



2023-2025 Catalog



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Phone Directory

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President	638-3107
Shaleen Old Coyote	
Dean of Administration	638-3110
Emerson Bull Chief	
Dean of Academics	638-3131
Patricia Whiteman	
Dean of Students	638-3106
Aldean Good Luck Chief	
Finance Officer	638-3152
Franklin Cooper	
Chief Information Officer	638-3161
Laura Orosco	
Human Resources Director	638-3148
Switchboard	638-3104
Admissions	638-3116
Archives	638-3182
Bookstore	638-3151
Daycare	638-3102
Financial Aid	638-3141
First-Year Experience	638-3186
H & W Center	638-3661
Internet Café	638-3134
Library	638-3123
Registrar	638-3185
Student Success Center	638-3189
Title III	638-3154
Campus Security	(406)-861-1792

*All computer-generated geometrical Crow designs by Melodee Reed
 *Historic photos by Edward S. Curtis, Richard Throssel and other
 photographers.*College photos used courtesy of respective departments.



Welcome from the President

Kahay and Welcome,

Today, we are proud to announce The Accreditation of Little Big Horn College has been reaffirmed on the basis of the Spring 2017 Year Seven Mission Fulfillment and Sustainability Evaluation, by the Northwest Commission on Colleges and Universities (a federally recognized regional higher education accrediting agency). Commission President Elman stated in the July 7, 2017 letter:

The Commission commends Little Big Horn College’s faculty, staff, students, administration, and trustees for embracing a mission that reflects internal strength as well as a commitment to individual student development, to the preservation of Crow culture and language, and to the advancement of the Crow Indian family and community. In addition, the Commission commends the College for the design of its campus and facilities around the foundation of the Crow heritage and culture. Also, the Commission applauds Little Big Horn College faculty and staff for their dedication to the success of students. Lastly, the College is to be lauded for fostering and supporting the development of a college and public library that collects and preserves important cultural books and resources on the historical and contemporary life of the Crow people.

We are honored to share the commendation with you, and extend a hearty welcome to you as you join our college family. Congratulations, you have taken a significant step toward a promising future.

LBHC has a distinct mission – to serve the Crow Indian people with adult, higher and vocational education programs and services that reflect the vital, valuable and relevant knowledge and skills needed for careers and employment on the Crow Indian Reservation and greater Yellowstone Region. We hope that you will take advantage of our associate degree programs in the sciences, technology, Crow Studies, human services, business and liberal arts, as well as certificates in business, information technology, highway construction and welding. We invite your participation in the co-curriculum of student organizations that build student leadership and communication skills.



Since our founding in 1980, seven hundred Crow and American Indians have graduated from Little Big Horn College, including myself and forty of our faculty and staff members. Whether you are a first year entering freshman or a continuing student in a transfer program, we are confident that your time here will be of great benefit to you on your educational pathway to transfer or into the workforce.



President Yarlott serves as president of AIHEC, with Cheryl Crazy Bull of the American Indian

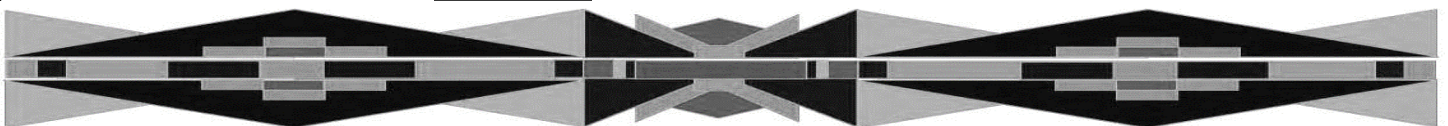
Most sincerely,

David Yarlott, D. Ed.

PRESIDENT

president@lbhc.edu

The July 7, 2017 NWCC Reaffirmation of Accreditation Letter from President Sandra E. Elman to President David Yarlott, is posted in full text on the LBHC Website, www.lbhc.edu.



LITTLE BIG HORN COLLEGE AT A GLANCE

Mission Statement

Little Big Horn College offers high quality degrees, certificates and programs for professional, workforce, and personal development that brings prosperity and leadership to Crow Country; and preserves, protects, and perpetuates the Apsáalooke language, history, and culture. *(Approved 07/2018)*

Core Themes

Little Big Horn College has three Core Themes that encompass the mission and vision of the college. These Core Themes provide a focus for all activities at LBHC.

- 1) Access to Educational/Training Opportunities
- 2) Commitment to Community Education and Outreach
- 3) Dedicated to the Enhancement of Crow Culture and Language

Accreditation

Little Big Horn College is accredited by the Northwest Commission on Colleges and Universities, at the two-year associate degree granting level.

Degrees offered

Little Big Horn College is a tribal college offering **six associate of arts degrees, four associate of science degrees, associate of applied science and one-year certificates.**

Location

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

Our Facilities

The college campus is located in Crow Agency, Montana, the capital city of the Crow Nation. Seven buildings organized in a circular pattern surround a dance ceremonial arbor at its center. The Student Union Building houses the student services, cafeteria, bookstore, offices, classrooms and the Accuplacer computer lab. Six buildings are recently constructed since 2002:

- the **Driftwood Lodges** is a lab, classroom and faculty offices facility;
- the **Library and Archives** features American Indian artwork and sculpture and Crow design floor masonry and exterior panels;
- the **Cultural Learning Lodge** is a circular log and stone building for cultural and community seminars and meetings;
- The **Rez Protectors Study Hall** is a straw bale house for the

Water Quality Program offices;

- the **College Greenhouse and Community Garden** has a seasonal vegetable and flower garden featuring traditional plants and herbs; and
- the **Health and Wellness Center** is the newest building, a LEED-certified green building that houses the gymnasium, fitness and conference center.

Board of Trustees

The Little Big Horn College Board of Trustees consists of eight members who are selected in a nomination and appointment process. Trustees serve for staggered three year terms. They meet on a quarterly basis.

Our Students

In the fall of 2016, 235 full-time students attended Little Big Horn College. In that semester 96% were American Indian, 63% were female and 37% were male. Students represented 9 tribal nations, from 4 states, and 3 countries. The LBHC **Retention Rate** for first-time freshman students was 41% in fall 2015.

Graduation and Transfer Out Rates

For the students who entered Little Big Horn College in the fall of 2010, the graduation rate was 28% cohort of 2012 after four academic years (IPEDS).

Our Faculty

In the Spring of 2017, Little Big Horn College employed nine full-time and fifteen part-time faculty.

Campus Tours

Campus tours are scheduled by appointment. Please contact the Title III Community Outreach Coordinator, Alda Good Luck at (406) 638-3144 or goodlucka@lbhc.edu.

Non-Discrimination

LBHC has a policy of non-discrimination in the delivery of educational services and employment. The college is an equal opportunity employer, and does not discriminate in its hiring or employment or any program participation on the basis of race, sex, sexual orientation, age, creed, color or national origin (Personnel Policy Manual p. 28 & 29). The college adheres to federal acts: Civil Rights Act, Age Discrimination Act, Americans with Disabilities Act, and the Violence Against Women Act.

TUITION & FEES 2019-2021

TUITION & FEES PER CREDIT BY SEMESTER													
Credit Hours	1	2	3	4	5	6	7	8	9	10	11	12-18	
Tuition	\$110	\$220	\$330	\$440	\$550	\$660	\$770	\$880	\$990	\$1100	\$1210	\$1300	\$1300+
Fees	\$235	\$235	\$235	\$235	\$265	\$265	\$270	\$270	\$300	\$300	\$300	\$300	
Total Cost	\$345	\$455	\$565	\$675	\$815	\$925	\$1040	\$1150	\$1290	\$1400	\$1510	\$1600	additional credit
Other possible fees that may be charged to the student account Science Lab Fee: \$ 0 Art Lab Fee: \$30													

LITTLE BIG HORN COLLEGE TUITION COST	
1 to 11 credits	\$110.00/credit
12 to 18 credits	\$1600.00
19 or more credits	\$1600+\$ per additional credit over 18

FEES	
Registration Fee:	
Early/On-Time Registration	\$50.00
	\$85.00
Building Fee:	
1 to 4 credits	\$70.00
5 to 8 credits	\$85.00
9 to 18+ credits	\$100.00
Technology Fee	
1 to 4 credits	\$30.00
5 to 8 credits	\$40.00
9 to 18+ credits	\$50.00
Library Fee:	
1 to 6 credits	\$15.00
7 to 18+ credits	\$20.00
Student Activity Fee:	\$50.00
Science Lab Fee:	\$30.00
Art Lab Fee:	\$30.00



Medicine Crow – Apsaalooke from the North American Indian; v.04, 1908. Photo by Edward S. Curtis. The Hawk Fastened on the head is illustrative of the manner of wearing the symbol of one’s tutelary spirit.

LBHC Academic Calendar 2023 -2024

Fall 2023

New Student Orientation/Placement Testing
Registration

Labor Day Holiday – No Classes/Offices Closed

First Day of Classes
Last Day to Register: Drop/Add
Last Day to Withdraw/Drop Classes with Partial Refund

Midterm Exams
Midterm Grades due to Registrar

Veterans Day Holiday – No Classes/Offices Closed

Last Day to Submit Application for Spring Semester 2024 Graduation

Thanksgiving Break – No Classes/Offices Closed

Last Day to Drop/Withdraw without Grade Penalty
Last Day of Classes
Review Day

Final Examination Dates
Pre-Registration for Spring Semester
Last Day to Turn in Grades

Winter Break – No Classes

Spring 2024

New Student Orientation/Placement Testing
Registration

First Day of Classes
Martin Luther King Day – No Classes/Offices Closed

Last Day to Register: Drop/Add
Chief’s Day Holiday – No Classes/Offices Closed

Midterm Exams
Midterm Grades Due to Registrar
Last Day to withdraw/Drop Classes with Partial Refund

Spring Break - No Classes /Offices OPEN

Mini Break – No Classes/Office Closed
Last Day to Submit Application for Fall Semester 2024 Graduation

Last Day to Drop/Withdraw without Grade Penalty
Last Day of Classes
Review Day

Final Examination Days
Last Day to Turn in Grades

Graduation

Summer 2024

Registration
First Day of Classes
Last Day to Register: Drop/Add

Memorial Day Holiday-No Classes/Office Closed
Last Day to Withdraw/Drop Classes with Partial refund

Juneteenth – No Classes / Offices Closed
Last Day to Drop/Withdraw without Grade Penalty
Last Day of Classes
Last Day to turn in Grades

August 28
August 29
September 04
September 05
September 14
October 02
October 23 - 26
October 31
November 10
November 20
November 22-25
December 07
December 07
December 11
December 12-14
December 18-19
December 19
December 18 - January 02

January 03
January 04
January 08
January 15
January 19
February 19
February 26 - 29
March 05
March 07
March 11-15
March 29 – April 1
April 24
April 25
April 25
April 29
April 30 - May02
May 06
May 10

May 15
May 20
May 23
May 27
June 06
June 19
June 27
June 27
July 02

LBHC Academic Calendar 2024 - 2025

Fall 2024

New Student Orientation/Placement Testing
Registration

Labor Day Holiday – No Classes/Offices Closed

First Day of Classes
Last Day to Register: Drop/Add
Last Day to Withdraw/Drop Classes with Partial Refund
Midterm Exams
Midterm Grades due to Registrar

Veterans Day Holiday-No classes/Offices Closed

Last Day to Submit Application for Spring Semester 2023 Graduation

Thanksgiving Holiday Break – No Classes/Offices Closed

Last Day to Drop/Withdraw without Grade Penalty
Last Day of Classes
Review Day

Final Examination Dates
Pre-Registration for Spring Semester 2024/2025
Last Day to Turn in Grades

Winter Break – No Classes

Spring 2025

New Student Orientation/Placement Testing
Registration
First Day of Classes

Martin Luther King Day – No Classes/Offices Closed

Last Day to Register: Drop/Add
Chief’s Day Holiday – No Classes/Offices Closed
Midterm Exams
Midterm Grades Due to Registrar
Last Day to Withdraw/Drop Classes with Partial Refund

Spring Break - No Classes /Offices OPEN

Mini Break – No Classes/Office Closed

Last Day to Submit Application for Fall Semester 2025 Graduation
Last Day to Drop/Withdraw without Grade Penalty
Last Day of Classes
Review Day
Final Examination Days
Last Day to Turn in Grades
Graduation

Summer 2025

Registration
First Day of Classes
Last Day to Register: Drop/Add
Memorial Day Holiday-No Classes/ Offices Closed
Last Day to Withdraw/Drop Classes with Partial refund
Juneteenth – No Classes/Offices Closed
Last Day to Drop/Withdraw without Grade Penalty
Last Day to Classes
Last Day to turn in Grades

August 26
August 27
September 02
September 03
September 13
September 30
October 21 - 24
October 29
November 11
November 18
November 27 - 29
December 05
December 05
December 09
December 10 - 12
December 16 - 17
December 17
December 16 – January 02

January 06
January 07
January 08
January 20
January 22
February 17
February 24 - 27
March 04
March 02
March 10 - 14
April 18 - 21
April 23
April 24
April 24
April 28
April 29 – May 02
May 05
May 09

May 14
May 19
May 22
May 26
June 05
June 19
June 26
June 26
July 02

LBHC & THE APSÁALOOKÉ PEOPLE

Our Vision

Is to make our own future, not wait for it to come to us, Is to leave a footprint, for our children and others to follow,
 Is to make a difference in someone’s life,
 Is to provide an opportunity, where there may seem to be none,
 Is to be the college of choice, for our community and beyond,
 Is to be the hub for retention and enhancement of the Apsáalooké Culture and Language,
 Is to be the best that we can possibly be,
 We are...Little Big Horn College!

Our commitment is to the Mission of the College; its existence in our Crow Indian community, and to strive to meet the needs of our students and community for education and training, to meet the needs of the community and to preserve and protect the Crow culture and language.

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 basawaxaawua (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 threatening fall in into the canyon depths. These seven Ram 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 a strong community; his name was lisaxpuatahchee, The Little Big Horn Ram.

When the young boy grew to adulthood, he chose to return to the Crow People and shared the lessons he has learned from the Seven Rams. The young man was later named Uuwatisse, Big Metal.

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.

History of 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 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.

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 American mainstream, and forged a new tradition in education, Little Big Horn College.

During the Edison Real Bird administration, the Crow Tribal Council authorized and funded the Crow Central Education 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. In 1975, a forum of Apsáalooké elders and community members convened an educational assessment and designed a Crow Studies course series that later be-came part of the college curriculum, supported by the Crow Tribe Community Action Program. 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 in teacher training, adult and vocational education, educational research and Head Start. Contributing board members in the 1970’s were Robert Bends, Thelma Birdinground, Minnie Ellen Fritzier, Penny

Medicine Horse Haukaas, Katie Pretty Weasel, and Donald Stewart. Key faculty and administrators Avis Three Irons, Janine Pease,

Little Big Horn College

Dale Old Horn, Dora Rides Horse, Carlene Old Elk, Geneva Whiteman, Willie Stewart, Leo Hudetz and Wesley Falls Down. Little Big Horn College evolved from the strong, stable parent organization, the Crow Central Education Commission of the Crow Tribe of Indians.

Little Big Horn College received essential training and technical assistance from the American Indian Higher Education Consortium, the organization of the nation’s 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 were made 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.

The Crow Tribe of Indians chartered Little Big Horn College in January of 1980. The College is a non-profit corporation under the Crow Tribal Resolution 80-17b. 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. The College began providing higher education and vocational training in 1981, with

2019-2021 Catalog



Many pieces of art by Earl Biss are featured in the LBHC Library including this metal sculpture titled *The Homecoming* which features a warrior coming back to his village from the war trail being greeted by all his family. Biss was of Crow descent.



courses of study in business, home nursing, media production and general studies. In 1982, the college acquired tax exempt status under 501 c(3) of the United States IRS Tax Code, and, the College enrollment began with only 32 students in 1981-82 and grew to 105 full-time students in 1982-83.

The all-Crow Indian Board of Trustees published the first catalog in 1983 and began accreditation correspondence. The small faculty and staff moved in to the tribal gym building in 1983 (now the Student Union Building). 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.

