Special Topics**

### **HE 201 Personal Health, Wellness, and Safety (SS)**

**3cr F**

This course is designed to teach students to live healthier lives in the physical, emotional, mental, social, environmental and spiritual realms by promoting a comprehensive understanding of the issues involved. Students will learn that optimal wellness proposes that one alone is the artisan of one's life. Wellness should be one's mission in one's life, and the secret to growing into optimal wellness lies in knowing "how". This course will give the "how", covering within multicultural perspective topics such as: healthy behaviors and relationships, the use and abuse of drugs, managing weight and stress, personal fitness, aging and death, consumerism and environmental health etc.

### **HE 202 Core Health Concepts (SS)**

**3cr Su**

This course provides pre-service educators with an introductory overview of the contemporary health issues and the importance of individual responsibility for personal health care. It reviews the health and safety issues of children and adolescents and provides an introduction to the role of the teacher as it applies to the eight component model of the comprehensive school health program.

**HE 214 Nutrition** **3cr** **S**

**Prerequisites: SC110; SC 121** **Cross referenced as SC214**

This course covers the basic concepts of human nutrition as they relate to health and food consumption at the different stages of the life cycle. In addition, nutritional assessment and dietary modifications used in health and disease are also studied.

**HE 276 Internships** **OD**

Provides students with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

**HE 280 Special Topics**

## **HISTORY**

**HI 105 World Civilization Since 1500 (D)** **3cr** **S/Su**

This course covers the rise of absolute monarchy, the Scientific Revolution and Enlightenment, the Revolutionary and Napoleonic areas, the Industrial Revolution, European liberalism, socialism and imperialism, the age of World Wars, and the post-war period of Cold War and détente, and the rise of the Third World.

**HI 180 Special Topics**

**HI 201 US History I (H)** **3cr** **F/Su**

This course examines major themes and events in American history from the Colonial Period to Reconstruction. This includes the English heritage of the Colonies, independence, the development of the national political structure, manifest destiny, slavery, sectionalism, war and reconstruction.

**HI 202 US History II (H)** **3cr** **S08**

This course examines major themes and events in American history from the period of Reconstruction to the present. This includes the era of industrialization, the wars of the 20th Century, the Great Depression, the New Deal era, the Cold War, and other political and social developments of the late 20<sup>th</sup> Century.

**HI 276 Internships** **OD**

Provides students with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. *Registration in this course is restricted.*

**HI 280 Special Topics**

## **HUMANITIES**

**HU 101 Survey Of Humanities (H)** **3cr** **S**

Survey of Humanities is a general survey course that introduces the student to the art, literature, music, and architecture of the world. Emphasis is placed on the basic beliefs systems in the western and non-western worlds.

**HU 102 Music Appreciation (A)** **3cr** **F**  
Introduces methods of music understanding and perceptive listening. Explores the styles and periods of music including Classical, Romantic and Contemporary periods. The understanding of written and oral music and its vocabulary are emphasized. Native American music will be included.

**HU 103 Foundations of Art (A)** **3cr** **S**  
This course introduces the principles of design. The course content includes information on how design is integrated into various professional fields. Students are introduced to art history.

**HU 227 American Indian Representations in Film (A)** **3cr** **F**  
This course explores representations of American Indians through film, including feature, independent and made for television movies. This class explores the ways in which U.S. history and American ideologies influence American Indian representations in film and mainstream interpretations of these images. This exploration then forces us to ask how these images and representations affect American Indian communities and American Indian peoples' identities. This class also discusses ways in which American Indian people can counteract mainstream stereotypes and work to create a more accurate representation of American Indians in mainstream and popular culture.

**HU 136 Introduction To World Religions (D)** **3cr** **F**  
A survey of major religions of the world. Students will have the opportunity to learn about the philosophical and theological dimensions of world religions in their cultural and social contexts, and the meanings they see in human life and spirituality. Some representatives of different religions are invited to speak to the class.

**HU 180 Special Topics**

**HU 276 Internship** **OD**  
Provides student with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. *Registration in this course is restricted.*

**HU 280 Special Topics**

## **HUMAN SERVICES**

**HS 180 Special Topics**

**HS 230 Introduction to Human Services** **3cr** **F**  
**This course is cross listed as PY 230.**

This course presents a general orientation to the field of Human Services and Mental Health. It will give the student information about the helping professional as they participate in education, employment, and research. This course also provides the student with historical and contemporary developmental information concerning the human services and mental health fields.

**HS 231 Elements of Human Relations (S)** **3cr** **F**  
**Cross listed with CA 211 Fundamentals of Interpersonal Communication**

This course is an introductory course for interpersonal communications from the counseling perspective. It includes verbal and non-verbal communications, and American Indian cultural methods of communication. The course also covers anger management, assessment, interviewing, listening skills, conflict resolution and the use of paraphrasing and empathy. Crisis intervention techniques are practiced and uses of cross-cultural methods of positive communication are developed. This course will provide information for the fields of health care, human services and education and these topics will be discussed in class.

**HS 232 Fundamentals of Counseling**

**3cr**

**S**

This course provides knowledge of a variety of theories, techniques, and bibliographies of the people who started the different models of counseling and therapy. An introduction to legal, ethical, and professional issues is also provided. Other issues covered are group therapy, group characteristics and multicultural issues. Discussions of the various theories will help the student become familiar with a preferred counseling model they may want to develop for their own style. It will also provide ability to build an eclectic base of a number of models the student can work with. This class will also address the cultural issues involved with counseling the American Indian.

**HS 233 Legal, Ethical, and Professional Issues**

**3cr**

**S**

This course presents a review of the current and historical legal decisions which effect client rights and service provisions. Discussions will be based on legal and ethical issues of due process as well as appropriate treatment in the least restrictive settings. The course is also based on the right to treatment and other significant legal ramifications relative to client advocacy and professional responsibility. Students will be exposed to various professional standards in chemical dependency counseling. Discussions will focus on legal and professional issues such as confidentiality and privileged communication.

**HS 236 Drugs and Society**

**3cr**

**S/Su**

This course is designed to teach the student about the current information relating to the use, abuse, dependency, and addiction of drugs in our society. Information about society's reaction to drug use and addiction is covered historically and contemporarily. This course is designed for the student interested in increased knowledge about drug aspects. It offers a good pharmaceutical base in understanding illegal and legal drugs. Biological, cultural, and social perspectives are examined for drug issues. Social aspects and perspectives for the American Indian are also covered for drug related issues.