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. This goal was achieved in June of 1989.

Crow Tribe of Indians

The Crow Tribe of Indians has a membership of approximately 15,000, of whom 7,900 reside on the Crow Indian Reservation, in south central Montana. 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).

The homelands of the *Apsáalooké* (Children of the Large Beaked Bird), have three major mountain ranges: *lisiáxpúatachee Isawaxawúua* (Big Horn Mountains), *Cheétiish* (Wolf Teeth Mountains) and *Bááhpuuo* (Pryor Mountains); rich rolling hills, plains, grasslands, badlands, water and

Wetland, The *lisiáxpúatahcheeaashisee Aliakáate* (Little Big Horn River) – (Big Horn River) and *Bilppitshuhke* (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 of Montana’s richest alpine rangeland.

One of the nation’s richest deposits of strippable low sulfur coal lies along the eastern sector of the Crow Reservation. One active coal mine, the Sarpy Coal Mine, and several oil and gas field yield important resources to the Crow Tribal Government.

The nineteenth century Apsáalooké chief, Eelapúash stated (circa 1830),

“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.”

The major employers on the Crow Indian Reservation include: the Crow Tribe of Indians, the public and private school in all six communities, the Crow and Northern Cheyenne Indian Hospital of 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 Country, ranching, farming, businesses and growing tourism activities, and Little Big Horn College.

The Apsáalooké People are known for the strength of their Apsáalooké ammaalaátuua, (Crow writing system) and clan system. The Crow Indian language family. The Apsáalooke Ashammaliaxxia, Clan System consist of six active clans:

- Asshshitchite/ the Big Lodge, Ashhilaalioo/ Newly made Lodge
- Uuwatashe/ Greasy Mouth, Ashiiooshe/ Sore Lip Clan
- Xúhkaalaxche/ Ties the Bundle Clan
- Biliikóoshe/ Whistling Waters Clan
- Ashkaámnel/ Piegan Clan
- Ashkápkawiia/ Bad War Deeds Clan

In Indian Country, the Apsáalooké People are renowned for their cultural vitality, particularly for the mid-August Chichaxxaasua, Crow Fair. This event is often called

“Crow Absorkee Apsáalooké Dancers,” from the





Katie Yarlott Stewart

largest family reunion in the world. Over 10,000 Crow people live in the encampment of over 1,500 teepees and 1,200 tents. Crow families move their households including their horses to camp. The Tepee Capital of the World features a morning parade of the Apsáalooké/Crow People and their horses in full regalia, cars and flatbed trucks be-decked 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 are 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.

Little Big Horn College Accreditation

Little Big Horn College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

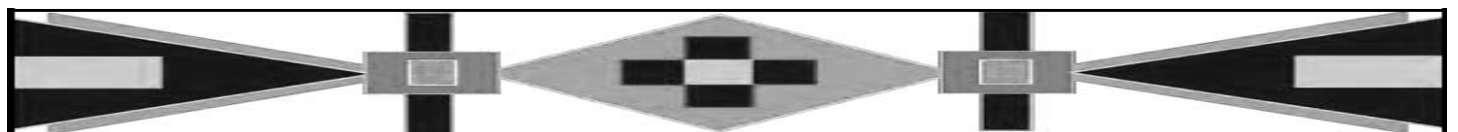
Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also con-tact: **Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, (425) 558-4224, www.nwccu.org**

Affiliations and Memberships

Little Big Horn College is a member of the American Public Land Grant Universities, the Rural Community College Association, the American Council on Education, the Montana Tribal College Presidents Association, the American Indian Higher Education Consortium, and the American Indian College Fund.

Catalog Disclaimer

Little Big Horn College reserves the right to change or withdraw courses, to change the fees, rules and calendar for admission, registration, instruction, and graduation and to change other regulations affecting the student body at any time.





Driftwood



Student Union

Campus Facilities

Little Big Horn College is located in Crow Agency, *Baaxawuashé*, the capital city of the Crow Tribe of Indians. Located along the banks of the historic Little Big Horn River, the College is adjacent to the Bureau of Indians Affairs, and a few blocks from the Crow Tribal Headquarters, the Crow Tribal Housing Authority and historic Crow Agency.

The first campus building, formerly a tribal gymnasium, is utilized at the current campus as the Student Union Building. This original historic building was converted to college uses in the 1980's and 1990's, consisting of six classrooms, a gymnasium, media production facilities, shower rooms, six offices, a snack bar and the library and archives facilities.

The College campus in 2017 has seven buildings, organized in a circular pattern, that surround a dance and ceremonial arbor at its center. Of these, **six were constructed since 2002:**

the Driftwood Lodges, houses the business, education, information systems, human services, liberal arts, technology, and sciences classrooms, science and technology labs, and faculty offices;

Student Union Building is the home of the student center, student services offices, day-care facility, classrooms, bookstore, seminar rooms and cafeteria;

Library/Archives and Administration Building, completed in 2008, the Library/Archives is centrally located on campus, and features Native American artwork and sculpture, and Crow design in floor masonry and exterior panels;

the Cultural Learning Lodge, of log and stone construction, is for the study of tribal history and culture, and features photo displays;

Rez Protectors Study Hall, built by local middle school students of straw bale construction, is home of the Water Quality Project.



Library & Archives



Arbor

the College Greenhouse and Community Garden, is a seasonal vegetable and flower garden, featuring traditional plants and herbs; **Health and Wellness Center**, is the newest building on campus, and a LEED-certified “green” building, houses the gymnasium, fitness center, locker rooms and conference center.

The college campus has developed around the factors of the student and Crow Indian community needs, as well as development of new technology regarding energy fuels exploration and development, and the management of Crow Tribal human and natural resources. Using the Cherette Planning process for community-based facilities planning and Integrated Project Delivery for our construction delivery method, LBHC has been able to expand the campus very rapidly in a concise and effective manner.

The College has followed the LEED “green” building construction process. The new generation of buildings are environmentally friendly, reduce waste sent to landfills, conserve energy and water, are healthier and safer for occupants, and reduce harmful greenhouse gas emissions. The college has found these processes and methods to respect and fit our Crow Indian tradition and culture. The College will continue to use the LEED “green” building construction process in all future campus expansion. LBHC is a **commuter campus**. Students travel to campus daily from six reservation towns, the cities of Hardin and Billings (near the Reservation) and rural areas of the entire Reservation, Wyola, Lodge Grass, Pryor, St. Xavier and Fort Smith. Student commutes vary, from a few blocks away in Crow Agency to 85 miles one-way from the town of Pryor in the west end of the Reservation. The college partners with the Crow Nation Transit Authority for the transportation of students from all the Reservation towns, Billings, and Hardin.



Greenhouse



Cultural Learning



Administration



Health & Wellness Center

ADMISSIONS

Open Admissions

Little Big Horn College has an open admission policy. This means all persons who are graduates of accredited high schools or have received HiSET (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.

Applications are now available and can be submitted at our new student portal website: <http://cloudram.lbhc.edu> Application are still available on our official LBHC website: www.lbhc.edu or you are welcome to come in person to the Admissions Office, Room 115 in the Student Union Building. Our Mailing address and contact number is below:

little Big Horn College
Admissions Office
8645 South Weaver Drive,
P.O. Box370
Crow Agency, MT 59022
(406)638-3116

Re-Admissions – 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 readmission. The student must contact the Admissions Office to verify that they will be returning to attend classes. The Admissions Staff will notify any returning students if there any documents that will need to be updated for their student file. If returning student has not attended classes for more than four years, a standard admissions application form will need to be turned into the Admissions Office.

Admissions Requirements

All prospective students must apply for admissions and possess a High School Diploma, GED, or HiSet Certificate. Applicants are required to submit the following documents.

- Application for Admissions
- Official high school transcript or GED/HiSet Scores
- Official Transcripts for other higher education institutes (Transfer Students Only)
- Declaration of Major Form
- Certificate of Indian Blood (CIB), Tribal ID, or Proof of Descendancy (If applicable)
- Official Immunization Records
- SIGNED Zero Tolerance Alcohol Drug Policy Agreement
- Copy of Social Security Card.
- Accuplacer Placement Test.

Dual Enrollment Requirements

- Admissions Application
- Certificate of Indian Blood (CIB), Tribal ID, or Proof of Descendancy (If applicable)
- Parent/Guardian(s) Permission Letter
- Approval from High School Principal
- Juniors & Seniors Only
- Current High School Transcripts
- Official Immunizations Records
- Signed Zero Tolerance Alcohol and Drug Policy Agreement
- Copy of Social Security Card

Transfer Requirements

- Admissions Application
- Certificate of Indian Blood (CIB), Tribal ID, or Proof of Descendancy (If applicable)
- Official High School Transcripts /or HiSet Certificate. (If did not graduate with College Degree)
- Official college transcripts
- SIGNED Zero Tolerance Alcohol and Drug Policy Agreement
- Copy of Social Security Card

Your Admissions Application will not be complete until the documents listed are submitted to the Admissions Office.

American Indian & Descendant Students

Students who are enrolled in a Federally Recognized American Indian Tribe are required to provide original documentation of their enrollment, commonly referred to as a Certificate of Indian Blood Degree (CIB). Students who are American Indian Descendancy by documentation that proves lineage as defined by the Tribal Colleges and Universities Act. Students can only use Parent(s) Enrollment, to claim proof of Descendancy, grandparents' enrollment will not be accepted. The student will need to provide a Birth Certificate to prove relationship to Enrolled Parent(s).

Immunizations

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 immunizations against measles (Rubella) given at least 30 days apart and one (1) proof of Rubella immunization; to include month, day, and year. Any immunizations administered AFTER June 11 1993 must include an MMR &/or MMR II. A physical, health agency, or school official must sign the record.

ADMISSIONS OFFICER
SUB 115
(406)638-3116
admissions@lbhc.edu

Placement Testing

New Students and some transfer students are required to take the Accuplacer placement test prior to registration. Tests are given before registration each semester. The Accuplacer test is designed to ensure appropriate level of placement in the areas of math, reading, and writing.

Developmental courses are designed to help students develop the skills necessary to succeed in college-level course work. Credits earned in developmental courses may be used toward graduation but are not transferable and do not meet Core Requirements. If placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

New Student Orientation

New Student Orientation is scheduled before all semesters begin and are listed on the college calendar. Placement testing, advisor meetings, registration, and information regarding special programs, scholarships, and financial aid are included in this session.

Admission & Registration Holds

A student may have an Admission Hold or a Registration Hold placed on their student file that will put the registration process on hold until it is lifted; by the efforts of the student fulfilling the requested responsibilities required of them. Listed below are the types of holds that will affect the student's involvement with Little Big Horn College:

1. AR Hold is an Accounts Receivable Hold. Students with outstanding bills must make payment arrangements with approval from the Student Billing Office, Chief Finance Officer, and the Dean of Students. The hold is in effect until arrangements are made in writing. This may include a deferred payment plan, withholding scholarships, and Institutional Work Study. The AR Hold includes diplomas and Official Transcripts.
2. Registration Hold. A student on Academic Suspension is placed on a Registration Hold. The Library Hold is also associated with a registration hold. A student who has overdue books or library fines will have a registration hold placed on their student file. The

student must make arrangements with the library to have the registration-library hold lifted.

3. Admissions Hold. A student who does not submit all required documentation to complete their student file will have an Admissions Hold placed on their student file and will not be able to register for classes.

Optional Forms

Students are encouraged to apply for these optional programs, as needed:

- Free Application for Federal Student Aid (FAFSA)
- Individual Tribes Higher Education Grant Programs
- Childcare applications
- American Indian College Fund Scholarships

REGISTRATION

New Student Registration

All first-time students at Little Big Horn College need to apply to LBHC and be accepted before they can register. See section on Admission on page 12.

The student will receive a letter from the Dean of Student's indicating any missing documentation from the Admission's Office, the date of the New Student Orientation, the student's advisor, and other important information related to registration.

Registration for all Students

All students are required to meet with an advisor before they are permitted to register for classes. All registration cards must include the Instructor's and designated advisor's signature as well as the Dean of Student's signature.

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.

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 and student billing has taken place.

Declaration of a Major

All students must complete a Declaration of Major Form contained in the admissions application packet. This will ensure the student is in an approved program of study. Any changes of major will require the student to update their Declaration of Major Form in the Admissions Office

Changing a Major

Students may change their major from one area of study to another area of study if they obtain explanations and permissions of both areas of study advisors. The student will need to update their Declaration of Major Form in the Registrar's Office.

Credit Overload

Any student in good standing may register for up to 18 credits per term. Students registering for more than 18 credits must complete a Request for Credit Overload Form, which can be found in the Registrar's Office. The request must reflect the

student's GPA. The completed request for Credit Overload Form must be returned to the office of the Registrar. A copy must be given to the Dean of Academics and a copy kept in the student file of the student's advisor.

REGISTRAR

SUB 116

(406) 638-3185

registrar@lbhc.edu

REGISTRAR CLERK

SUB 116

(406) 638-3124

registrarclerk@lbhc.edu

STUDENT BILLING

The final step in LBHC registration is to take the schedule of classes to the LBHC Bookstore. The Bookstore Manager Lorrie Not Afraid will prepare the student billing for each student based on the classes on the Registration Form. The student bills indicates the cost of tuition and fees, books and materials. These are costs the student owes to the college for the cost of education. Student enrollment is official when student billing has been completed. The student is fully responsible to pay for the costs of education listed on the student bill. Various forms of student financial assistance may be used to pay for the costs of education, owed the college and the LBHC bookstore in the Student Union Building.

Textbooks and Learning Materials

New and used (when available) textbooks for classes may be purchased at the LBHC Bookstore. All textbooks and required learning materials sold in the Bookstore must be applied to the student bill at the time of registration, and are included in the Student Bill. It is a student responsibility to purchase assigned and required textbooks, to utilize these materials in the completion of each course, and to have them for use in class sessions. **Please note that the Bookstore is not obligated to repurchase books.** Textbook charges vary depending on the number of courses taken and the number of textbooks used in each course.

Outstanding Bills

Students with outstanding bills must make payment arrangements with approval from the Student Billings Office, Chief Finance officer, and Dean of Students Services. **Students with outstanding bills will not be permitted to register; an Accounts Receivable HOLD will be in effect 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 Refund Policy

A portion of the tuition charges may be refunded to student who officially withdraw before the 15th day of instruction. 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 15th day. **No refund for student fee will be made unless they have copy of an official Withdrawal Form.** A refund of 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 the instructional days, not including weekends and holidays. Day 1 is the first day of classes as published in this catalog.

Refund Charged

ξ Prior to first day of classes 100% refund
 ξ 1-5 instructional days
 90% refund ξ 6-10
 instructional days 75%
 refund ξ 11-15
 instructional days 50%
 refund
 ξ After the 15th day of classes
**NO REFUND IS MADE TO
 STUDENTS**

BOOKSTORE MANAGER

SUB 167
 (406) 638-3151
 bookstore@lbhc.edu



wife of Rides A White Hipped Horse (aka White Hip) beading a man's legging panel, circa 1905. Photo by Richard Throssel

ACADEMIC AFFAIRS

Statement of Academic Freedom

Little Big Horn College maintains an atmosphere for free academic expression and independence for its students and faculty. Faculty and students are free to examine and test all knowledge appropriate to their discipline within the policies stated in the College Policy Manuals.

Little Big Horn College provides each student the opportunity to learn. Personal freedoms and student rights are delineated in the Student Handbook, Part II – Rights and Responsibilities of Students. As it relates to academic freedom, students have the right to freedom of inquiry, speech and assembly (Part B. Student Rights, (1)); and, the right to study and learn in an atmosphere of academic freedom (Part B. Student Rights, (7)).

Statement of Non-Discrimination

Pursuant to Title VI and VII of the United States Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, and Executive order 11246 as amended by 11375, Little Big Horn College has a policy of non-discrimination in employment practices and in admission, access to, and the conduct of education programs. Discrimination is prohibited on the basis of race, sex, color, national origin, relation, age, handicap, marital status, sexual orientation, or parental status. Little Big Horn College adheres to federal acts: Civil Rights Act, Age Discrimination Act, and the Americans with Disabilities Act.

Academic Year

Little Big Horn College is on the semester system. The academic year is comprised of a fall semester and a spring semester. Each semester is 15 weeks. A student can register at the beginning of any semester. Some course work is sequenced (some courses should be taken before others can be taken), and prerequisite courses are required before other classes are taken. The course description section of the catalog contains information on course sequence, the semesters when a course is offered, and prerequisites. Little Big Horn College offers courses during a summer session. The number of courses offered in the summer is limited.

Classification of Students

Students are classified as follows:

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 for financial aid (see financial aid page 30)

By Class

- A freshman is any student

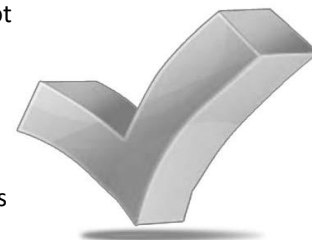
who has completed between 0-30 credits.

- A sophomore is any student who has completed 31+ credits.

Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out of class, students work each week for approximately fifteen weeks for one semester or trimester hour of credit.
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.



Little Big Horn College adopted the credit hour policy in compliance with federal regulations effective July 1, 2011. Federal regulations mandate that all candidate and accredited institutions comply with the definition of the credit hour.

Student Attendance

Little Big Horn College faculty and administration recognize student attendance in class and academic performance are related. The attendance policy, therefore, is as follows:

- All instructors will keep and report daily attendance.
- If a student has not attended a course during the first four (4) days they 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.
- If a student misses six (6) consecutive hours of a class during the course of the semester without prior notification, the instructor will have the option to withdraw the student from the class. The Dean of Students and the Registrar must be notified. The student may appeal this action through the Dean of Students.
- Instructors may use more rigorous and detailed attendance policies in their courses. These policies will be listed in the course syllabus so students can 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 Student's.

The form must be submitted to the Dean of Students three (3) instructional days before the expected absence. This procedure will assure the student will not be with- drawn from classes by the instructor and assure the students the opportunity to make up assignments and examination in advance or upon return.

Class Enrollment List

Faculty receive the official class enrollment list on the Monday following the DROP/ADD deadline. Students who are properly registered for a course are the only ones who can attend and receive credit for the course.

Adding Courses

A student may add courses until the 10th day after registration. This can be completed through CloudRam. The student must have the Instructor's, Advisor's and Dean of Students' permission. Students adding courses after the 10th day of registration may do so with the permission of their Academic Advisor, Dean of Stu- dents 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 re-turned to the Registrar's Office.

Dropping Courses

Students may drop classes until the 10th instructional day after registration without notation on the transcript. After the 10th instructional day, withdrawals will be used. A student may withdraw from a course without grade penalty up through the last of week of classes.

Students may be automatically with- drawn from a course if a 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. Students can drop a class through CloudRam.

The DROP/ADD card can also be used to ADD courses in the same manner up to the DROP/ADD deadline. This card can be used to withdraw from a course until the 7th calendar day before the last day of classes for the semester. 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". **Students may follow this procedure for formally add or drop a course.**

- ξ **Get a DROP/ADD card at the Registrar's Office**
- ξ **Put the course name and number to drop on the DROP/ADD card**
- ξ **Return the card the Registrar's Office with the proper signatures included.**
- ξ **ADD/DROP courses through student's CloudRam Account.**

Withdrawal from ALL COURSES

A student who withdraws from all courses at Little Big Horn College during the semester is required to fill out a Withdrawal Form at the Registrar's Office. The student will be required to complete an exit interview with their advisor, Financial Aid Officer, Dean of Students, and Student Billing personnel. The Withdrawal Form will be returned to the Registrar's Office with the appropriate signatures. Stu- dents who leave the campus without officially withdrawing and fails to meet the requirements of the course will receive an "F" in all coursework for that semester or session. It is the student's responsibility to officially withdraw from the college.

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



Final Examinations

Three Final examination days with two review days are scheduled during the last week of each semester. The finals schedule will be issued at least 2 weeks prior to finals.

Independent Study

Students may request an independent study from an instructor, but it is ENTIRELY UP THE INSTRUCTOR if they choose to do this. Independent study courses may be requested only if a student has conflicts at the time the course is offered or if the course is not offered that semester.

Instructors are encouraged to suggest viable course for substitution in place independent study courses. If a student and instructor agree upon an independent study for a course, a detailed syllabus needs to be developed so both parties know what exactly what is expected for a final product.

Copies of this [Independent Study Form](#) must be signed by both parties and provided within the drop/add period (first 10 days of class) to the student, the department head and academic dean. A copy of the Independent Study Agreement should be attached to the Registration Card or Drop/Add Card when registering for an Independent Study Course.

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 of 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 Research coursework may not be used to fulfill General Education Core Requirements.

Challenging Courses

Each department determines the course which may be challenged. A student who chooses to challenge the course makes a written request to the Registrar to challenge the course. The challenge request will be made jointly by the Department Head and the course instructor. The challenge shall be by comprehensive examination, which must be passed with a grade equivalent to a "C" or better. The Course Instructor will determine the final grade for the challenge test and the course challenged. The final grade for a challenged course by the drop/add deadline in the semester in which the challenge is made. **FULL TUITION AND FEES** are charged for a challenged course.

Internships

LBHC encourages students to explore the world of work by offering academic 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.

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 Dishonesty

Students at Little Big Horn College are expected to do their own work in their own words and with their own ideas. If the student quotes or paraphrases the words of others, they are expected to indicate the sources of the quote or paraphrased segment. Plagiarism also includes work completed using Artificial Intelligences. A member of the faculty who believes that a student has claimed the work of someone else as their own may take appropriate steps from failing the specific assignment, up to failing the entire course. The faculty member may refer the student to the Dean of Academics on campus for further discipline. The LBHC Student Handbook contains more detailed information about the Policy on Academic Dishonesty. Plagiarism also includes work completed using Artificial Intelligences

General Education Core Requirements

All students desiring to graduate from LBHC with an Associate's Degree must complete the General Education 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 the status of a "D" affects them.

Related Instruction Core Requirement

All students desiring to graduate from LBHC with a One- Year Certificate must complete the Related Instruction Core Requirements. These required nine (9) credits are outlined in the student’s Program of Study.

Program of Study Requirements

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 Courses

An elective is a suggested or recommended 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.

Academic Advising

Academic Advising is important to student success. Each student is assigned an academic advisor based on the student’s declared major. Students are required to contact their advisor each semester to learn about academic requirements, plan their schedule, and discuss their educational plans. Academic Advisors will assist students with course selection that will accomplish the student’s education and career goals. Advisors will also provide assistance with dropping and/or adding courses and changing or declaring majors. It is the student’s responsibility to take an active role in the planning of their education and career goals. The advisor’s signature is required before a student’s registration card is submitted.

DEAN OF ACADEMICS

DL 145
 (406) 638-3131
deanofacademics@lbhc.edu

ACADEMIC DEPARTMENT HEAD

DL 136
 (406) 638-3117
academicdept@lbhc.edu

GRADING

Grading Guidelines

The evaluation of student’s work is based upon a grading scale or point system established by the faculty member, the instructor assigned to the specific course. Grades are issued by the course instructor at the conclusion of the semester in which the student is enrolled. Here is the grading system:

- A-Excellent
- B-Above Average
- C-Average
- D-Minimally Passing
- I-Incomplete
- F-Failure
- W-Withdrawal (see page 17 for definition)
- P-Passing (see page 20 for details)
- NP-No Pass
- S-Satisfactory
- U-Unsatisfactory



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)

Final Grade Reports

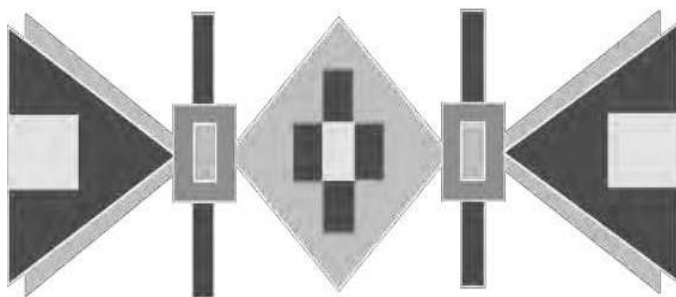
Final grade reports are prepared at the end of each semester, including summer session. Students who wish to have grades mailed to them must leave a self-addressed stamped envelope at the Registrar’s Office. A student may request to the Registrar’s Office for a no-cost unofficial transcript at the end of the semester.

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, which means the work must be completed within one semester following the incomplete grade.

In order to receive an incomplete, the student must:

- Have attended 80% of their course,
- Have completed 80% of the coursework,
- Have instructor approval, with evidence of course participation,



Complete a contract binding the student to complete the remainder of the coursework.

The instructor will seek approval of the contract from the Department Head and the Dean of Academics. Once approval is granted the instructor may assign the student with an "I" for the course.

Upon completion of the coursework 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.

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 Academics.

The Pass-No Pass Option

This option is designed to provide the student with the ability 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. The grade of "P" is given if the work is judged to be the equivalent of "A," "B", or "C". The grade of "NP" is awarded if the work is equivalent to "D" or "F".

Audit

No credit is given for an audited course. The audit must be declared at the time of registration. The fee for an audit is \$70 for each credit hour take

Grade Point Average (GPA)

In order to graduate with an Associate of Arts, Science or Applied Science Degree, or a One-Year Certificate a student must earn a minimum grade point average of 2.00 in ALL courses attempted at LBHC.

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 GPA 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:

- Each credit hour of A 4 points
- Each credit hour of B 3 points
- Each credit hour of C 2 points
- Each credit hour of D 1 point
- Each credit hour of F 0 points

Sample GPA

A student received a B in College Writing I and an A in Algebra, using the points system previously described his/ her grade point average is 3.57.

Algebra is 4 credits. Each Credit is worth 4 points because the student received an "A" in the course. Algebra is worth 16 credit point. College Writing is 3 credits. Each credit is worth 3 points because the student received a "B" in the course. College Writing I is worth 9 credit points.

To calculate the GPA add the credit points (9+16=25) and divide the total by the amount of credits the student attempted (25÷7=3.57)



Cumulative Grade Point Average

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

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

Academic Honors

In recognition of high scholastic achievement, LBHC makes public the Dean's List at the end of each semester. A student who receives a 3.5 grade-point average or better and is taking twelve credits or more is placed on the Dean's List. A student who receives a 4.0 grade-point average and is taking twelve credits or more is placed on the President's List.

Academic Probation

A student is placed on academic probation when the semester cumulative grade-point average falls below 2.00. Students are removed from academic probation and are allowed to register for classes as long as they have a 2.00 GPA for each succeeding semester. Academic probation is a final reminder to students that they will be suspended from LBHC if their academic performance does not improve. Students placed on academic probation must contact their advisor and Academic Dean before registering the next semester.

Academic Suspension

Any student that is placed on academic probation who did not make a 2.00 GPA during the subsequent semester is suspended for one semester. A student who has been suspended from LBHC may petition for reinstatement after one semester has elapsed.

Appeal of Suspension

Exceptions to the academic suspension policy may be made for students who provide evidence to the Dean of Academics and/or Academic Council that their reinstatement can be justified. Only extreme cases of extenuating circumstances may be considered for re-admitting a student who has been suspended, or if there is evidence that the student has taken some reasonable action to correct the cause(s) for suspension.

A student who has been suspended and believes there were extraordinary circumstances beyond the student's control may submit an Appeal of Suspension Form to the LBHC Academic Council through the Dean of Academics. The Appeal of Suspension Forms are available in the Registrar's Office and the Student Success Center.

Reinstatement

Suspended students may petition for reinstatement after one semester. The student must have approval from his/her Advisor, Department Head, and Academic Dean before the Academic Council considers the student for reinstatement. The petition should contain the justification for reinstatement and should be filed with the Dean of Academics.

All students who are approved for reinstatement must submit the Intent to Register Form to the Registrar's Office. The Intent to Register Form is available in the Registrar's Office.

Reinstated students will be placed on "academic probation." The student must make arrangements with the Dean of Academics prior to enrollment and make regular appointments with Student Services Staff. When students achieve a term and cumulative GPA of 2.00 and above, the "academic probation" designation is removed. Students must have a 2.00 term and cumulative GPA to graduate.

After a second suspension, one academic year must elapse before the student will be reinstated. Students who have received more than two suspensions must petition for reinstatement through the Dean of Academics to the LBHC Academic Council. The petition should contain the justification for reinstatement and should be filed with the Dean of Academics.

DEAN OF ACADEMICS DL 145
(406) 638-3131
deanofacademics@lbhc.edu

ACADEMIC DEPARTMENT HEAD DL 136
(406) 638-3117
academicdept@lbhc.edu

REGISTRAR SUB 116
(406) 638-3185
registrar@lbhc.edu

STUDENT RECORDS

Academic Records

Official academic records of each student's scholastic achievement are kept on file in the Admissions Office, 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.

Transcript Request Forms can be found in the Registrar's Office or on the LBHC website:

http://www.lbhc.edu/admissions/forms/official_transcript_request.pdf

All official Transcript Request Forms require the student's signature, and a \$3.00 transcript fee, which can be paid in the Registrar's Office by money order. Do not send cash in the mail with the transcript request.

Official Transcripts will not be released if a student has financial obligations to the College.

Privacy of Records

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 Registrar's office 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 FERPA.

Long Otter, a Crow by Richard Throssel, 1908



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 field 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, Registrar's office in writing. A new form for non-disclosure must be completed each year.

REGISTRAR
SUB 116
(406) 638-3185
registrar@lbhc.edu

REGISTRAR CLERK
SUB 116
(406) 638-3124
registrarclerk@lbhc.edu

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.

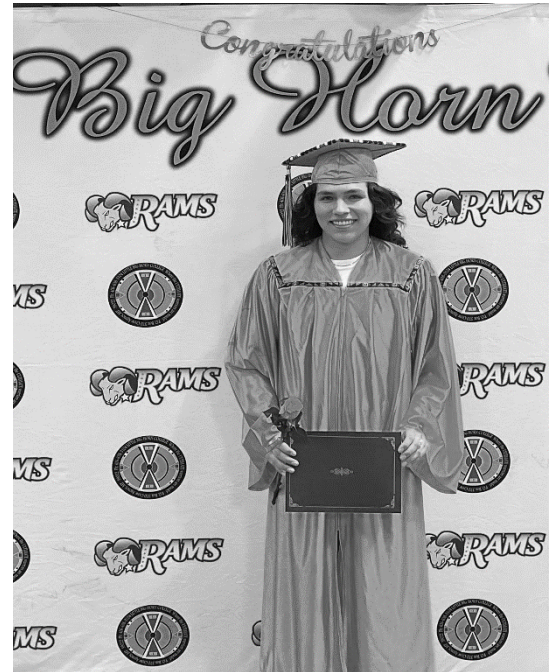
The Dean of Academics, Dean of Students, Department Heads, Academic Advisors and Registrar are all available to provide assistance, but the responsibility of knowing and meeting all requirements for graduation rests with the student.

Graduation Requirements

The requirements for graduation from Little Big Horn College are:

- A minimum of 60 semester hours of credit must be earned with a cumulative grade point average (GPA) of 2.00.
- A minimum of 20 semester hours of credit must be earned at Little Big Horn College.
- a minimum of a "C" must be achieved in all coursework within the student's designated Program of Study.
- All General Education Core Requirements must be completed with a passing grade. **Courses counted in the Program of Study cannot be counted in the General Education Core Requirements.**
- Students must file their Petition to Graduate Form in the semester prior to their expected graduation date. The Petition to Graduate Form is available in the Registrar's office. The Petition to Graduate is sent to the LBHC Academic Council for review and graduation approval. Special consideration is given to graduates for registration and course scheduling to ensure enrollment in required courses.
- The Approval to Graduate Form is circulated to all necessary offices. All library materials must be returned prior to graduation; all college bills in the finance office or bookstore must be paid prior to graduation.

- Two weeks prior to finals, Advisors will circulate the **Completion Status Report** for graduates and return to the Academic Dean's Office. Indications of



unsatisfactory progress in the Completion Status Report may prevent the student's graduation. Diplomas and official transcripts will be held until the student bill is paid in full.