**HS 276 Clinical Practicum**

**6cr**

**OD**

**Prerequisite: HS 230**

This course is an internship for the following fields of study: mental health, chemical dependency treatment, school counseling, social work, rehabilitation, and adolescent counseling. The objective of this field experience will be to integrate the academic learning with practical experience. The intern will complete a minimum of 120 hours of work with a certified counselor or licensed therapist. Cross-cultural perspectives will be emphasized in all aspects of the experience. Students will keep a journal of their experience in terms of emotions, learning, and old concepts vs new concepts.

**HS 280 Special Topics**

# INFORMATION SYSTEMS

## **IS 101 Foundations of Information Systems**

**3cr**

**F**

This course is designed for students needing background in computer information systems. The course will introduce the student to basic concepts of computer hardware and office software. Topics include history, basic functions, security, careers, and future trends. This course covers the foundations of the operating system, use of programs including **Microsoft Word, Excel, and PowerPoint**, and the Internet. The course objective will be accomplished through extensive hands on “*learning by doing*” approach.

## **IS 102 Microsoft Office Suite**

**3cr**

**F/S**

**Prerequisites:** IS 101 or successful score on the IS 101 placement exam.

This Core course provides introductory contemporary theories and practices of computer information systems, operating systems, and future trends using the application software program Microsoft Office Suite. Topics include file management, use of Microsoft Office **Word, Excel, PowerPoint and Publisher**. This course prepares the student for further college life, small business, or office management. The course objective will be accomplished through extensive hands on “*learning by doing*” approach.

## **IS 180 Special Topics**

## **IS 203 Advanced MS Word & Power Point**

**3cr**

**S**

**Prerequisites:** IS 102 or successful score on the IS 102 placement exam.

This course provides students with the opportunity to use advanced concepts of Word and Power Point in the software program Microsoft Office Suite. Topics using Microsoft Word include Tables, Charts, Mail Merge and inserting hyperlinks. This course prepares the student for small business, or office management. The course objective will be accomplished through extensive hands on “*learning by doing*” approach.

## **IS 204 Advanced MS Excel, Access, & Outlook**

**3cr**

**S**

**Prerequisites** IS 102 or successful score on the IS 102 placement exam.

This course integrates the use of Microsoft Excel, Access and Outlook, by requiring students to complete practical, relevant projects involving the use of these programs together. Topics using Excel include 3-D cell reference, importing data, and customizing worksheets. Topics using Access include editing records, sorting and filtering records, and creation of forms. Projects include budget construction, sales reports, and linked invoices. This course prepares the student for grant administration, small business, or office management. The course objective will be accomplished through extensive hands on “*learning by doing*” approach. .

## **IS 211 HTML & Web Page Design (A)**

**3cr**

**F**

**Prerequisite:** IS 102

This course introduces the student to web page design fundamentals using a *top-down* approach. Emphasis is on understanding and application of sound design rules, use of white spaces, graphics, site maps, two-way data entry/retrieval, and links. This course involves extensive use of file management in the areas of designing tree structures, file deletion, saving and retrieval, and importing files using the Windows operating system environment. Hands-on begins with understanding, programming and debugging HTML codes using a text editor. Advance topics include designing web pages using Page development tools such as MS Publisher, MS Front Page, or Dreamweaver.

**IS 212 Multi-Media Technology/Troubleshooting** **3cr** **S**  
**Prerequisite: IS 101 or IS 102**

This course explores the world of LCD units, smart boards, laptop computers, upgrades, digital cameras, video production and computer hardware and software trouble-shooting. It will prepare the student to set-up, use, and work successfully with modern technology. The course objective will be accomplished through extensive hands on “*learning by doing*” approach.

**IS 221 Advanced HTML and eCommerce** **3cr** **S**

This course introduces student to e-payment elements such as, public key infrastructure, smart cards, payment agents, digital cash, SET protocols, and micro-payment. Students will be able to create advanced web pages with response business forms. The experiences (both positive and negative) of 32 firms in a variety of industries will be examined to show what works and what does not and students will learn to build support systems for e-commerce initiatives.

**IS 224 Help Desk** **3cr** **F**

This course is an Introduction to Help Desk Concepts and Skills. Starting with the origin and definition of “Help Desk”, the course includes sections on Help Desk location, structure, certification, and career paths. Additional concepts covered are incident processing and resolution, computer telephony integration, web-based support, performance and knowledge management, asset and security management, and the Help Desk Survival Guide.

**IS 242 Digital Image Creation and Editing with Photoshop** **3cr** **S**

This course introduces students to digital image creation using digital cameras and scanners, and importing images from the Internet. Digital Editing concepts include image cropping, image enhancement using filters, red-eye reduction, image cloning, and copying and pasting part of one image into another. The course also includes instruction in custom printing for school and business projects, including custom calendars and newsletters.

**IS 243 Digital Video** **3cr** **S**

Students will use Adobe Premiere Pro 2.0 to learn the basics of Digital Editing including: working with clips and transitions. Essential editing techniques will be included like creating titles and special video effects. Video sound and animation will also be covered. This is a hands-on class requiring regular attendance and participation.

**IS 250 Introduction to Networking** **3cr** **F**  
**Prerequisites: IS 102**

This course covers topics on multi-user operating systems with emphasis on computer local area networks (LAN). Emphasis is placed on LAN architectures, network administration tools, communication protocols, elements of networks and network administration considerations.

**IS 251 Network Server Configuration** **3cr** **F**

This hands-on course is designed to prepare the student for the MCSE certification exam and for the challenges a network server administrator will face as a networking



professional. Lectures, projects and exercises reinforce skills as they are learned. Specific topic coverage includes: Introduction to Windows Server, Managing Hardware Devices, Creating and Managing Users, Implementing and Managing Groups, Managing Access to Files, Managing Disk and Data Storage, Advanced File System Management, Implementing and Managing Printing, Implementing and Using Group Policies, Administering a Server, Monitoring Server Performance, Managing and Implementing Backups and Disaster Recovery, Administering Web Resources, and Security Basics for Windows Servers.

### **IS 252 Router Configuration**

**3cr**

**S**

This course provides the student with comprehensive coverage of networking concepts. IT will prepare the student for the Cisco CCNA Certification exam # 640.801. In this course, the class will take an in depth look at networking concepts and techniques. It will examine theoretical concepts that make the world of networking unique. Also, this course will adopt a practical hands-on approach when examining networking techniques. Along with examining different network strategies, this course will explore the advancement of network implementation, as well as, timeless problem solving strategies. Specific topic coverage will include: Introduction to Networks, Network Devices, TCP/IP and IP Addressing, Network Topology/Design and WAN Concepts. Router concepts will cover Startup and Configuration, Routing Protocols, NAT, and Access Lists.

### **IS 260 Geographic Information Systems**

**3cr**

**F**

**Prerequisite: IS 102, MA 105 may be taken concurrently**

Introduction to a PC based geographical information systems that include aspects of mapping, GIS databases, coordinate systems, scaling, resolution, 3D or 2D conversions, data collection, and information retrieval. Students gain *hands on* experience with PC based GIS systems such as MapInfo, ScanUS, or ArcView. This course will also cover application and use of GIS concepts in business, cultural and scientific application and is intended to fulfill one of the optional elective courses in IS.

### **IS 276 Information Systems Internship**

**OD**

The internship provides the student with the opportunity to apply theoretical knowledge in a work placement experience. The student's academic advisor will assist

### **IS 280 Special Topics**

## **MATHEMATICS**

### **\*\*MA 061 Basic Mathematics**

**4cr**

**F/S**

**Prerequisite: Math placement test score on Compass Pre-Algebra test of 0-32.**

This developmental math course emphasizes basic mathematical concepts. Topics include: mathematical operations, fractions, decimals, percents, ratio and proportion, and measurement and conversion. Class includes lecture, applications, and homework to reinforce learning. This course is designed to prepare students for business math and elementary algebra.

**\*\*MA 071 Pre-Algebra** **4cr** **F/S**  
**Prerequisite: Successful completion of Math 061/062 with a grade of C or better or math placement test score on Compass Pre-Algebra test of 33 - 80.**

This developmental math course is designed to teach students the fundamental mathematical concepts needed to be successful in college level mathematics courses. Topics covered include: a review of basic operations of arithmetic, with emphasis of properties basic to algebra, integers, and rational expressions – multiplying, dividing, adding, subtracting and factoring. Also covered are exponents, and linear equations, inequalities and graphing, polynomials and rational expressions will also be covered.

**\*\*MA 081 Algebra** **4cr** **F/S**  
**Prerequisite: Successful completion of Math 071/072 with a grade of C or better or math placement test score of 81+ on compass Pre-Algebra test.**

This developmental math class covers the topics of graphs of linear equations and inequalities, systems of linear equations, square roots and properties of real numbers: linear equations and inequalities in one variable, graphing linear equations and inequalities, systems of linear equations and inequalities in two or three variables: exponents, roots and radicals; polynomials and algebraic functions: quadratic equations and inequalities in one variable and graphing quadratic equations and inequalities.

**MA 105 Algebra for College Students (Q)** **4cr** **F/S/Su**  
**Prerequisite: Successful completion of Math 081/082 with a grade of C or better or consent of instructor based on Compass Math Placement test score.**

This class covers the topics of functions and their graphs, including polynomial and rational functions, radical functions, exponential and logarithmic functions. Absolute value equations and inequalities, compound inequalities, systems of second degree equations and inequalities, conic sections. This is the equivalent of an intermediate algebra class.

**MA 165 Pre-Calculus (Q)** **4cr** **F/S**  
**Prerequisite: Successful completion of MA 105 or equivalent.**

The topics covered in this class include functions, graphs, and the use of symbols for expressing mathematical thoughts, polynomials, rational, exponential, logarithmic, and trigonometric functions. Required only of students who want to take MA 181 and whose placement test shows a need for further study of this material.

### **MA 180 Special Topics**

**MA 216 Elementary Statistics** **3cr** **F/S/Su**  
**Prerequisite: Successful completion of MA 105**

This course is an introduction to the main ideas of statistical inference, with emphasis on statistical reasoning and uses of statistics. Conventional notation and equations are used to explain traditional and robust estimates of location and variability, fundamentals of probability theory, confidence intervals and tests of hypothesis for normal distributions.

**MA 276 Math Internship** **OD**

Provides student with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

### **MA 280 Special Topics**

# PSYCHOLOGY

**PY 101 General Psychology (SS) 3cr F/S/Su**

This course is designed to give students the latest information in the field of Psychology. Psychology is the science of behavior and mental processes. Behavior is anything an organism does and mental processes are the internal subjective experiences we infer from behavior – sensations, perceptions, dreams, thoughts, beliefs, and feelings. Students will achieve the knowledge of Psychology through scientific methods and through American Indian cultural learning styles that are based on student interest and an open minded approach to all understanding. The course will present an overview of the psychological functioning of the individual, including the topics of biological basis of behavior, learning, cognition, motivation, developmental and social processes, psychological disorders and their treatment.

**PY 102 American Indian Psychology 3cr F/S/Su**

This course considers the values, feelings, and behavior of American Indians today with an emphasis on becoming aware of the many psychological factors influencing their reactions to themselves and society. The course will examine the issues of colonialism and de-colonialism with special emphasis on self determination. The issues of education and learning models concerning the collectivist culture of Indians and the individualist culture of non-Indians will be studied.

**PY 201 Lifespan Development 3cr S**

This course introduces a study of the human lifespan development. It includes the developmental capabilities and needs of humans at different ages with respect to the physical, psychomotor, cognitive, social, emotional and psychological domains. The various models of development are studied for a comprehensive understanding of values, attitudes and beliefs concerning the lifespan. American Indian concepts are also discussed for comparing and contrasting the development of humans through the lifespan.

**PY 203 Abnormal Psychology (SS) 3cr S**

This is a survey course exploring the etiology, organization, and treatment of maladaptive behavior. This will include neurosis, psychosis, addictions, child behavior problems, and sexual problems. The course will also look at the cross-cultural concepts of abnormal psychology as it pertains to the American Indian.

**PY 230 Introduction to Human Services / Mental Health 3cr F**

**This course is cross listed as HS 230.**

This course presents a general orientation to the field of Human Services and Mental Health. It will give the student information about the helping professional as they participate in education, employment, and research. This course also provides the student with historical and contemporary developmental information concerning the human services and mental health fields.

**PY 250 Educational Psychology** 3cr F

**This course is cross listed with ED 250.**

This course will provide the basis for instruction and classroom management through comprehensive coverage of the principles, concepts, and implications of human learning from the classical, operant, social learning and cognitive paradigms. The course will also cover measurement, similarities and differences in learners, management and discipline strategies and related corollaries of human learning as applied to instruction. American Indian models of teaching and learning will be examined as they compare and contrast with the contemporary educational programs in use today.

**PY 276 Clinical Practicum** 6cr OD

**Prerequisite: PY 101**

This course will serve as an internship for the human services and mental health fields. The educational objective will be to allow the student opportunity to integrate academic learning with practice. The intern will complete the work with a counselor, therapist, or professional in a local human services institution or program. The practicum's application will be for multicultural and cross-cultural perspective as much as possible. The student will be required to keep a journal of activities, thoughts, feelings, concerns, positive impressions and ideas for improvements for their places of internship.