The Dean of Academics makes the final approval of the Petition to Graduate, based on completed courses, final grades, and official transcripts. The Dean of Academics provides written notice of **Approval to Graduate** to the candidate and the candidate's academic advisor.

Official diplomas will be available from the Dean of Academics within three weeks after the official graduation date.

Academic Honors

Graduates earning a 3.5 cumulative GPA or higher are distinguished in the program and are awarded an honor cord to be worn during the graduation ceremony.

DEAN OF ACADEMICS
DL 145
(406) 638-3131
deanofacademics@lbhc.edu



STUDENT SERVICES

Student Services programs at Little Big Horn College are charged with promoting student retention and graduation. To ensure student success, the Dean of Student Services oversees all student support offices including: Admissions & Registration, Community Outreach, Financial Aid, the First-Year Experience Program, the Student Success Center, and the Title III Program which are all located in the Student Union Building. The Dean of Student Services also works closely with all student organizations and oversees student activities on campus. Together, these programs offer support services to all students at Little Big Horn College. The Student Handbook, including the Student Code of Conduct, is available to all students at the Student Success Center.



DEAN OF STUDENT
SERVICES
SUB 134
(406) 638-3106
deanofstudent@lbhc.edu

Programs for Students

Community Outreach

The function of the Community Outreach Office includes contact with the broader Crow Indian community for the recruitment of adult students in addition to the schools serving Crow Indian students. The Community Outreach Coordinator educates perspective students and their families about LBHC degree offerings and future careers. The coordinator also represent LBHC at career fairs and other recruitments events.

COMMUNITY OUTREACH COORDINATOR
SUB 169
(406) 638-3144
communityoutreach@lbhc.edu

First-Year Experience

The First-Year Experience Program focuses on two groups of students: traditional college-age and returning adult students. First-time freshmen are required to enroll in the General Education Core Requirements and ED 100 Skills for Success. Students enrolled in the Skills for Success course have

the opportunity to learn the framework for success in college. Students will learn college success strategies such as note-taking, test-taking, time management, motivation, use of the catalog and plan of study. The course covers college, community, and family resources.

The First-Year Experience Coordinator monitors first year student progress and class attendance. When necessary, academic support services are recommended: tutoring, consultation on study skills and appropriate student support services.

FIRST YEAR EXPERIENCE
COORDINATOR SUB 169
(406) 638-3144
firstyearexperience@lbhc.edu

Student Success Center

The Student Success Center is available to assist students with advising, career guidance, disability support services, mentoring, referral services, transfer guidance, and tutoring. The Student Success Center works closely with faculty and other student services programs to provide students with the support needed for a successful college experience. The Student Success Center also offers scholarship and internship information. The Center also provides study space and computers for students.

STUDENT SUCCESS CENTER DIRECTOR SUB 147
(406) 638-3189
studentsuccesscenter@lbhc.edu



Title III Program

The planning, guidance, and support services provided by Title III promotes higher grade point averages, retention and graduation rates at Little Big Horn College (LBHC). The Title III program provides supports to both students employment each academic year, i.e. Tutors and Technical Assistants. Tutors are hired to assist students who may be struggling in certain course subjects. Technical Assistants are hired to assist various LBHC departments with their daily task. The Title III program also provides professional development funding for faculty and staff.

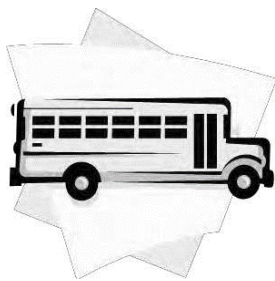
TITLE III DIRECTOR
SUB 210
(406) 638-3154
titleIII@lbhc.edu

Title III Student Employment Opportunities

Peer Mentors: Qualified students are encouraged to mentor students new to LBHC. Mentors help new students adjust to college and feel connected and familiar with LBHC. Peer Mentors also serve as student liaisons between the new student and instructors at LBHC. Students interested in becoming mentors must complete a Mentor Program Orientation. Mentor Application packets are available in the Student Success Center located on the first floor of the Student Union Building, room 147

Technical Assistants (Title III Interns): LBHC promotes internships to provide students with practical work experience. Selected interns are placed in various LBHC departments to assist with the departments daily tasks. Technical Assistant/Intern applications are available at the Title III office located on the second floor of the Student Union Building, room 211

Tutor Employment: Qualified 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. Students hired must complete a sixteen hour Tutor Training Class which, is offered at the beginning of each semester. Tutor Employment Packets are available on the second floor of the Student Union Building, room 211.



Services for Students

Textbooks and Learning Materials

New and used (when available) textbooks for classes may be purchased online at ECampus, Crow Studies classes are available in the bookstore. All textbooks and required learning materials sold in the Bookstore and on ECampus must be applied to the student bill at the time of registration, and are included in the Student Bill. It is a student responsibility to purchase assigned and required textbooks, to utilize these materials in the completion of each course, and to have them for use in class sessions. **Please note that the Bookstore is not obligated to repurchase books.** Textbook charges vary depending on the number of courses taken and the number of textbooks used in each course.

College Cafeteria

The Internet Café provides breakfast and lunch daily. The Internet Café provides nutritious food for purchases, and wireless technology outside for the college classrooms. The Café accommodates student on a limited budget with reasonable food prices.

Counseling and Student Development

The Dean of Student Services offers personal counseling and general assistance in the area of academic advising and career planning. Assistance is also available to students who are experiencing problems that affect their academic progress. Short term crisis assistance is available on campus. However, personal problems requiring counseling will be referred to the appropriate local agencies:

- Crow Nation Wellness Center 679-5360
- Crow Tribe Domestic Violence Program 638-2949
- Crow/Northern Cheyenne Hospital 638-2626

Daycare Services

Daycare is overseen by the Song Bird Daycare Center of the Crow Tribe. The LBHC campus daycare center serves LBHC student's children ages 13 months to 3 years, with the enrollment limit of 20 children. The center is a licensed daycare facility, under the rules and regulations of the State of Montana and the Crow Tribe. LBHC students pay an average of \$30.00 to \$35.00 monthly. Services are provided from 8 a.m. to 4 p.m., Monday through Friday, during each academic term. Home-based childcare is available for infants age 0 to 18 months. Applications can be picked up at the LBHC Daycare of SongBird Day care Center. For more information, contact the LBHC Daycare Director at 638-3102 or Song Bird Daycare Center at 638- 2589.

Disability Support Services

Little Big Horn College is committed to providing equal educational opportunities for students with disabilities. Appropriate accommodations are provided for students with disabilities. LBHC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students and parents are encouraged to speak with their advisor regarding questions about support services and accommodations. Please see Student Success Center for identifying/reporting procedures. Students also have the option to self-identify at any time during their college career; students can report to the staff in the Student Success Center or a faculty

member to self-identify their learning or physical disability, temporary or permanent. Faculty members can also refer students to the Student Success Center director. All information pertaining to a student's disability will be kept confidential under FERPA law.

Process of identifying student with disabilities:

1. Student declares disability.
2. The student notifies Student Success Center.
3. Student Success Center contacts student.
4. Student provides documentation.
 - a. Documentation accepted includes:
 - i. Individualized Education Plan (IEP)
 - ii. 504 plan
 - iii. Physician/Psychologist verification
5. Student Success Center completes intake evaluation to:
 - i. Identify specific accommodations;
 - ii. explain alternative testing procedures, student rights, and responsibilities, note taking services, equipment use and building and classroom access;
6. The Student Success Center will contact instructors via email regarding accommodations
7. DSS files will be kept in the Student Success Director's Office

LBHC will provide staff/mentor/tutors with appropriate training for providing accommodations to students while adhering to FERPA law.

Non-credit Internships

Non-credit internship positions are offered to qualified

full-time students each year and are funded by the Title III Program. Selected interns are placed in various Little Big Horn College departments to assist in their day to day tasks. LBHC promotes internships to provide students with hands-on work experience.

Placement Testing

New students and some transfer students are required to take the Accuplacer placement test prior to registration. The Accuplacer tests are given before registration each semester. The Accuplacer test is designed to ensure appropriate level of placement in the areas of math, reading and writing. Developmental courses are designed to help students develop the skills necessary to succeed in college level course work. Credits earned in developmental courses may be used toward graduation but are not transferable and do not meet core requirements. If placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete, so it is imperative that students work closely with their advisors.

Student Transportation Services

The Crow Tribal Transit System is free of charge to all LBHC students. LBHC and the Crow Tribal Transit Authority have a partnership which offers students transportation to and from Billings, Fort Smith, Hardin, Lodge Grass, Pryor, St. Xavier, and Wyola. The College subsidizes student transportation costs. Schedules for the Transit System are available in the Student Union Building. Tickets can be picked up in the SUB.



Transfer Assistance

LBHC students are encouraged to transfer to four-year colleges and universities. Transfer assistance is provided to students who are planning their transition to a four-year college or university. Transfer assistance includes choosing a college or university, connecting with appropriate advisors and student support programs, applying for financial aid, and seeking child care and housing.



Tutoring

Tutors are available to assist students with computer use and software, and in the academic areas of mathematics, science, social science, and writing at no cost to the student. Students may request a tutor for their courses through the Title III Program, the Student Success Center or course instructor referral. Every effort is made to provide students with tutoring in order to achieve academic success. The Title III Program is located in SUB 211 and can also be reached by calling 638-3137. The Student Success Center is located in SUB 147 and can also be reached by calling 683-3189

Student organizations play an important role as co-curricular learning activities at Little Big Horn College. All students are encouraged to participate and become members of student organizations while attending LBHC. Students who participate in student clubs will have the opportunity to learn leadership skills, gain an understanding of organizational communication and budgeting skills, and acquire volunteerism experience.

STUDENT ORGANIZATIONS

Any group of students seeking to form a new student organization or re-activate an organization can do so through a process coordinated by the Dean of Student Services. Please refer to the LBHC Student Handbook for more information on Student Organization policies and procedures.

American Indian Higher Education Consortium (AIHEC)

The AIHEC Student Conference is held each spring.

Student members of the AIHEC student organization attend the annual conference and have the opportunity to develop leadership skills and participate in educational and cultural competitions. Students and campus organizations assist with fundraising to support AIHEC Conference attendance.

American Indian Science and Engineering Society (AISES)

The Apsáalooké AISES Chapter encourages American Indian students in the areas of engineering, science, and other related technology fields. The chapter participates in national and regional professional conferences and provides mentoring 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 for AISES are chosen each year and serve on a volunteer basis.

Biiluuka Alaaxuuche LBHC Indian Club

The LBHC Indian Club provides and encourages cultural activities at LBHC. Its purpose is to promote and foster pride in the cultural heritage of Crow Indians and Native Americans. All LBHC students are encouraged to become members. The Indian Club hosts the LBHC Powwow and co-sponsors the Halloween Masquerade. All Indian Club members are expected to participate in fundraising activities and cultural events as scheduled by the club.

Rodeo Club

The Rodeo Club is a student activity that allows students to participate in activities that support the sport of rodeo. Students can participate in events that are sanctioned by the National Intercollegiate Rodeo Association (NIRA). The LBHC Rodeo Club is a member of the NIRA Big Sky Region. Participation in the NIRA events may qualify students to participate in the College National Finals Rodeo (CNFR).

Range Club

The mission of the Little Big Horn College Range Club is to better the students' knowledge and understanding in rangeland management and sustainability, and providing leadership for stewardship of rangelands based on sound ecological practices.

Student Government

The Student Government is the governing organization of the student body at LBHC. The officer are

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



VETERAN'S BENEFITS

Please be advised of the NEW standards for Veterans that will be implemented in the Little Big Horn College Financial Aid Office effective immediately. If you have any questions, please see the Financial Aid Officer

Standards for Veterans

Any student receiving benefits from the U.S. Veterans Administration will be counseled by the certifying official about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and his/her own responsibilities in these matters. He/she will then have his/her enrollment form approved by the Veteran's Affairs Office (VAO) during registration.

Satisfactory Progress: Any veteran receiving educational benefits from the Veterans Administration is expected to progress satisfactorily toward an educational goal and must meet the following standards:

- Any veteran whose grade is 1.75 or below in any given semester will be placed on scholastic probation and will be required to receive special counseling by the certifying official before registering the next semester.
- VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A 2.00 GPA is required at the completion of degree or certificate.

To allow for timely processing, student applying for Veteran's Educational Assistance are encouraged to apply for assistance at least one month prior to registration. The LBHC Financial Aid Officer can assist with application process and certify students through the VA online. For information that is more detailed or assistance, students may contact their nearest VA regional office, local service officer, or veteran's organization representative, including the American Red Cross, in their community. Students may access the official website of the Department of Veterans Affairs Educational Service at <http://www.gibill.va.gov>, or call them at 1-88-GIBILL-1 (1-888-442-4551).

DEAN OF STUDENT SERVICES

SUB 134

(406) 638-3106

deanofstudent@lbhc.edu



Crow Veteran's Color Guard lead the parade during Sheridan WYO Rodeo, July 2015.

FINANCIAL AID AND SCHOLARSHIPS

Types of Financial Assistance

Students and parent(s) pursuing financial aid should first apply for a FSA ID. This FSA ID will be used throughout a student's college career; once a student receives this FSA ID, 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:

- ☑ Grants and Scholarships
- ☑ Work-Study Opportunities

Loans

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

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, through the Bookstore. The majority of scholarship assistance is allocated to students working towards their first Associate's degree. Some scholarship programs may allow scholarship assistance to students holding an Associate's degree and completing coursework toward a Bachelor's Degree. Students must achieve and maintain a 2.50 Grade Point Average to eligible for scholarships. **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.

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. **Financial Aid**

disbursements are made after the 7th week of classes.

Federal Pell Grant will pay for only one (1) 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), Associate of Science (AS), or Associate of Applied Science (AAS) 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 Grant will provide funding for only twelve (12) semesters of study.** Students pursuing a second Associate 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 Regulations require that students establish attendance/participation in coursework each term to be eligible for Federal Financial Aid. Federal Pell Grant recipients, Pell Grant award amount will be based on the courses he/she is registered AND in attendance. The grant is disbursed based on the number of credits for which attendance has been confirmed. The student will not be eligible for Pell Grant for courses which he/she does not attend and for the full-time Pell amount.

Federal Supplemental Education Opportunity Grant (FSEOG)

This grant is for undergraduates with exceptional financial need; priority is given the Pell Grant recipients, depending on availability of funds.

Merit-Based Scholarships

This scholarship is based on academic performance. A 3.30 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. Students must have unmet need.

American Indian College Fund (AICF)

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. A scholarship may only be available for female nursing students).

LBHC has the discretion to place additional restrictions on 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 scholarship, 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 Expected Family Contribution (EFC), and the first-time freshman scholarship for those students who have not attended before.



Tuition Scholarship

Tuition Scholarship are available to seniors (55 years or older), Little Big Horn College employee(s) and Board of Trustee's members tuition **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) 638-3744 or (406) 638-3746.

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 are available in the Financial Aid Office. See section on Veteran's Benefits on page 29.

Work-Study

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

- **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 and 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 part of the student's financial aid package if they are awarded.

- **Institutional Work-Study** is for those students who do not qualify for any federal assistance is available. Students are placed in various job positions on campus. As they work their student bill is credited

Verification

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

Return of Federal Student Aid, 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 portion of the period the student did not complete.

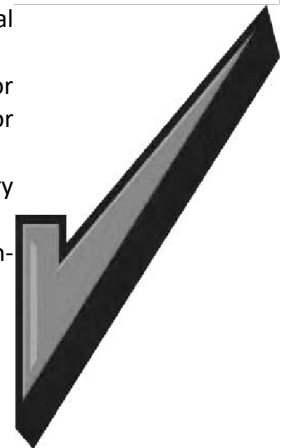
If a student leaves without officially withdrawing, the college will attempt to determine the last day of attendance through instructor's attendance records of a review of the academically related activity. An academically-related activity includes, but is not limited to, an exam, a tutorial, academic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

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

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
- Be a citizen or eligible non-citizen.