**PY 280 Special Topics**

## **SCIENCE**

**SC 101 Mysteries of the Sky(N)** 3cr F

A non-mathematical survey of the Universe, from our planet Earth, our neighboring planets and the sun, outward to the constellations, our galaxy and the Universe beyond. Includes sun spots, comets, black holes, quasars and cosmology. Recent discoveries will be presented. .

**SC 104 Introduction to Geology (N)** 3cr F07

This course covers minerals, rocks, geologic time, heat, volcanism, earthquakes, magnetism, gravity and mountain building processes as related to plate tectonics and land forms. Weathering, glaciers, rivers, oceans and beaches are introduced. A lab is available but not required to add practical experience to the lecture, SC 105 Introduction to Geology Lab.

**SC 105 Introduction To Geology Lab (N)** 1cr F07

**Co-requisite or pre-requisite: SC 104**

Laboratory to accompany SC 104. Includes field trips.

**SC 110 Principles of Cell Biology(N)** 3cr F/S

This course addresses biological principles common to living things. The course content includes cell structure, function, metabolism and reproduction. Energy pathways and basic genetics are included in the course. A lab is available but not required to add practical experience to the lecture, SC 111, Principles of Cell Biology Lab.

- SC 111 Principles of Cell Biology Lab (N)** **1cr** **F/S**  
**Co-requisite or pre-requisite SC 110**  
 Laboratory to accompany SC 110. Includes laboratory experiments related to course work in
- SC 112 Diversity of Life (N)** **3cr** **S**  
 Biodiversity is an overview of the diversity of life, examining bacteria, microbes, fungi, plants and animals, with an emphasis on animals and plants. How organisms get food, oxygen and water, digest food, move, sense their environment and reproduce are some of the topics covered. We also discuss their importance in the web of life, and how we classify them. A lab is available but not required to add practical experience to the lecture, SC 113, Diversity of Life Lab.
- SC 113 Diversity of Life Lab (N)** **1cr** **S**  
**Co-requisite or pre-requisite: SC 112**  
 In this lab, students examine microbes, plants, fungi and animals covered in SC 112 Diversity of Life. Dissected animals including clams, worms and fish are examined, but doing the dissections is optional.
- SC 114 Survey of Biology (N)** **3 cr.** **F/S**  
 Includes discussion of the most important concepts in biology. Lectures cover cells (structure and physiology), genetics (cellular reproduction, genes, the nature of heredity and evolution), and the diversity of life (plants, animals, microorganisms and their ecological relationships). General education course for non-science majors. A lab is available but not required to add practical experience to the lecture, SC 115, Survey of Biology Lab.
- SC 115 Survey of Biology Lab (N)** **1 cr.** **F/S**  
**Co-requisite or Prerequisite: BIOL 114.**  
 Includes laboratory exercises from different areas of biology. Elementary education majors are required to take this course and they receive preferred enrollment.
- SC 116 Physical World Around Us (N)** **3cr** **F**  
 This course is intended for education majors and non-science majors. Students will be introduced to the fundamentals of chemistry, physics, and earth sciences, and will gain an understanding of the role of scientific concepts in human understanding of the world and its impacts on our society. A lab is available but not required to add practical experience to the lecture, SC 117 Physical World Around Us Lab.
- SC119 Botany Lab (N)** **1cr** **S09**  
**Co-requisite or pre-requisite: SC 120**  
 Laboratory to accompany SC120, Botany. Algae, fungi and plants are examined, including the anatomy of leaves, stems, roots and woody plants. Students learn to key out and identify local tree species.
- SC 120 Botany (N)** **3cr** **S09**  
 Introduction to the Plant Kingdom, including anatomy, physiology and ecology. A lab is available but not required to add practical experience to the lecture.

- SC 121 Introduction to General Chemistry (N)** **3cr** **F/S**  
**Co-requisite: SC 125 Introduction to General Chemistry Lab.**  
 This is an introductory chemistry course designed for pre-nursing students and students lacking a strong background in chemistry. This course will cover general chemistry including: atomic structure, periodicity, chemical bonding, chemical reactions, acid-base systems, thermodynamics, and the behavior of gasses, liquids, solids, and solutions. This course will also cover selected topics in organic chemistry including: nomenclature, functional groups, organic synthesis, and the structure and role of organic molecules. A *mandatory* lab experience is included as part of this course.
- SC 125 Introduction to General Chemistry Lab (N)** **1cr** **F/S**  
**Co-requisite SC 121**  
 Lab that corresponds with SC 121
- SC 132 Natural Resources Conservation (N)** **3cr** **F**  
**Cross-listed as AG 132**  
 This course describes the world's range lands as related to their historic, present and potential use. The course will include Plains grasslands. Special attention will be given to how range land uses affect the nutrient, biological and hydrological cycles around the world and how the ecosystems respond to change. Concepts related to ecological conditions, land potential and ecological trends are introduced in the course material. A lab is available but not required to add practical experience to the lecture. It is suggested but not required that students take SC 242 & SC 243 Ecology & lab before they take this class.
- SC 133 Principles of Rangeland Management Lab (N)** **1cr** **F**  
**Co-requisite or pre-requisite: SC132**  
**Cross-listed as AG 133**  
 Lab accompanying SC 132 Natural Recourses Conservation
- SC 201 Soils (N)** **3cr** **S09**  
 The course acquaints students with soil properties as components of ecosystems and landscapes. The course addresses how soils knowledge is applied to problems in environmental science, and in management of wildland, agricultural and urban landscapes. Lecture/lab format.
- SC 205 Natural Resources Measurement Camp I** **2cr** **Su09**  
 Introduction to common skills and measurements used in identifying, quantifying and understanding natural resources. One week residential summer camp, usually held at Black Canyon Youth Camp in early June.
- SC 206 Natural Resources Measurement Camp II** **2cr** **Su08**  
 Additional skills and measurements used in identifying, quantifying and understanding natural resources. (Complements SC205, but SC205 is not a pre-requisite.) One week residential summer camp, usually held at Black Canyon Youth Camp in early June.

**SC 210 Anatomy & Physiology I** **4cr** **F**  
This course is the first in the A&P sequence. SC 110, Principles of Biology is a prerequisite. In this course the student will examine cellular structure, the integument system, the muscular system, the skeletal system, and nervous system, and the endocrine system if time allows. Lectures are three times per week focusing on physiology. One period per week is reserved for discussions related to anatomy. Field trips and lab experience incorporated into coursework.

**SC 211 Anatomy & Physiology II** **4cr** **S**  
This course is a continuation of SC 210. In this course the student will examine the endocrine, blood and lymph, cardiovascular, respiratory, urinary, digestive and reproductive systems. Lecture is three times per week focusing on physiology. One period per week is reserved for discussions related to anatomy. Field trips and lab experience incorporated into coursework.