- Maintain satisfactory academic progress (see section on academic progress).
- Not be in default on Perkins, Stafford, Unsubsidized Stafford or PLUS loans at any other institution.
- Not owe the U.S. Department of Education on an over- payment.
- Males must register with the Selective Service via <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 at LBHC 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 for financial aid 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:

- A minimum grade point average (GPA) of 2.00 must be maintained each semester for Pell Grant and 2.5 for scholarships.
- 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 they do 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 because they received an incomplete grade(s) will be removed from such status if the "I" is made up and a passing grade is earned.

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 full-time student (at least 12 credits) was placed on suspension, the student must successfully complete 12 credits with a grade point average of at least 2.00.

Students are responsible for the payment of these credits. Students may be approved to work through Institutional Work-Study to help pay for tuition and fees.

Federal Aid 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.

Students may obtain the [Financial Aid Appeal Form](#) from the Financial Aid Office. The complete [Financial Aid Appeal Form](#) should be submitted with a copy of the student's transcripts and all other necessary documents to the Financial Aid Office. Students are allowed one appeal.

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.

FINANCIAL AID DIRECTOR

SUB

(406) 638-3141

financialaid@lbhc.edu

COST OF ATTENDANCE

How much does it cost to attend LBHC? This is an important question for all students to consider. Below is an example of an estimated cost of attendance budget. The cost of attendance budget allows students to better understand the overall 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.

Cost of Attendance at LBHC		
Full-Time Student	One Semester	Full Academic Year
Tuition 12-18 Credits	\$1,300.00	\$2,600.00
Registration	\$50.00	\$100.00
Activity Fee	\$50.00	\$100.00
Building	\$100.00	\$200.00
Tech Fee	\$50.00	\$100.00
Science Lab Fee	\$30.00	\$60.00
Art Lab Fee	\$30.00*	See Note: \$60.00*
Library fee	\$20.00	\$40.00
TOTAL	\$1,600.00	\$3,200.00

Sample Budget for a Full-Time Independent Student from Pryor with			
One Semester		Full Academic Year	
Tuition & Fees	\$1,600.00	Tuition & Fees	\$3,200.00
Travel	\$6,007.50	Travel	\$12,015.00
Housing	\$3,217.50	Housing	\$6,435.00
Childcare	\$1,890.00	Childcare	\$3,780.00
Books and Other Expenses	\$600.00	Books and Other Expenses	\$1,200.00
TOTAL	\$13,315.00	TOTAL	\$26,630.00

Other Expenses	
Annual Estimated Travel Expense For Students Traveling to LBHC From:	
Crow Agency	\$2,403.00
Lodge Grass/Wyola	\$5,528.00
Hardin/Dunmore	\$2,403.00
St. Xavier/Busby	\$5,528.00
Fort Smith/Pryor/Billings	\$12,015.00
Annual Estimated Housing Expense for Students Attending LBHC:	\$6,435.00
Annual Estimated Childcare Expense for Students with Dependent Children Attending LBHC :	\$3,780.00
Other Annual Expenses-Dependent Student	\$600.00
Other Annual Expenses-	\$1,000.00

Sample Budget for a Full-Time Dependent Student from Crow			
One Semester		Full Academic Year	
Tuition & Fees	\$1,600.00	Tuition & Fees	\$3,200.00
Travel	\$1,201.50	Travel	\$2,403.00
Housing	\$3,217.50	Housing	\$6,435.00
Books and Other Expenses	\$600.00	Books and Other Expenses	\$1,200.00
TOTAL	\$13,514.50	TOTAL	\$13,238.00

Note:

***Charge applies if taking Art class.**

RAMS BASKETBALL



The college is a member of the National Junior College Athletic Association (NJCAA).

Participates in American Indian Higher Education Consortium (AIHEC)

Eligibility requirements for athletes are posted on the Little Big Horn Website, <http://www.lbhc.edu>

Dean of Administration/Title IX Coordinator
ADMIN
(406) 683-3110



LITTLE BIG HORN COLLEGE LIBRARY

Little Big Horn College Library

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. Instruction sessions are made for the various classes in the curriculum, particularly in the Skills for Success course and the writing classes in Communication Arts. The Library also serves as the **Crow Tribal Public Library**. The staff consists of the Library Director, Assistant Librarian, Archivist, Technical Library Assistant, and the Library Aide. 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.

Services and Collections

The Library provides students, faculty and the public access to **17,000 print volumes, nearly 15,000 periodical titles** both print and electronic, e book access, general **Internet access (including wifi)**. Resource areas of particular strength are Crow and Native American Studies, early childhood education, natural resources, nursing and health and the history of the American West. There is also a collection of approximately **4,000 audiovisual materials**, much of which is video recordings related to the Crow

people and Little Big Horn College. The audiovisual recordings also cover topics taught in course work and titles for general recreational use. The **children's collection** contains about 600 books and other materials in addition to six computers for the use of children up to age 15. . Five computers are available for community m

embers 16 and over.

Crow materials are held in a special collection, including rare and out of print books, government documents, re- ports, and video recordings. There is also a large collection of circulating Crow materials. In addition, there is a collection of digital Crow materials which are located on the library web page (<http://lib.lbhc.edu>) under the Crow Re-sources tab. Crow and Native American materials comprise approximately 30% of the print collections.

The LBHC Library is a part of the TRAILS (Treasure State Academic Information & Library Services), which consists of 24 academic libraries in Montana. The LBHC Library catalog gives access to the materials of both LBHC and the other 15 of the TRAILS libraries via **interlibrary loan**. The catalog can also be accessed via the library web page (<http://lib.lbhc.edu>) under the LBHC Library tab. The holdings of OCLC WorldCat can also be accessed for interlibrary loan, giving access to the holdings of libraries throughout the world.

Public programs include the **Cultural Enrichment presentations** given by eminent scholars/elders of the tribe and the **children's summer reading program**.



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.

The Archives is an integral part of the College Library and is conveniently located adjacent to the main library. It serves as a major resource for many fields of study and is an essential resource to researchers who seek historical information on the Crow people. Also, LBHC is one of the few tribal colleges in the United States that has an Archives.

A full-time archivist administers the Archives. Due to the extraordinary and unique nature of the materials, they must be used in the Archives and cannot be checked out. Photocopies can be made when no restrictions are imposed by the donors.

The materials within the Archives include historical records, documents, scrapbooks, family histories, audio/ visual recordings and photographs of Crow individuals and tribal historians. Other resources include copies of federal government documents, tribal records, microfilm of National Archives records and local newspapers, external studies and reports, and research materials from historians, anthropologists, missionaries, attorneys, and others who have studied Crow life.

Within the Archives are hundreds of Crow oral history and oral literature recordings that feature the voices, perspectives and knowledge of the Crow Indian elders. Many are in the Crow language and most are now available to the world, online. The recordings, complete collection descriptions and several of its collections are on the Archives page <http://lib.lbhc.edu/>.

Library & Archives Objectives

- To ensure student, faculty and public **access to appropriate information resources**, within the major focus on supporting LBHC programs of study.
- To **enhance and refine Library resources** in all formats.

- To develop **information fluency skills** in all library users.
- To provide a **welcoming, comfortable and inviting atmosphere** for study and recreational reading, with a student-centered, customer service approach.
- To especially acquire **materials** complementary to and supportive of the **Crow Studies** Associate of Art degree course work.

LIBRARY DIRECTOR

LIBRARY
(406) 638-3113
librarian@lbhc.edu

ASSISTANT LIBRARIAN

LIBRARY
(406) 638-3160
assistantlibrarian@lbhc.edu

ARCHIVIST

ARCHIVES
(406) 638-3182
archivist@lbhc.edu



HEALTH AND WELLNESS

The Health and Wellness Center was designed to promote a safe and welcoming environment for students, faculty, staff and welcoming environment for students, faculty, staff and patrons of Little Big Horn College to foster personal development, an engagement in physical fitness and recreational activities.

The recently constructed facility offers a regulations collegiate basketball/volleyball court (bleachers extended) and two high school size basketball/volleyball courts (bleachers retracted), also cardio and strength training equipment, fitness classes, lockers, showers and saunas. Academic classes, in addition to open hours provided all students, faculty and staff with an on campus facility to get in shape and stay in shape.



Guiding Statement

The mental emotional, physical and spiritual well-being of every Little Big Horn College student, faculty, staff and patron is the goal for our new Health and Wellness Program.

Philosophy

The Health and Wellness Program promotes health through all of the dimensions of wellness and physical movement to enhance longevity and quality of life. To meet our aspirations for excellence, we recognize that being physically healthy is necessary for our success.

Goals

All of those who participate in Health and Wellness Center activities and classes will be able to demonstrate knowledge of the benefits of a healthy lifestyle, including physical activity, nutrition, meditation, and creative movement.

Programs

- 1 credit physical education classes

- 3 credit comprehensive course in fitness and wellness
- Drop-in hours in the Health and Wellness Center
- Intramural Sports events and leagues
- Special events, such as 5k runs

Facilities

Cardio – Physical Conditioning Room

This room houses cardiovascular machines and strength training machines.

Strength & Power Training Room

This room houses cardiovascular machines and strength training machines.

Group Fitness

This room house group exercise classes.

The Center

Please visit the registration desk for the list of hours that the facility is open.

All students, faculty and staff must sign a waiver, receive a facility orientation and show their LBHC ID card to enter. The facility is supervised by LBHC student staff, under the direction of the Health and Wellness Manager. All other patrons must also abide by the same guidelines and present valid ID upon utilizing the facility,

The Health and Wellness rooms will be closed for all athletic home games. The Strength and Power Training room will be closed during Athletic team training. All schedules will be posted in advance.

Fitness Training Center Fees

LBHC Students can utilize HWC facility as part of the athletic fee they pay in tuition. Non-student please see the registration desk for fee information.

HWC Learning Outcomes

Depending on which course students enroll in, they will be able to demonstrate:

- Knowledge of the benefits of physical activity
- Knowledge of the benefits of meditation
- The ability to prepare a healthy meal
- The ability to express themselves through movement

INFORMATION TECHNOLOGY

Little Big Horn College (LBHC) maintains campus technology resources that require the users of those resources to utilize the available technology resources in an ethical, efficient and legal manner. LBHC's information resources are a shared, valuable and scarce resource which must be used by all in a responsible manner that promotes the mission of Little Big Horn College. The use of LBHC's information resources such as its Computers, Networks, Printers, Software etc... is a privilege, not a right. All users including Students, Faculty, Staff and Administration must agree to use the facilities legally, ethically, and in keeping with their intended use.

All Laws including Tribal, State and Federal must be abided by at all times.

Technology Access on Campus

The computer labs for student use are located in the Driftwood Lodges Learning Center rooms, CL 151, 152 214, and 215, are open daily for LBHC students to access when classes are not in session. Computer lab hours are 8

a.m. to 5 p.m. Monday through Friday or when the college is open for business. Each lab has 15 to 25 computers for student use. Additional computer workstations are available to LBHC Students in the Student Union Building and the Library.

Title III tutor lab has several computer workstations available, open daily for student use, located in the SUB, second floor.

The Student Success Center has computers available located in SUB first floor.

The library has workstations exclusively for student use. The library also has laptop computers available to LBHC students for checkout at the Library front desk, for in- Library use only.

There are several portable multimedia carts for presentation use and lectures. The Computer Lab classrooms are configured with necessary software to support the classes taught in each room. The science labs also have computers setup for student use related to science studies. Students are expected to silence or turn off personal technology devices during classes, as they pose a distraction to the class.

WiFi Access

Multiple wireless network access points are located across the LBHC campus. Students have access to the wireless network on campus and may connect to the wireless network with their personal devices such as smartphones, tablet and laptop computers.

Student ID Cards

Students may obtain their individual ID cards from the Technology Support department. Students will be issued an ID card after registering for classes. Students need to present their class schedule document as proof of registration before receiving a student ID or lbhc.edu email address. There is no additional charge for the initial issuance of the student ID. There will be a \$5 fee for reprinting IDs.

Email Addresses

Email addresses will be created for the students and should be used to communicate with the faculty during the semester concerning course related studies. New student email addresses will be issued in the Technology Support Office at the same time the Student IDs are being processed.

Smart phone and other personal electronic device use on campus

The use of mobile telephone and other personal electronic devices should be silenced and put away during class. It is inappropriate and a distraction to others in the classroom when personal electronic devices are used inappropriately. Camera use in locker rooms and restrooms is prohibited due to an expectation of privacy in these areas.

Copyright and Copying

In this Information Technology Access Age obtaining online material is very easy. The use of someone else's work such as published papers, music, software and other produced materials and technologies without the creator's permission is considered copyright infringement. LBHC and its staff and students will be required to abide by copyright laws. Fair use must be carefully abided by and not infringe on copyright material. Students must be aware of academic dishonesty and plagiarism when submitting their assignments and to properly give credit when referencing other published works. Plagiarism also includes work completed using Artificial Intelligence.

Advice

Technology advice is available from the LBHC technology staff, to serve the campus community. Technology staff will discuss technology related subjects on use of campus technology or ways to move forward on a project. Technology support staff members do not repair personal computers, smartphones or printers.



CHIEF INFORMATION OFFICER
DL 133
(406) 638-3161
CIO@lbhc.edu

SPONSORED PROGRAMS

Little Big Horn College, a 1994 Land Grant Institution

The Little Big Horn College became a federal Land Grant Institution in 1994, and through that designation and resource development, the college has become a center for community programs that emphasize leadership, youth, economic and agricultural development. The college designs and implements community based engagement activities and training and information events that features the Crow Indian community, as unique in land base, water resources, language, history and culture. The LBHC Extension Program has initiated USDA supported programs.

Land Grant Extension Service, Youth and Agricultural Development

Economic and community development is a component for all agricultural and land based needs of youth and adults. The first components is the local youth loan program, which provides real world hands-on experiences of daily task associated with running their own business as a rancher. The second component is Strategic Land Planning. The goal is to empower youth and adults with knowledge and practices needed to regain full control over their own lands and natural resources. The third component is Youth Leadership Development. The goal is to bring awareness of Crow culture and traditions related to chieftainship. The Crow tribal youth established Crow Tribal Youth Council with By-laws and are now recognized by the National Indian Youth Council as well as the Crow Tribal Executive Council.

Land Grant Extension Service, Community Training

Little Big Horn College Extension Program organizes and provides training and technical assistance for the Crow Reservation community members on Extension Services programs for up-to date knowledge and skills that engage the Crow Indian community at-large, in issues and capacity building that build the Crow Indian individuals, family, and community.

Agribusiness-Seminars provide knowledge of marketing principles, economic diversification and development of sustainable farming operations, principles of techniques of risk management, and land use management.

Farmers and ranchers are provided with resources and options. The workshops help to better understand the financial, land and information resources available to them

Healthy Living through Gardening Project

The primary purpose of the Healthy Living through Gardening Project is to increase knowledge and access to fresh produce through gardening while increasing physical activity and awareness of nutrition as the communities develop a step

and their operation, resources that are relevant to their Agribusiness.

Little Big Horn Conservation Education

The Little Big Horn Conservation Education Program is to provide a conservation education curriculum that includes four major components. The first would be a source for native plant materials, including seeds for use in rehabilitation, reclamation and habitat improvements projects on public, private, federal, state, and tribal lands. The second would be to include ethnobotany, the third would be to develop an outreach program to local youth communities. Little Big Horn Conservation Education Program is funded by National Fish & Wildlife Foundation Developing the Next Generation Grant.

USDA Tribal Colleges Education Equity Grant (TCEG)

Little Big Horn College offers two programs of study leading to Associate of Science degree in Agriculture: Rangeland Ecology & Management and Livestock Management & Industry. The program is supported by funding from the U.S. Department of Agriculture's TCEG Program, and provides scholarships and internship opportunities in agriculture related disciplines.



2023 Horse Shoe Clinic

forward to food sovereignty. Activities will include a hands-on gardening workshops, cooking demonstrations, canning trainings, nutrition outreach, and various trainings, pertaining to gardening.

Green House

LBHC Green House promotes and assists in creating, preparation, and maintain a successful garden in conjunction with Healthy Living through Gardening Project. Tours and speaking engagements are available upon request. The green house helps with starting and growing plants such as tomatoes, peppers, lettuce, watermelons, cucumbers etc.