**SC 212 Microbes & Disease** **3cr** **S**  
The prerequisite for this course is SC 110 Principles of Biology, as knowledge of cells is essential to the study of microbes. The course begins with a general history of microbiology and microscopes. An overview of the anatomy and physiology of bacteria, viruses, protozoan, and fungi is part of the course content. The remainder of the course is devoted to studying organ/organ system diseases, and the type of microbes that cause them. Also included are concepts of immunity, and general laboratory procedures. Upon completing the course, the student should have a general knowledge of disease causing antigens, and how these organisms are handled in a lab setting. A lab experience may be added to obtain practical experience dealing with microbes and disease.

**SC 213 Microbes & Disease Lab** **1cr** **S**  
Co-requisite or pre-requisite: SC 212

**SC 214 Nutrition** **3cr** **S**  
**Prerequisites: SC110, SC 121 Cross listed as HE 214**  
This course covers the basic concepts of human nutrition as related to health and food consumption at the different stages of the life cycle. In addition, nutritional assessment and dietary modifications used in health and disease are also studied.

**SC 218 Medical Terminology** **3cr** **F**  
**Prerequisite and/or a co-requisite of SC 210, SC 211**  
This course is designed to cover the basic medical terminology information that students need in their preparation for different health professions. Students will learn that medical terms have a structural design, that medical terms can be divided into component word parts and, once learned, the word parts can be utilized to define the meaning of many other medical words.

- SC 222 Introduction to Organic Chemistry** 3cr S  
**Prerequisite:** SC 121/ SC 122  
**Co-requisite:** SC 223  
 This one-semester course covers selected areas of organic chemistry: the unique character of the carbon element, chemical bonding, common functional groups and their reactions, structure, nomenclature, properties and reactivity of aliphatic and aromatic hydrocarbons, of their derivatives (halogenated derivatives, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, organic and inorganic esters, amides, anhydrides, acyl halides) and the importance of each class of organic molecules in the living world. A *mandatory* lab experience is included as part of this course.
- SC 223 Introduction to Organic Chemistry Lab** 1cr S  
**Co-requisite:** SC 222  
 Introduction to Organic Chemistry and includes the laboratory experiments and procedures related to course
- SC 224 Introduction to Biochemistry** 3cr Su  
**Prerequisite:** SC 222/SC 223,**Co-requisite:**SC 225  
 This class focuses on the fundamental topics in biochemistry: structure, synthesis, functions and roles of the biological molecules (carbohydrates, lipids, proteins, enzymes, nucleic acids). Lectures will discuss the roles of bio-molecules as bricks of life (cellular structure), metabolic processes such as cellular respiration, photosynthesis, DNA replication and cell cycles, RNA processing, protein synthesis, enzyme kinetics and control of biochemical reactions
- SC 225 Introduction to Biochemistry Lab** 1cr Su  
 This course is a **co-requisite of SC 224**, Introduction to Biochemistry and includes the laboratory experiments and procedures related to course work in SC 222.
- 230 Forest Fire Management** 2cr S  
 Pre-suppression and suppression of fire and the uses of fire in management practices. Fire weather, the measurement of fire weather, the factors that influence fire behavior and fire management decisions will all be addressed.
- SC 236 Current Topics in Biology** 1cr S  
**Pre-requisite:** Any student projected to graduate this spring.  
 Capstone course in Biology. Discussion of topics that integrate evolutionary theory with ecology, genetics, medicine, behavior, or other subjects that are part of the biology curriculum. Evaluation will be based on participation.
- SC240 Tree Biology** 3cr ODs  
 The physical and biological requirements for the growth and development of trees. Examines factors that affect tree growth, including chemical and physical properties of soils, water availability, nutrient cycling and climate.



**SC 242 Natural Resource Ecology (N)** **3cr** **F**  
Students will develop an understanding of how the natural world works by studying the relationships among plants, animals and other living things and between living things and their environments. Local plants, animals and ecosystems, such as the sagebrush prairie and the Pryor Mountains, will be explored and emphasized. The course focuses on the role of physical and biotic processes on ecosystem function, including natural and managed ecosystems. Emphasis is placed on rangelands, wildlife habitat, watersheds, and disturbed environments. A lab is available but not required to add practical experience to the lecture, SC 24303 Ecology Lab.

**SC 243 Natural Resource Ecology Lab (N)** **1cr** **F**  
**Co-requisite or pre-requisites: SC 242**  
Accompanies SC 242 Ecology. Students learn primarily outdoor field skills in ecology, and field trips are included.

**SC 244 Environmental Science (N)** **3cr** **S**  
Environmental Science acquaints the student with the relationship between people and the environment and how human activities affect the earth's natural ecosystems. The course addresses environmental issues such as range and farmland practices, soil ecology, pests and pesticides and alternative methods of pest control, the water cycle and water pollution, air quality and air pollution, hazardous and solid waste management. The student will learn ways to reduce and prevent pollution, population management, protection of wild species, and how to sustain the earth's natural ecosystem upon which life depends.

**SC 246 Principles of Environmental Health** **3 cr** **S**  
Environmental health can impact human health. Factors include physical, biological, and chemical interactions. This course focuses on water quality, air quality, solid waste and disposal, disease control, and institutional & occupational environments both locally and globally.

**SC 276 Science Internship** **OD**  
Provides student with the opportunity to apply theoretical knowledge in a work placement experience. Academic Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

**SC 280 Special Topics**

## **Social Science**

**SS 101 Introduction to Sociology (SS)** **3cr** **F/Su**  
This course is a survey of Sociology and designed to cover the study of society, organizations, social interactions, socialization, institutions, deviance and social control stratification, ethnic and racial minorities, gender and the family, education, religion and other topics from a sociological perspective.

**SS 202 Introduction to Comparative Government (D)** **3cr** **F**  
This course provides an analysis of the basic political concepts, themes, values and dilemmas as they apply to the world's diverse societies and cultures. Various attempts to explain and justify the distribution of political power within society will be explored.

**SS 176 Internships****OD**

The primary educational objective of the field experience is to allow the student the opportunity to integrate academic learning with practice. Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted

**SS 180 Special Topics**

**Little Big Horn College Board of Trustees**  
**Old Elk Sr., Walter**  
**Center Lodge District Board of Trustees-Chairman**

A.A. Little Big Horn College-Crow Agency, MT  
A.A. Heald College-San Francisco, CA  
B.A. Montana State University-Billings, MT-  
Elementary Education  
Profession: Liaison Crow Tribal Legislator Branch



**Deputee, Kenneth**  
**Big Horn District Board of Trustees-Vice Chairman**

Chairman Board of Trustees  
B.S. Montana State University-Billings, MT-Education  
M.A. Montana State University-Bozeman, MT-  
Business Administration  
Profession: Principle of Lodge Grass Public Schools



**Not Afraid, Reva**  
**Big Horn District Board of Trustees-Secretary**

B.S. Eastern Montana College-Billings, MT-  
Elementary Education  
M.S. Walden University-Minneapolis, MN-  
Reading and Literacy  
Profession: Elementary public school teacher for Crow Agency,  
MT



**White Clay, Merritt 'Hugo'**  
**Black Lodge District Board of Trustees**

A.A. SIPI Southwestern Indian Polytechnic Institute-  
Albuquerque, NM-  
Graphic Communication  
Profession: Contractor



**Lefthand, Myra**  
**Black Lodge District Board of Trustees**

A.A. Little Big Horn College-Crow Agency, Mt-  
Psychology/Chemical Dependency Option  
B.S. Montana State University-Billings, Mt-Social Work  
M.S.W. University of Utah-Salt Lake City, UT-Social Work  
Profession: Community Health Educator, I.H.S. Crow/Northern  
Cheyenne Hospital



**Bad Horse, Fatima**  
**Wyola District Board of Trustees**

A.A. Little Big Horn College-Crow Agency, MT-  
Information Systems  
A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration  
C.I. Cert in Information Technician Assistant  
Profession: Crow Tribal Higher Ed Coordinator



**Stewart, Jacqueline**  
**Wyola District Board of Trustees**

B.S. Eastern Montana College-Billings, MT-  
Vocational Rehab/Related Services  
M.S.W. University of Utah-Salt Lake City, UT-Social Work  
Profession: Crow Nation Wellness Center Addictions Counselor



**Nomee, Berthina**  
**Lodge Grass District Board of Trustees**

A.A. Little Big Horn College-Crow Agency, MT  
B.S. Montana State University-Billings, MT  
M.A. Montana State University-Billings, MT- in progress  
Profession: HRDC Case Manager



**Old Bear, Loren**  
**Lodge Grass District Board of Trustees**

A.A. Eastern Montana College-Billings, MT-General Education  
B.S. Eastern Montana College-Billings, MT-  
Business Administration  
Profession: Minerals Office Manager-Crow Tribe Land  
Resources Committee-coal bed methane



**Stands, Sharon**  
**Pryor District Board of Trustees**

M.S. Montana State University-Bozeman, MT  
M.S. University of Montana-Missoula, MT  
Profession: Retired



**Beaumont, Dennis**  
**Pryor District Board of Trustees**

B.S. Montana State University-Billings, MT-  
Elementary Education  
B.S. Rocky Mountain College-Billings, MT-  
Business Administration  
M.S. Montana State University-Billings, MT-K thru 12  
currently in progress



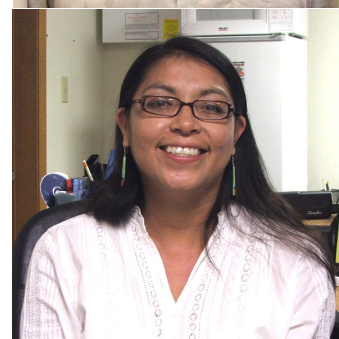
**Stewart, Roy**  
**LBHC Board of Trustees Faculty Representative**

A.A. American College-Phoenix-AZ-Social Work  
B.A. American College- Phoenix-AZ-Ministerial Studies  
M.S. Montana State University-Billings, MT-Rehabilitation  
Counseling



**Hill, Jonella**  
**LBHC Board of Trustees Staff Representative**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Management in progress



**Cummins, Dustie**  
**LBHC Board of Trustees Student Representative**

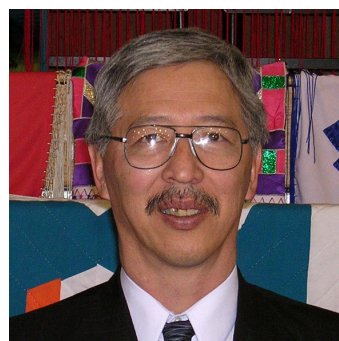
A.A. Little Big Horn College-Crow Agency, MT-  
Liberal Arts



## **Administration**

**Yarlott, David Jr. President**

A.A. Little Big Horn College Business Administration  
B.S. Montana State University-Bozeman, MT-  
Business Education  
M.S. Montana State University-Bozeman, MT-  
Business Education  
Ed.D. Montana State University-Bozeman, MT-  
Adult and Higher Education



**Small, David Dean of Administration**

B.A Montana State University - Bozeman MT -  
Marketing and Advertising  
M.P.A. Montana State University - Bozeman MT  
In Progress



**Old Bear, Te-Atta Dean of Student Services**

A.A. Little Big Horn College – Early Childhood Development  
B.S. Montana State University – Billings – Human Services



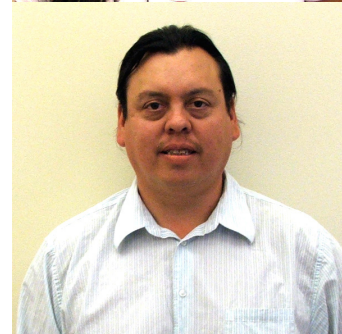
**Lefthand, Frederica Dean of Academic**

B.A Montana State University – Bozeman –  
Media and Theatre Arts  
M.S. Montana State University – Bozeman – Public Relations



**Cooper, Franklin Chief Information Officer**

B.S. Montana State University-Billings, MT-  
Business Administration-Information Systems Option  
M.B.A. Gonzaga University-Spokane, WA-  
Master Business Administration



**Jackson, Natalie. Interim Chief Finance Officer**

B.A. Business Administration/Accounting  
University Montana  
CPA Certification State of Montana and Colorado



## Faculty

### **Hooker, Dianna Department Head, Education, Human Services, Science Instructor**

B.S. Montana State University-Bozeman, MT-  
Mathematics  
M.S. Montana State University-Bozeman, MT-  
Mathematics/Earth Science  
Ed. D Math Curriculum and Instruction in progress



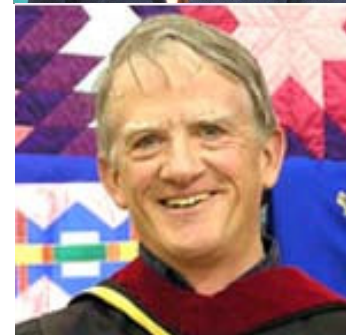
### **Brown, Linda Computer Science Instructor**

B.S. University of Colorado-Boulder, CO-  
Elementary Education  
M.Ed. Lesley College-Cambridge, MA-  
Computers  
Ed.D Montana State University-Bozeman, MT-  
Educational Leadership