The green house will be a learning center for community members to start their own plants for their own gardens. The project incorporates traditional foods, medicines, and plants. The green house will help Healing Gardens and the HLTG project by improving the health of the Crow People, while educating Indians and non-Indians alike about Crow culture and philosophy related to plants and gardening.

Healing Gardens

LBHC- Extension promotes and assists in creating, preparation, and maintaining a successful garden for schools, local communities, and families, by answering questions, sharing knowledge, and workshops with demonstrations. Extension Program partnered with the Crow elementary school, to conduct demonstration plots on square foot gardening; the growers plot will educate the youth on a small scale garden project.

The community healing gardens are allowing us to begin the process of healing for families and reconnecting them to the land as true stewards. With the support of outside resources such as FCV and others we will be able to expand our services to our community needs, and meet our program goals, to build on the healthy living through gardening.

Water Quality Project

The Crow Water Projects works to protect the Crow Reservation community by offering homeowner well water testing. The project provides free, confidential water testing. Testing will check levels of irons, sulfates, bacteria, manganses, lead, arsenic, mercury and more.

Environmental Health Literacy Project

This program is collaborating with the Crow Community, Crow Elementary School, Little Big Horn College and Montana State University-Bozeman to improve health by utilizing Community-based participatory research(C.B.P.R.) and educating Crow children about the relation-ship between the environment and human health. This will be accomplished by introducing students to lessons grounded in Apsáalooke culture, thereby increasing culturally based environmental health literacy of children and in turn, their social networks also. This

will increase our children’s appreciation and knowledge skills not just in environmental issues about our water systems on the reservation, but their science literacy will increase also.

Guardians of the Living Water (GOLW) Project

The GOLW project provides afterschool and summer activities to educate Crow children about the relationship between water and human health through teachings grounded in Crow culture. The primary goals of our project are to increase children’s and the community’s knowledge and understanding of the relationship between the water- related environment and human health; to provide children and their community with steps to take to protect their rivers and community members’ health; and to in-crease children’s science literacy and their appreciation of the water-related environment .

The GOLW project is currently partnering with Crow Agency Elementary School and is funded through Montana State University’s Center for Health Equity in Rural Montana (CHERM).



Bull Chief in the River 1905

CAMPUS SAFETY AND SECURITY

Each campus building has a Dean or Department Head responsible for campus safety and security. The Dean of Student Services must be notified in the case of criminal or drug/alcohol or controlled substances related activity, and verbal or physical harassment. Any threat to the personal safety of a student or college employee must be reported to the Dean of Student Services or to the President. If the activity is of a serious nature and administrators are unavailable, all college employees have the responsibility to contact the Crow Tribal Police and report the situation immediately, by dialing 9-911 from any campus phone or calling 406-638-2631. (In this area, calling 9-1-1 from a cell phone with a Billings prefix will result in a call to the Billings 9-1-1 dispatcher).

Annual Crime Report

Pursuant to the 1990 Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, also known as the Student Right-to-Know Act, LBHC has made known to both students and employees the occurrence of specific crimes on campus as well as the surrounding area of Crow Agency. These annual campus crime reports display the number of arrest for liquor violations. The report is available in the LBHC Student Handbook and online at:

www.lbhc.edu/cleryactcrimereport

Violent and Sexual Offenders

The "Campus Sex Crimes Prevention Act", section 1601 of Public Law 106-386 is a federal law enacted on October 28, 2001 that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. The act amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act which requires sex offenders, already required to register in a State, to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. The law requires that state procedures ensure that this registration information is promptly made available to law enforcement agencies with

Title IX Director

Dean of Administration Administration
(406) 638-3110

deanofadministration@lbhc.edu

Title IX Coordinators

HUMAN RESOURCES

Administration (406) 638-3148

hrdirector@lbhc.edu

jurisdiction where the institutions of higher education are located and that it is entered into appropriate State records or data systems. These changes took effect October 28, 2002.

If a student answers yes to the sexual/violent offender question on the admissions application the student will be required to submit to a background check at his/her own expense, and the student will be required to complete the Disclosure of Information Form. This form is an opportunity for the student to explain the circumstances of the arrest, indictment or conviction as well as any court action. The disclosure form must be completed by the student for review. Throughout the process of review, the student will be notified of his or her status.

Felony Convictions

If there is a record of a felony criminal charge, the disclosure form will be sent directly to the LBHC officials and reviewed by the Registrar on a case-by case basis.

***It must be noted that a record of a felony may prohibit an individual from full acceptance into any program which bans felons in their major field. Refer to LBHC Student Handbook.**

Commitment to Title IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes sexual violence, in educational programs and activities. Students, staff, faculty, and other employees have the right to pursue education, including athletic programs, scholarships and other activities, free from sex discrimination, including sexual violence, sexual misconduct, stalking and harassment.

Discrimination, Harassment and Unacceptable Behavior

LBHC is committed to maintaining an environment conducive to learning for all students and a professional workplace for its ployees; we take active measures against all discrimination, discriminatory harassment, and sexual harassment, including any type of violence or misconduct. **If you believe you are a victim of sexual discrimination, including sexual harassment, sexual misconduct, sexual assault, stalking, dating violence, or rape at LBHC, immediately contact:**

DEAN OF STUDENT SERVICES

SUB 134

(406) 638-3106

deanofstudents@lbhc.edu

Campus Security

(406) 861-1792

CONTROLLED SUBSTANCES

Alcohol and Drug Policy

In accordance with the federal Drug-Free Schools and Communities Act of 1989, Little Big Horn College prohibits the unlawful possession, use, or distribution of alcohol and illicit drugs by employees and its students on institutional property or at any of its activities.

The LBHC goal is to create an alcohol and drug free educational and community environment. 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, and mandates all students and employees sign the Zero Tolerance Agreement Forms. The College supports those who choose an alcohol and drug free lifestyle and those who are in recovery.

Standards of conduct, as outlined below, apply to all students, employees, and visitors at LBHC. The college prohibits the:

- **use, manufacture, sell, give away, barter, exchange, or distribution** of alcohol, controlled substances or drug paraphernalia.
- **possession** of alcohol, illicit drugs, firearms, weapons while on campus involved in college activities, service projects, programs or work situations off campus
- **presence at work, in the classrooms and campus facilities** and events **under the**

influence of alcohol or illicit drugs, that affect alertness, coordination, reaction, response, judgment, decision-making or safety.

Little Big Horn College imposes and enforces misconduct sanctions (consistent with tribal, state, and federal laws), relating to the unlawful possession, use, or distribution of alcohol and illicit drugs by its employees and students. Policy violations may result in misconduct action up to and including termination from employment or suspension or expulsion from the college. Students are referred to the LBHC Student Handbook, Section XI, B. Code of Conduct. Employees are referred to the LBHC Personnel Policies and Procedures Manual. Students/employees who violate this Zero Tolerance Policy will be referred to the local law enforcement.

Smoking and Chewing Tobacco

Smoking (cigarettes, e-cigarettes, pipes, cigars, and vapes) and chewing of tobacco is not allowed in any Little Big Horn College facility. According to federal regulation, smoking is prohibited within twenty-five (25) feet of a building entrance. The exception to the preceding is the appropriate use of tobacco and bona fide incense commonly used in Crow cultural activities. Smoking is allowed at the college arbor.

Dean of Students Services

SUB 134

(406) 638-3106

deanofstudents@lbhc.edu



ORIENTATION & ADVISION

Orientation

Orientation is required for all new and transfer students and is held at the beginning of each semester. Orientation assists students with admissions, placement assessment, financial aid and registration. It is also useful in providing valuable information on campus facilities, academics and student services. Orientation highlights college academic assistance, special services and co-curricular programs.

LBHC believes that orientation greatly assists new and transfer students in their transition from high school and other colleges and increases their chances for academic success.

Advising

During new student orientation each student will be assigned an advisor. Students who must take developmental courses will be assigned an advisor in the First-Year Experience Program. Students who are able to register for college level courses will be assigned a faculty advisor.

Students must declare a major prior to registration.

The student's advisor is responsible for providing guidance to the student in course, major selection and

program planning, as well as informing students of internship opportunities and other school related information.

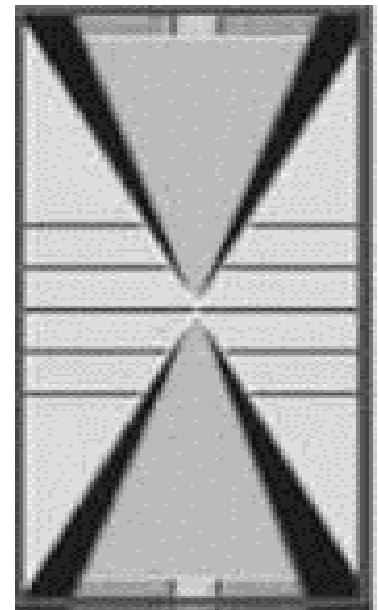
The plan of study is completed in order for the student to have a clear idea of which classes they will be taking over the next two years. A plan of study is **NOT** a substitute for the student continuing to meet with the advisor for class registration in subsequent semesters.

Students are required to meet with their advisor at least three times a semester:

Two weeks into the semester to create their plan of study,

At Mid-term to discuss academic progress,

Before Finals to discuss their status and work on their next semester's potential course load.



CHECKLIST FOR NEW STUDENT

- ___ 1. See Advisor at registration, begin record of discussion.
- ___ 2. Make appointment each semester with advisor to design a Plan of Study.
- ___ 3. Get copy of the Plan of Study.
- ___ 4. Contact advisor if you need to: add or drop a class, withdraw from school, have problems or need assistance, be sure to include this on your record of discussion.
- ___ 5. Schedule a mid-term grade check and follow-up appointment with advisor; record this on your record of discussion.
- ___ 6. Meet with advisor before Finals to discuss any academic issues and to review your course load for the subsequent semester.

CHECKLIST FOR RETURNING STUDENT

- ___ 1. Review Plan of Study before registration with Advisor; record this on your record of discussion.
- ___ 2. Revise Plan of Study as necessary.
- ___ 3. Get copy of new Plan of Study, if needed.
- ___ 4. Review Plan of Study with Advisor.
- ___ 5. Potential graduates needs to fill out the Application for Graduation, See academic calendar for deadlines.
- ___ 6. If you are eligible for graduation, fill out the Petition to Graduate, See student calendar for deadlines.
- ___ 7. Complete mid-term grade check and a follow-up appointment with advisor; record this on your record of discussion.

PLAN OF STUDY

Student Name _____
 Catalog Year _____
 Major _____
 Today's date _____
 Advisor's name _____

Semester _____

Semester _____

Number Name

Credits

Number Name

Credits

Total.....

Total.....

Semester _____

Semester _____

Number Name

Credits

Number Name

Credits

Total.....

Total.....

Semester _____

Semester _____

Number Name

Credits

Number Name

Credits

Total.....

Total.....

LITTLE BIG HORN COLLEGE LEARNING OUTCOMES

General Education Core Requirements

The General Education Core Requirements coursework are designed to provide a broad educational foundation and by preserving, perpetuating and protecting the Crow culture and language. The learning outcomes are:

- **Crow Language General Education Core Requirement:** Students will be able to demonstrate basic knowledge and understanding of the spoken and written Crow Language.
- **Crow Studies General Education Core Requirement:** Students will be able to demonstrate knowledge and understanding of basic concepts and practices of Crow Indian culture.
- **Quantitative Reasoning General Education Core Requirement:** Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas.
- **College Writing General Education Core Requirement:** Students will demonstrate and apply the ability to communicate effectively in writing.
- **College Seminar General Education Core Requirement:** Students will demonstrate and apply the ability to communicate effectively in written and spoken forms.
- **Skills for Success General Education Core Requirement:** Students will be able to demonstrate and utilize basic academic fundamentals such as note-taking,

test-taking, and time management.

- **Natural Science General Education Core Requirement:** Students will be able to apply scientific methods, investigate and draw conclusions about the natural world.
- **Diversity & Social Science General Education Core Requirement:** Students will be able to identify and apply basic perspectives and principles as expressed and utilized in the various fields of the social sciences and diverse populations.
- **Arts & Humanities General Education Core Requirement:** Students will be able to identify and utilize analytical, critical, and speculative methods in understanding the human condition as articulated in literature, philosophy, religion, and the visual and performing arts.

Technology Learning Outcome

- Graduates will be able to demonstrate knowledge of and ability to use current personal computer hardware, software, and the World Wide Web.

Library Learning Outcomes

- The student will be able to find, evaluate and use resources in all formats effectively.
- The student will acquire technology skills that will enable them to succeed in college.
- The student will attain skills to use databases and the library's own online and hard copy collections for success in their LBHC classes.
- The student will be able to use their library/information skills in their papers and assignments at LBHC.



Related Instruction Core – One-Year Certificate Programs

Students enrolled in the One-Year-Certificate Programs are required to complete the Related Instruction Core in the areas of:

- **Communications-Writing:** Students will demonstrate and apply the ability to communicate effectively in writing.
- **Computation:** Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas.
- **Human Relations/Interpersonal Communication:** Students will demonstrate and apply the ability to communicate effectively in written and spoken forms. The course align in the certificate program, for a credit total of nine (9) related instruction core credits.



Developmental Education Program Learning Outcomes

Developmental courses are offered in Communication Arts and Mathematics to provide students who lack the skills necessary for college level work an opportunity to reach this level and move forward with their education. The learning objective for the developmental college preparation core is:

- **Reading:** Students will demonstrate the ability to comprehend and summarize texts, as well as utilize proper grammar and sentence structure.
- **Writing:** Students will demonstrate the ability to compose a multi-paragraph essay utilizing the essential elements of writing-voice, sentence fluency, content, word choice, organization and convention.
- **Computation:** Students will demonstrate the quantitative procedural competence to solve a variety of types of equations, as well as use multiple representations of mathematical ideas in order to build quantitative literacy.

Student Co-curricular Learning Outcomes

Through the LBHC co-curricular student clubs and organization:

- TStudents will demonstrate leadership, group communications and budgeting.

Health & Wellness Center Learning Outcomes

Depending on which course students enroll in, they will be able to demonstrate:

- Knowledge of the benefits of physical activity
- Knowledge of the benefits of meditation
- The ability to prepare a healthy meal
- The ability to express themselves through movement



DEGREES

All students seeking Associate of Arts, Science, or Applied Science Degrees are required to complete thirty-one or thirty-three (31-33) General Education Core Requirement credits as well as their 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 the Registration section for information concerning changing a Program Study.

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

DEAN OF ACADEMICS

DL 145

(406) 638-3131

deanofacademics@lbhc.edu

The following is a list of degree programs offered:

ASSOCIATE OF ARTS DEGREES

1. Associate of Arts in Business
2. Associate of Arts in Crow Studies
3. Associate of Arts in Education
4. Associate of Arts in Human Services
5. Associate of Arts in Liberal Arts
6. Associate of Arts in Directed Individualized Studies

ASSOCIATE OF SCIENCE

1. Associate of Science in Mathematics
2. Associate of Science in Community Health
3. Associate of Science in Biology
4. Associate of Science in Natural Resources
5. Associate of Science in Agriculture
6. Associate of Science in Tribal Natural Resource/Environmental Science
7. Associates of Science in Pre-nursing
8. Associates of Science in Pre-medicine

ASSOCIATES OF APPLIED SCIENCE DEGREE

1. Associate of Applied Science in Information Systems: Information Technology

ONE-YEAR CERTIFICATES

1. One Year Certificate in Business: Tribal Management
2. One Year Certificate in Early Childhood Education
3. One Year Certificate Highway Construction
4. One Year Certificate Agriculture
5. Building Trades



Baaishtashiile ammaaéhche iiwaa awássahchee- wailuuk Ammaaéhche éwahkuulak baaawássahcheewiolak baleetáak"

"With what the white man knows he can oppress us. If we learn what he knows, then he can never oppress us again." - Plenty Coups.