### **Goodenough, Dan Humanities Instructor**

B.A. History Princeton University  
M. Div. Theology,  
Academy of the New Church, Bryn Athyn, PA  
S.T.M. Patristics,  
Lutheran Theology Seminary, Philadelphia, PA



### **Goudelock, Cliff Information Systems Instructor**

B.S. Delta State University-Cleveland- MS-  
Education  
M. Ed Delta State University-Cleveland- MS-  
Ed. D. Montana State University, Bozeman, MT-



### **Devitt, Steve Communication Instructor**

B.A. Montana State University-Billings, MT-  
English  
M.A. University of Montana-Missoula, MT-  
Journalism



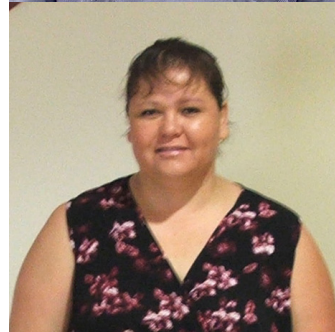
**Dillon, John ‘Frenchy’ Human Services Instructor**

B.S. Eastern Montana College-Billings, MT-  
Rehabilitation and Related Services  
M.S. Montana State University-Billings, MT-  
Rehabilitation Counseling



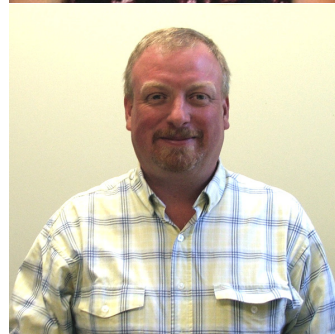
**Dominguez, Shonna Biology/Chemistry Instructor**

A.A. Little Big Horn College-Crow Agency, MT-  
Biology/Premedicine  
B.A. Rocky Mountain College-Billings, MT-  
Biology/Premedicine



**McCleary, Tim Liberal Arts Instructor**

B.A. Montclair State College-Montclair, NJ-  
Anthropology  
M.A. University of Montana-Missoula, MT-  
Anthropology  
Doctoral Candidate-University of Illinois-Urbana Champaign,  
IL-Anthropology



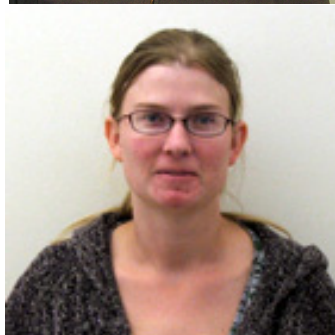
**Plaggemeyer, Jack Science Instructor**

B.S. Montana State University-Bozeman, MT-  
Range Science  
M.S. Montana State University-Bozeman, MT-  
Biological Sciences  
Ph.D. Montana State University-Bozeman, MT-  
Biological Sciences



**Plaggemeyer, Sara Science Instructor**

B.S. Montana State University-Bozeman, MT-  
Biological Sciences  
M.S. Montana State University-Bozeman, MT-  
Education





**Real Bird, Lanny Business Instructor**

B.S. Eastern Montana College-Billings, MT-  
Business Administration Management Option  
M.Ed. Montana State University-Bozeman, MT-  
Adult and Higher Education  
Ed. D. Montana State University-Bozeman, MT-  
Adult and Higher Education



**Stewart, Roy Education Instructor**

A.A. American College-Phoenix, AZ-  
Social Work  
B.A. American College- Phoenix, AZ-  
Ministerial Studies  
M.S. Montana State University-Billings,  
MT-Rehabilitation Counseling



**Support Staff**

**Good Luck, Aldean Accounts Payable Officer**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration  
B.S. Rocky Mountain College-Billings, MT-  
Applied Management



**Big Man, Phylene Payroll Officer**

A.A. Haskell Indian Nations University-Lawrence, KS-  
Accounting



**Not Afraid, Elden Financial Accounting Assistant**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration



**Kills Pretty Enemy, Jolene Grants Manager**

B.A. Rocky Mountain College-Billings, MT-  
English and Minor in Business Administration



**Pretty On Top, Tina Admissions Officer**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies and Data Processing



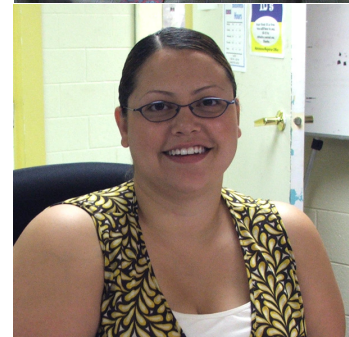
**Howe, Robert 'Sargie' Registrar**

B.A. University of Montana-Missoula, MT-Sociology



**Cummins, Dustie Registrar Admission Assistant**

A.A. Little Big Horn College-Crow Agency, MT-  
Liberal Arts



**Pretty On Top, Rachel Financial Aid Director**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration  
B.S. Rocky Mountain College-Billings, MT-  
Applied Management



**Reed, Melodee Receptionist**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration/Information Systems in progress



**Plainfeather, Mandy Human Resources Director**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies  
B.A. Montana State University-Billings, MT-  
Sociology  
M.Ed. Montana State University-Billings, MT-  
Interdisciplinary Studies in progress



**Big Hair, Lauren President's Assistant**

A.A. Little Big Horn College-Crow Agency, MT-  
Elementary Education



**Russell, Jay D. Network Specialist**

A.A. Little Big Horn College-Crow Agency, MT-  
Information Systems/Data Processing



**Not Afraid, Lorri Book Store Manager**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies/Business Administration  
B.S. University of Wyoming-Laramie, WY-  
Business Administration in progress



**Old Elk, Latonna Extension Project Director**

B.S. Montana State University-Billings, MT-  
Administrative Management in progress



**Eastman, Sydney Extension Tourism Coordinator**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies in progress



**Horn, Samuel Extension Farm and Ranch Outreach Coordinator**

A.A. Little Big Horn College-Crow Agency, MT-  
Science/Math  
B.S. Montana State University-Bozeman, MT-  
Animal Science/Range Management



**Scott - Small, Valerie Agricultural Curriculum Director**

B.S. Southern Illinois University – Anthropology  
M.S. Southern Illinois University – Biology (EEE)  
Ph.D. Colorado State University – Pathology & Weed Sciences  
(ABD)



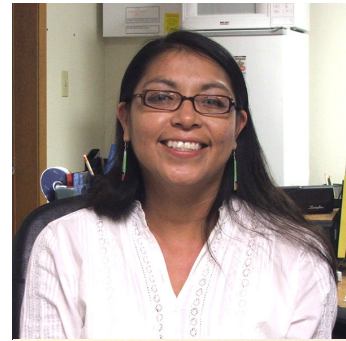
**Yarlott, Deborah TRiO Director**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies  
B.S. Montana State University-Bozeman, MT-  
Home Economics/Family Science



**Hill, Jonella TRiO Administrative Assistant**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Management in progress



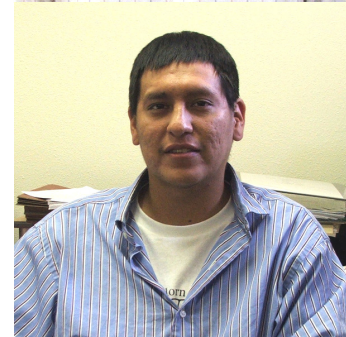
**Realbird, Jack TRiO Academic Coordinator**

B.A. Montana State University-Billings, MT-  
History



**Pretty On Top, Henry TRiO Data Technician**

A.S. Little Big Horn College-Crow Agency, MT-  
Information Systems



**Howe, Lois 'Connie' TCUP/STEM Director**



**Good Luck, Alda TCUP/STEM Student Advisor**

B.S. College of St. Theresa-Winona, MN-  
Human Services



**Colliflower, Natalie TCUP/STEM Data Collector**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration/Information Systems  
B.S. Rocky Montana College-Billings, MT-  
Business Management



**Holds, Jane TCUP/STEM Technology Coordinator**

A.A. Little Big Horn College-Crow Agency, MT-  
Business Administration/Data Processing



**Guns Shows, Letha Title III Director**

A.A. Little Big Horn College-Crow Agency, MT-  
General Studies  
A.A. Little Big Horn College-Crow Agency, MT-  
Data Processing  
B.S. Montana State University-Billings, MT-  
Rehabilitation and Related Services



**Good Luck, Sarah Title III Administrative Assistant**

A.A. Little Big Horn College-Crow Agency, MT-



**Pretty On Top, Dionne Title III Development Program Coordinator**

A.S. Little Big Horn College-Crow Agency, MT-Math  
A.S. Little Big Horn College-Crow Agency, MT-Science  
B.S. Montana State University-Bozeman, MT-  
Biology  
M.S. Montana State University-Bozeman, MT-  
Science Education in progress



**Sends Part Home, Theresa Title III Guidance Counselor**

B.A. University of Montana-Missoula, MT-  
Social Work  
M.A. Montana State University-Billings, MT-  
Counseling in progress



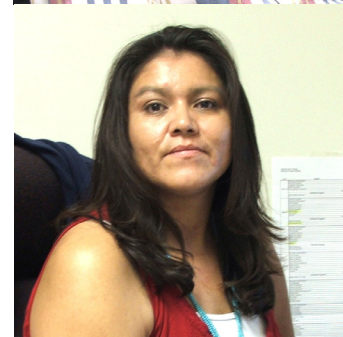
**Two Leggins, Hubert Crow Histories Project Coordinator**

A.A. Little Big Horn College-Crow Agency, MT-  
Health and Human Services  
B.S. Montana State University-Billings, MT-  
Mental Health System/Applied Psychology in progress



**Garcia, Mary Data Coordinator**

A.A. Little Big Horn College-Crow Agency, MT-  
Human Services  
B.S. Montana State University-Billings, MT-  
Psychology/Native American Studies in progress



**Real Bird, Gordon Sr. LBHC Men's Basketball Coach**

B.S. Eastern Montana College-Billings, MT-Education



**Kindness, Larry Construction Liaison**

OSHA Certification Standards 1910 level 1  
General Industry Occupational Safety & Health Standards  
American Safety Training, Inc., Albuquerque, New Mexico  
Building Inspection/Field Inspection Session Certification  
Fire Alarm and Detection Systems Certification



## Library Staff

### **Bernardis, Tim Librarian**

B.A. University of California Berkeley, CA-  
History and Native American Studies  
M.Ed. Montana State University-Bozeman, MT-  
Adult and Higher Education



### **Brown, Patty Assistant Librarian**

B.A. Concordia College-Moorhead, MN-  
Double Major in History and Religion



### **Springfield, Edwin Library Assistant**

OCLC Rocky Mountain College-Billings, MT  
Cat Express Certification  
ILL Web Searching Certification  
ILL Web Basics Certification  
A.A. Little Big Horn College-Crow Agency, MT-Liberal Arts  
in progress



### **Walks, Roberta Library Aid**

A.A. Little Big Horn College-Crow Agency, MT-  
Information Systems



### **Bartlett, Faith Archivist**

B.S. Montana State University-Billings, MT-  
Art Education





## Maintenance Custodial Staff

### **Nomee, Jr., Carlton Maintenance/Custodial Supervisor**

A.A. Little Big Horn College  
Liberal Arts In Progress  
EPA Certificate – Rocky Mountain College



### **Whiteclay, Harold Maintenance/Custodial Assistant**

EPA Certificate – Rocky Mountain College  
Boiler Certificate – Little Big Horn College  
Electrical Certificate – Little Big Horn College  
Plumbing Certificate – Public Health Service



### **Gramling, Ron Maintenance/Custodial Assistant**

U.S Marine Corp Honorable Discharge  
Certified Machinist – Little Big Horn College

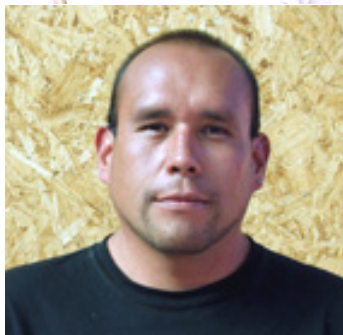


### **Adams, John Maintenance/Custodial Assistant**

Heavy Equipment Certificate – Casper College

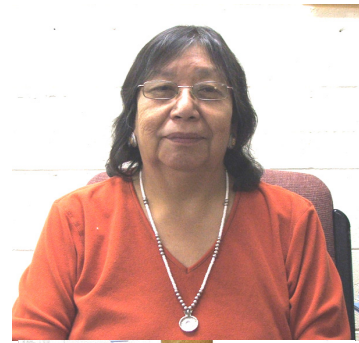


### **Brown, Norbert Campus Security/Custodian**



**White Hip, Mary Agnes Finance Assistant/File Clerk**

A.A. Little Big Horn College – Liberal Arts



**Knows His Gun, Sylvester – Construction Consultant**



**Snell Beverly Financial Aid Assistant**

B.A. Eastern Montana College  
Elementary Education



**Eggers Mari Research Assistant**

B.A. Stanford University - Anthropology/Biology  
M.A. Stanford University – Cultural Anthropology  
M.S. Montana State University – Bozeman – Ecology  
Ph.D. Student – Montana State University