Plenty Coups - Apsaroke (The North American Indian; v.04), pho-to by Edward Curtis, 1909

GENERAL EDUCATION CORE REQUIREMENTS

Students will need to complete 31-33 credits from these categories of General Education Core Requirements. These General Education Core Requirement courses plus the Program of Study courses complete a degree. Other courses may not be substituted for General Education Core requirements courses. Courses that are in the Program of Study may not be taken as a General Education Core Requirements course. Students must earn a grade of "D" or better in the General Education Core Requirement courses. Students must earn a grade of "C" or better in each of the Program of Study courses.

STUDENTS MUST TAKE COURSES FROM EACH OF THE FOLLOWING CATEGORIES:

Crow Language (CL) 3-6 credits (students planning to transfer to a university may need 2 semesters of language)

CS 101, Crow Language I F/S/Su

*CS 102, Crow Language II F/S CS
103, Conversational Crow F/S

Crow Studies (CS) 3 credits

CS 136, Crow Socio-Familial Kinship S/Su

AG 137/CS 137, Horse in Crow Culture S

CS 138, History of Crow Chiefs F

CS 224, Crow History F

Quantitative Reasoning (Q), 3-4credits

*MA 121, College Algebra F/S

*MA 130 Math for Elem. Ed. I F/S

*MA 145, Math for Liberal Arts F/S/Su

College Writing (W), 3 credits

CA 101, College Writing I F/S/Su

College Seminar (S), 3 credits

BU 122, Intro. to Business Writing F/S

CA 112, Public Speaking F/S/Su

CA 131 Interpersonal Communication F

*CA 201, College Writing II F/S/Su

Skills for Success (SK), 1 credit

ED 100, Skills for Success F/S

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

Natural Science (N), 7-8 credits

AG 132/133 /SC 132/133, Nat Res Conser/Lab S

SC 114 /115 Survey of Biology F/S

SC 116/117, Physical World Around Us/Lab F SC

SC 141/142 General Chemistry/Lab F/S

SC 160/161, Principles of Living Systems/Lab

SC 170/171, Princ. of Biological Diversity/Lab S

SC 244, Environmental Science F/S

SC 121/125 Intro. to General Chemistry F/S

Students must take **one course** from each of the re-

maining 2 categories. **One of these courses must be a Crow Studies course.**

Diversity & Social Science (D & SS) 3 credits

AN 111, Cultural Anthropology S

AN 120, Environment & Culture S

CS 103, Conversational Crow F/S

CS 131, Intro. to Native Amer. Studies F/Su

CS 125, Montana Indians

HI 105, World Civilization S/SU

HU 136, Introduction World Religions F

PY 101, Introduction to Psychology SS

SS 101, Intro. to Sociology F/Su

Arts & Humanities (A& H), 3 credits

CA 106, Introduction to Literature S

*CS 108, Literature of the American Indian F

CS 133, Crow Indian Art S

CS 134, Music & Dance of the Crow Indians F

CS 135, Crow Oral Literature S

F HU 101, Survey of Humanities S

HU 102 Music Appreciation S

HU 103, Foundations of Art S

HU 127, American Indian Representation in Film F

Courses marked with an asterisk (*) have prerequisites.

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 options to focus on specific careers.

Business Administration Program Learning Outcomes:

1. Apply foundation business knowledge in accounting, economics, and management fields utilizing terminology and theories.
2. Communicate using business language and articulate using terminology with appropriate technologies.
3. Identify and exhibit standards of professional practice, ethical behavior, and social responsibilities in a rapidly changing professional environment.
4. Articulate knowledge of policy and decision making abilities using various approaches and professional research methods.

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Business Administration

Year 1			
Fall Semester	Credits	Spring Semester	Credits
BU 101 Economic Way of Thinking	3	BU 230 Intro to Organizational Behavior	3
BU 111 Introduction to Business	3	Crow Studies Core Elective (CS)	3
ED 100 Skills for Success (SK)	1	MA 216 Introduction to Statistics (Q)	3
CA 101 College Writing I (W)	3	CS 210 Plains Indian Sign Language (D&SS)	3
Arts & Humanities Core Elective (A&H)	3	Science Core Elective (N)	3-4
Total Credits	13	Total Credits	15-16
Year 2			
Fall Semester	Credits	Spring Semester	Credits
BU 122 Introduction to Business Writing (S)	3	BU 205 Business Law	3
BU 221 Principles of Financial Accounting	3	BU 222 Principles of Managerial Account.	3
BU 201 Principles of Macroeconomics	3	BU 202 Principles of Microeconomics	3
BU 243 Contemp. Business Mathematics	3	Crow Language Core Elective (CL)	3
Business Program Elective	3	Science Core Elective (N)	3-4
Total Credits	15	Total Credits	15-16

Program of Study Requirements

Business Administration Option			
Course	Credits	Semester	Grade
BU 205 Business Law	3	S	
BU 101 Econ Way of Thinking	3	F	
BU 111 Introduction to Business	3	F	
BU 221 Principles of Financial Accounting	3	F/S	
BU 222 Principles of Managerial Accounting	3	F/S	
BU 201 Principles of Macroeconomics	3	F	
BU 202 Principles of Microeconomics	3	S	
BU 230 Introduction to Organizational Behavior	3	S	
BU 243 Contemporary Business Mathematics	3	F	
MA 216 Introduction to Statistics	3	F/S	
Required Electives : (3 credits required) choose one			
BU 241 Small Business Management	3	S	
BU 276 Internship- Options; Governmental organizations, educational institu- tions, & service industry or by design	3	OD	
CS 233 Economics in Indian Country	3	S	
TOTAL PROGRAM REQUIREMENTS	33		
TOTAL PROGRAM CREDITS (30) + Core =	63-64		

General Education Core Requirements

Crow Language (CL) 3 cr				Natural Sciences (N) 7-8 cr			
CS 101 Crow Language I	3	F/S		SC 101 Mysteries of the Sky	3	F	
CS 102 Crow Language II	3	F/S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
CS 103 Conversational Crow	3	F		SC 116/117 Physical World and Around Us	3/1	F	
Quantitative Reasoning (Q) 4 cr				SC 121/124 Intro to Gen Chem/Lab	3/1	F/S	
MA 121 College Algebra	4	F/S		AGSC 132/133 Nat Res Con/Lab	3/1	F	
MA 151 Pre-Calculus	4	S		SC 244 Environmental Science	3	S	
Skills for Success (SK) 1 cr				Arts and Humanities (A&H) 3 cr			
ED 100 Skills for Success	1	F/S		CS 108 Lit of American Indian	3	F	
Diversity and Social Science 3 cr				CS 133 Crow Indian Art	3	S	
PY 101 Intro to Psychology	3	F/S		CS 134 Music and Dance of Crow	3	F	
SS 101 Intro to Sociology	3	F		CS 135 Crow Oral Literature	3	S	
HI 105 World Civilization	3	S		HU 102 Music Appreciation	3	S	
Crow Studies (CS) 3 cr				College Writing (W) 3cr			
CS 136 Crow Socio-Familial Kinship	3	S		College Writing I	3	F/S	
CS 138 History of Crow Chiefs	3	F		College Seminar (S) 3cr			
CS 137 Horse in Crow Culture	3	S		BU 122 Intro to Bus Writing	3	F/S	
CS 124 Crow History	3	F					

CROW STUDIES DEPARTMENT

ASSOCIATE OF ARTS DEGREE IN CROW STUDIES

This program of study is designed for students to examine the historical, political, economic, artistic, linguistic and social components of Crow Indian culture. This major will fulfill requirements in American Indian culture and language, and teacher certification.

Crow Studies Program Learning Outcomes:

1. Articulate the issues currently related to the preservation of Crow culture apply to their own lives.
2. Articulate the issues currently related to the perpetuation of Crow culture apply to their own lives.
3. Articulate the issues currently related to the protection of Crow Culture apply to their own lives.

Note: if placement test scores indicate refresher classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Crow Studies

Year 1			
Fall Semester	Credits	Spring Semester	Credits
CS 101 Crow Language I (CL)	3	Program Elective	3
CS 134 Music & Dance of the Crow Indians	3	CS 102 Crow Language II	3
ED 100 Skills for Success (SK)	1	CS 136 Crow Socio-Familial Kinship (CS)	3
Quantitative Reasoning Core Elective (Q)	3-4	CS 231 American Indian Political Science	3
CA 101 College Writing I (W)	3	Science Core Elective (N)	3-4
Total Credits	13-14	Total Credits	15-16
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	CS 133 Crow Art	3
CS 108 Literature of the Am. Indian (A&H)	3	CS 135 Crow Oral Literature	3
CS 131 Intro to Native American Studies	3	CS 210 Plains Indian Sign Language (D&SS)	3
CS 224 Crow History	3	CS 233 Economics of Indian Country	3
Science Core Elective (N)	4	CS 240 Indian Education Issues	3
Total Credits	16	Total Credits	15

Program of Study Requirements

Crow Studies Option			
Course	Credits	Semester	Grade
CS 102 Crow Language II	3	F/S	
CS 131 Intro to Native American Studies	3	F	
CS 133 Crow Indian Art	3	F	
CS 134 Music & Dance of the Crow Indians	3	F	
CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F	
CS 231 American Indian Political Science	3	S	
CS 233 Economics in Indian Country	3	S	
CS 240 American Indian Ed. Hist & Issues	3	F	
Required Electives: (3 credits required) choose one			
CS 137 Horse in Crow Indian History & Culture	3	S	
CS 232 American Indian Law	3	F	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-61		

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		AGSC242/243Nat Res Eco/Lab	3/1	S	
MA 145 Math for Liberal Arts	4	F/S		SC 244 Environmental Science	3	S	
MA 151 Pre-Calculus	4	S		SC 160/161 Prin of Living sys/Lab	3/1	F/S	
MA 171 Calculus I	4	F		SC 170/172 Prin of Biodiversity/ Lab	3/1	S	
MA 172 Calculus II	4	S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 216 Intro to Statistics	3	F/S		SC 116/117 Phys Wrld Arnd Us	3/1	F	
Skills for Success (SK) 1cr							
ED 100 Skills for Success	1	F/S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Diversity & Social Sciences (D& SS) 3 cr				AGSC132/133Nat Res Con/Lab	3/1	F	
CS 125 Montana Indians	3	F		SC 201 Soils	3	S	
Crow Studies (CS) 3 cr							
CS 136 Crow Socio –Familial Kinship	3	S					
College Writing (W) 3cr				Arts & Humanities (A & H) 3cr			
CA 101 College Writing I	3	F/S		CS 108 Lit of the Amer. Indian	3	F	

CROW STUDIES DEPARTMENT

ASSOCIATE OF ART 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 the Class 7 endorsement of teachers instructing Native American Studies on or near Indian reservations.

Crow Studies, Native American Studies Option, Program Learning Outcomes:

1. Communicate in writing on subject matters pertinent to Native American and the Crow Indian community.
2. Communicate orally on subject matters pertinent to Native Americans and the Crow Indian community.
3. Research subject matters relevant to Native Americans and Crow Indians.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Crow Studies: Native American Studies

Year 1			
Fall Semester	Credits	Spring Semester	Credits
CS 101 Crow Language I (CL)	3	CA 101 College Writing I (W)	3
CS 131 Intro to Native American Studies	3	CS 136 Crow Socio-Familial Kinship (CS)	3
CS 108 Literature of the Am. Indian (A&H)	3	Program Elective	3
ED 100 Skills for Success (SK)	1	Science Core Elective (N)/Lab	3/1
Quantitative Reasoning Core Elective (Q)	3-4	Program Elective	3
Total Credits	14	Total Credits	16
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	Program Elective	3
CS 223 Anthropology of the American Indian	3	Program Elective	3
CS 225 Montana Indians Prior to 1851 (D&SS)	3	Program Elective	3
Program Elective	3	Program Elective	3
Program Elective	3	Science Core Elective (N)	3-4
Total Credits	15	Total Credits	15-16

Program of Study Requirements

Native American Studies Option			
Course	Credits	Semester	Grade
CS 131 Intro to Native American Studies	3	F	
CS 223 Anthropology of American Indians	3	F	
Select eight courses from the following:			
CS 102 Crow Language II	3	F/S	
CS 103 Conversational Crow	3	F/S	
CS 137 Horse Crow Indian History & Culture	3	S	
CS 138 History of Crow Chiefs	3	F	
CS 211 American Indian Thought & Philosophy	3	F	
CS 230 Contemporary Issues of Am. Indian	3	F	
CS 231 American Indian Political Science	3	S	
CS 232 American Indian Law	3	F	
CS 233 Economics in Indian Country	3	S	
CS 240 Indian Education History & Issues	3	F	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-61		

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
Quantitative Reasoning (Q) 3-4 cr				AGSC132/133 Nat Res Con/Lab	3/1	F	
MA 121 College Algebra	4	F/S		AGSC242/243 Nat Res Eco/Lab	3/1	S	
MA 145 Math for Liberal Arts	4	F/S		SC 160/161 Prin. of Living Sys/Lab	3/1	F/S	
MA 151 Pre-Calculus	4	S		SC 170/172 Prin. of Biodiversity/Lab	3/1	S	
MA 171 Calculus I	4	F		SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 172 Calculus II	4	S		SC 116/117 Phys. World Arnd Us	3/1	F	
MA 216 Intro to Statistics	3	F/S		SC 121/125 Intro to Chemistry/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 201 Soils	3	S	
ED 100 Skills for Success	1	F/S		SC 244 Environmental Science	3	S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 125 MT Indians	3	F		CS 108 Lit. of the American Indian	3	F	
Crow Studies (CS) 3 cr							
CS 136 Crow Socio –Familial Kinship	3	S					
College Writing (W) 3 cr							
CA 101 College Writing I	3	F/S					

EDUCATION DEPARTMENT ASSOCIATE OF ARTS DEGREE IN EDUCATION ELEMENTARY EDUCATION OPTION

This two year program of study is designed to ensure students acquire the requisite knowledge and skills for obtaining employment as a paraprofessional educator and/or transfer to a four-year institution to obtain a Bachelor’s degree in Elementary Education and/or Special Education. The program of study provides students opportunities for classroom observation and/or presentation in local public schools. This program provides a strong research based foundation in Elementary Education and integrates the Crow and American Indian cultural perspectives to address the need for highly-qualified Crow and American Indian Teachers in the local school system. The licensure options for students with AA degree certification offered at the schools, class 7 Crow Language and culture license.

Education, Elementary Education Option, Program Learning Outcomes: Students will

- Research and interpret the historical, philosophical, cultural, and societal aspects of American education systems and its impact upon Crow Indians and Native Americans.
- Speak and write effectively on education related matters of Native America and the Crow Indian community.
- Compare and contrast the traditional Indigenous learning and teaching practices of Native America and the Crow Indians with current educational practices.
- Research and create culturally relevant pedagogy and methodologies that will benefit their workplace and communities.
- Demonstrate the ethical behavior and professional standards required by Tribal, state and national education laws, statutes and guidelines.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. All education students must maintain a minimum of a 2.5 GPA and transfer students a 3.0 GPA to enter the School of Education at a 4 year institution. It is imperative that students work closely with their advisors.

Sample Plan of Study: Elementary Education

Year 1			
Semester- Fall	Credits	Semester- Spring	Credits
ED 100 Skills for Success (SK)	1	PY 101 Introduction to Psychology	3
ED 120 Schools & Society	3	CA 101 College Writing I (W)	3
ED 235 Reading & Writing Across the Curric.	3	MA 131 Math for El Ed II (Q)	3
HI 201 US History	3	HI 105 World Civilization	3
MA 130 Math for El. Ed. I	3	Crow Language Core Elective (CL)	3
Crow Studies Core elective (CS)	3	Total	15
Total	16		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	ED 205 Except. Learners/Lab	3
CS 131 Native Amer. Studies (D&SS)	3	HU 103 Foundations of Art (A&H)	3
CS 240 Indian Ed. Issues	3	PY 201 Developmental Psychology	3
ED 210 Ed Tech	2	SC 114/115 Survey of Biology/Lab (N)	3-4
SC 116/117 Phys. World Around Us/Lab (N)	3/1	ED 250/251 Psychology of Learning/Lab	3
HE 202 Health Core Concepts	3	Total	15-16
Total	18		

Program of Study Requirements

Elementary Education Option			
Course	Credits	Semester	Grade
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	3	F	
ED 237 Storytelling/Child Literature	3	Su	
ED 235 Reading & Writing Across Curriculum	3	F	
ED 250 Psychology of Learning/Lab	3	F	
HE 202 Health Core Concepts	3	S	
HI 105 World Civilization	3	S	
HI 201 or 202 U.S. History I or II	3	F/S	
PY 101 Introduction to Psychology	3	F/S	
PY 201 Developmental Psychology	3	S	
Total Program of Study Credits	36		
TOTAL PROGRAM CREDITS (32) + Core =	64-67		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 9 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	3	F					
MA 130 Math for Elem Teach I	3	F					
MA 131 Math for Elem Teach II	3	S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Phys World Around Us	3/1	F	SC
ED 100 Skills for Success	1	F/S		SC 244 Environment	3	S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 131 Intro to Nat Amer Stud	3	F		HU 103 Foundations of Art	3	S	
				HU 102 Music Appreciation	3	F	
Crow Studies (CS) 3 cr							
CS 136 Crow Socio –Familial Kinship	3	S					
CS 138 History of Crow Chiefs	3	F					
CS 224 Crow History	3	F					

EDUCATION DEPARTMENT

ASSOCIATE OF ARTS DEGREE IN EDUCATION:

EARLY CHILDHOOD EDUCATION OPTION

This two year program of study is primarily designed to prepare students to obtain the requisite knowledge and skills for obtaining employment or advancement to a four year institution for a degree in Early Childhood Education and/or Special Education. The program of study provides a strong research-based foundation in Early Childhood Education and integrates the Crow and American Indian cultural perspectives to address the need for highly qualified Crow and American Indian early childhood practitioners. The area Head Start program classrooms and licensed registered child care facilities serve as lab sites for the student to observe and/or present in the classrooms. The E.C.E. AA degree option provides graduates with credentials to obtain a Child Development certification by N.A.E.Y.C. and Teach in E.C.E. classroom.

Education, Early Childhood Education Option, Program Learning Outcomes: Students will

- Research and identify the various cultural practices and societal knowledge of human growth and development from conception to eight years.
- Speak and write effectively on early childhood education related matters of Native America and the Crow Indian community.
- Compare and contrast the traditional Indigenous learning and teaching practitioners of Native America and the Crow Indians with current Early Childhood educational practices.
- Research, create and implement culturally relevant Early Childhood pedagogy and methodologies that will benefit the workplace, American Indian and Crow Indian communities.
- Demonstrate the ethical behavior and professional standards required by tribal, state and national early child- hood laws, statutes and guidelines.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. All education students must maintain a minimum of a 2.5 GPA and transfer students, a 3.0 GPA to enter the School of Education at a 4 year institution. It is imperative that students work closely with their advisors.

Sample Plan of Study – Early Childhood

Year 1

Semester-Fall	Credits	Semester-Spring	Credits
ED 100 Skills for Success (SK)	1	CS 136 Crow Socio-Familial Kinship	3
PY 101 Introduction to Psychology (D & SS)	3	ED 280 Classroom Management and Discipline	3
CS 224 Crow History (CS)	3	HU 102 Music Appreciation (A&H)	3
CS 101 Crow Language (CL) I	3	SC 114/115 Survey of Biology/Lab (N)	3/1
CA 101 College Writing I (W)	3	CS 102 Crow Language II (CL)	3
ED 200 Intro to Education	3		
Total	16	Total	15
Year 2		Semester-Spring	Credits
Fall-Semester	Credits	MA 131 Math for Elementary Teachers II (Q)	4
MA 130 Math for Elem Teach I (Q)	4	PY 201 Developmental Psychology/ Lifespan Development/PY 202 Lab	3/1
ED 210 Educational Technology	3	ED 205 Exceptional Learner/Lab	3/1
SC 116/117 Physical World Around Us/Lab (N)	3/1	College Writing II (S)	3
ED 235 Reading & Writing Across the Curriculum	3	ED 276 Internships in Early Childhood	3
ED 250 Psychology of Learning/Lab	3/1		
Total	16	Total	16
Semester-Summer			
Ed 233 Math/Science for Pre-School/ED 232 Creative Expression in Pre-School	4		

Program of Study Requirements

Early Childhood Option			
Course	Credits	Semester	Grade
CS 136 Crow Socio-Familial Kinship	3	S	
ED 200 Intro to Early Childhood Education	3	F	
ED 280 Classroom Management and Discipline	3	F	
PY 201 Developmental Psychology/Lifespan Development/Lab	3	S	
ED 205 Exceptional Learner/Lab	3	S	
ED 210 Educational Technology	3	F	
ED 232 Creative Expression in Pre-School	3	S/Su	
ED 233 Math/Science for Pre-School	3	S/Su	
ED 235 Reading & Writing Across the Curriculum	3	F	
ED-PY 250 Psychology of Learning/ED-PY 251 Lab	3	F	
ED 276 Internships in Early Childhood	3-6	S/F	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	62-63		

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
CS 103 Conversational Crow	3	F		SC 114/115 Survey Biology	3/1	F/S	
Quantitative Reasoning (Q) 6 cr				SC 116/117 Phys. World Arnd. Us/Lab	3/1	F	
MA 131 Math for El Teach II	3	F		SC 244 Environmental Science	3	F/S	
MA 121 College Algebra	3	F		Arts & Humanities (A &H) 3 cr			
Skills for Success (SK) 1 cr				HU 102 Music Appreciation	3		
ED 100 Skills for Success	1	F/S					
Diversity & Social Sciences (D & SS) 3 cr							
PY 101 Intro to Psychology.	3	F					
Crow Studies (CS) 3 cr							
CS 224 Crow History	3	F					
College Writing (W) 3 cr							
CA 101 College Writing I	3	F/S					

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.

Achievement of an Associate of Arts in Human Services (Human Service Option) will prepare students to enter the helping profession workforce or further their education.

Graduates should be able to:

1. Conduct mock counseling sessions.
2. Identify characteristics of some of the most commonly occurring mental health diagnoses.
3. Compare designs of clinical research methods.
4. Explain professional ethical decision making.
5. Describe psychological practice in culturally responsive ways within the Apsáalooke community and multicultural settings.
6. Evaluate personal and professional development utilizing psychological concepts and practice.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Human Services

Year 1		Spring Semester	
Fall Semester	Credits		Credits
PY 101 Introduction to Psychology	3	CA 201 College Writing II (S)	3
ED 100 Skills for Success (SK)	1	(Crow Studies Core Course)	3
HS 230 Introduction to Human Services	3	(Arts & Humanities Core Course)	3
CA 101 College Writing I	3	MA 121 College Algebra or MA 216 Introduction to Statistics	4 or 3
SC 144 Environmental Science	3	PY 201 Developmental Psychology	3
Total Credits	13	Total Credits	15-16
Year 2		Spring Semester	
Fall Semester	Credits		Credits
CS 101 Crow Language I	3	HS 233 Legal, Ethical and Prof. Issues	3
HS 231 Human Relations	3	HS 276 Clinical Practicum	6
HS 232 Fundamentals of Counseling	3	PY 203 Abnormal Psychology	3
PY 102 American Indian Psychology	3	SS 101 Introduction to Sociology	3
SC 114/115 Survey of Biology/Lab	3/1	Total Credits	15
Total Credits	16		

Program of Study Requirements

Human Services Option			
Course	Credits	Semester	Grade
HS 230 Introduction to Human Services	3	F	
HS 231 Human Relations	3	F/S	
HS 232 Fundamentals of Counseling	3	F	
HS 233 Legal Ethical and Professional Issues	3	S	
HS 236 Drugs and Society/HS 239 Pharmacology	2/1	S	
HS 276 Clinical Practicum	6	OD	
PY 101 Introduction of Psychology	3	F/S	
PY 102 American Indian Psychology	3	F	
PY 201 Developmental Psychology/Lifespan Development	3	S	
PY 203 Abnormal Psychology	3	S	
Total Program of Study Credits	33		
TOTAL PROGRAM CREDITS (33) + Core =	62-64		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		SC 144 Environmental Science	3	F/S	
MA 216 Introduction to Statistics	3	F/S		SC 114/115 Survey of Biology/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Physical World Around Us	3/1	F	
ED 100 Skills for Success	1	F/S		SC 160/161 Principles of Living Systems/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				SC 170/172 Principles of Biodiversity /Lab	3/1	S	
SS 101 Introduction to Sociology	3	F/S					
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Literature of the American Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Indian Art	3	S	
CS 224 Crow History	3	F		CS 134 Music & Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

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.

Achievement of an Associate of Arts in Human Services (Psychology Option) will prepare students to enter the helping profession workforce or further their education.

Graduates should be able to:

1. Identify characteristics of some of the most commonly occurring mental health diagnoses.
2. Compare designs of clinical research methods.
3. Explain professional ethical decision making.
4. Describe psychological practice in culturally responsive ways within the Apsáalooke community and multicultural settings.
5. Evaluate personal and professional development utilizing psychological concepts and practice.

Note: if placement test scores indicate refresher classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Human Services: Psychology Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
CA 101 College Writing I	3	CA 201 College Writing II	3
ED 100 Skills for Success (SK)	1	CS 101 Crow Language I	3
PY 101 Introduction to Psychology	3	HS 236 Drugs and Society/239 Pharmacology	2/1
PY 230 Introduction to Human Services/Mental Health	3 or 4	MA 121 College Algebra or MA 216 Introduction to Statistics	3
SC 144 Environmental Science	3/1	PY 201 Developmental Psychology	3
		Total Credits	15
Total Credits	17-18		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
(Arts & Humanities Core Courses)	3	HS 233 Legal Ethical and Prof. Issues	3
HS 231 Human Relations	3	HS 276 Clinical Practicum	6
PY 102 American Indian Psychology	3	PY 203 Abnormal Psychology	3
PY 250 Psychology of Learning	3	SS 101 Introduction to Sociology	3
SC 114/115 Survey of Biology/Lab	3/1	Total Credits	15
Total Credits	16		

Program of Study Requirements

Psychology Option			
Course	Credits	Semester	Grade
HS 231 Human Relations	3	F/S	
HS 233 Legal, Ethical, and Professional Issues	3	S	
PY 101 Introduction to Psychology	3	F/S	
PY 102 American Indian Psychology	3	F	
PY 201 Developmental Psychology/Lifespan Development	3	S	
PY 203 Abnormal Psychology	3	S	
PY 230 Introduction to Human Services/Metal Health	3	F	
PY 250 Psychology of Learning/Lab	3	F	
HS 236 Drugs and Society/239 Pharmacology	2/1	S	
PY 276 Clinical Practicum	6	OD	
Total Program of Study Credits	33		
TOTAL PROGRAM CREDITS (33) + Core =	62-64		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		SC 144 Environmental Science	3	F/S	
MA 216 Introduction to Statistics	3	F/S		SC 114/115 Survey of Biology/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Physical World Around Us	3/1	F	
ED 100 Skills for Success	1	F/S		SC 160/161 Principles of Living Systems/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				SC 170/172 Principles of Biodiversity/Lab	3/1	S	
SS 101 Introduction to Sociology	3	S					
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Literature of the American Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Indian Art	3	S	
CS 224 Crow History	3	F		CS 134 Music and Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

HUMAN SERVICES DEPARTMENT

ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES ADDICTION STUDIES OPTION

Addiction Studies is a program of study for attaining an Associate of Arts Degree in Human Services - Addiction Studies Option while completing all education and experience requirements necessary to apply for testing for the addiction counseling certification with the State of Montana. The program 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.

Students graduating with the Associates of Arts in Human Services (Addiction Studies Option) will be ready to continue their education at a four-year institution or enter the workforce and begin the Licensed Addiction Counseling Candidate (ALCL) application with the Montana Department of Labor & Industry: Board of Behavioral Health [MCA 37-35-202]. Additional information about applying for a Licensed Addiction Counselor Candidate or Licensed Addiction Counselor may be found at [Montana Department of Labor & Industry: Board of Behavioral Health Licensed Addiction Counselor Candidate webpage](https://boards.bsd.dli.mt.gov/behavioral-health/license-information/licensed-addiction-counselor-candidate). <https://boards.bsd.dli.mt.gov/behavioral-health/license-information/licensed-addiction-counselor-candidate>

Graduates should be able to:

1. Conduct mock counseling sessions.
2. Develop professional documentation skills for use in the addictions counseling field.
3. Identify characteristics of Substance Use Disorder and some of the most commonly occurring mental health diagnoses.
4. Explain professional ethical decision-making
5. Describe addiction counseling practice in culturally responsive ways within the Apsáalooke community and multicultural setting.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Human Services: Addiction Studies Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
AC 105 Fundamentals and Theory of Group Counseling	3	AC 201 Addiction Counseling	3
CA 101 College Writing I	3	AC 205 Group Counseling Models and Dynamics	3
ED 100 Skills for Success	1	CA 201 College Writing II	3
AC 105 Fundamentals of Counseling	3	HS 236 Drugs and Society/HS 239 Pharmacology	2/1
MA 121 College Algebra	4	SC 144 Environmental Science	3
PY 101 Introduction to Psychology	3		
Total Credits	17	Total Credits	15
Year 2			
Fall Semester	Credits	Spring Semester	Credits
AC 202 Addiction Assessment and Appraisal/AC203 Treatment Planning and Documentation	2/1	AC 204 Multicultural Competency	3
CS 101 Crow Language I	3	(Crow Studies Core Course)	3
MA 216 Introduction to Statistics	3	(Arts & Humanities Core Course)	3
PY 102 America Indian Psychology	3	HS 233 Legal, Ethical, and Prof. Issues	3
SC 114/115 Survey of Biology/Lab	3/1	PY 203 Abnormal Psychology	3
		SS 101 Introduction to Sociology	3
Total Credits	16	Total Credits	18

Program of Study Requirements

Addiction Studies Option			
Course	Credits	Semester	Grade
PY 101 Introduction to Psychology	3	F/S	
SS 101 Introduction to Sociology	3	F/S	
AC 105 Fundamentals and Theory of Group Counseling	3	F	
AC 201 Addiction Counseling	3	S	
AC 202 Addiction Assessment and Appraisal/ AC 203 Treatment Planning and Documentation	2/1	F	
PY 203 Abnormal Psychology	3	S	
AC 204 Multi-Cultural Competency	3	S	
AC 205 Group Counseling Models and Dynamics	3	S	
HS 232 Fundamentals of Counseling	3	F	
HS 233 Legal, Ethical And Professional Issues	3	S	
HS 236 Drugs and Society/ HS 239 Pharmacology	2/1	S	
Total program of Study Credits	33		
TOTAL PROGRAM CREDITS (30) + Core =	66-67		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II			
Quantitative Reasoning (Q) 7 cr				Natural Sciences (N) 7-8 cr			
CA 121 College Algebra	4	F/S		SC 144 Environmental Sciences	3	F/S	
MA 216 Introduction to Statistics	3	F/S		SC 114/115 Survey of Biology/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Physical World Around Us/Lab	3/1	F	
ED 100 Skills for Success	1	F/S		SC 160/161 Principles of Living Systems/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				SC 170/172 Principles of Biodiversity/Lab	3/1	S	
PY 102 American Indian Psych	3	S					
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Lit of the American Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Indian Art	3	S	
CS 224 Crow History	3	F		CS 134 Music & Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

**INFORMATION SYSTEMS DEPARTMENT
ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY
INFORMATION TECHNOLOGY**

The information Systems – Information Technology curriculum is designed to prepare a student for entry level employment in the local and regional office and small business environment. The Information Technology program of study prepares a student with in depth knowledge and demonstrated applications of specific Microsoft applications, and computerized accounting software. This associated of applied science program is founded on the General Education Core Requirements, to provide a broad-based academic background, and broad-based preparation for the work environment and membership in the community.

Information Technology Program Learning Outcomes:

- Information Systems Knowledge Base: Students will have knowledge and understanding of office software and operating systems utilized in business and office environments on the Crow Reservation and greater Yellowstone Region.
- Critical Analysis and Problem-Solving Skills: Majors will conceptualize, design and implement information systems solutions, and apply knowledge to problem solving and decision-making.
- Communication Skills: Students will demonstrate knowledge of written (computer assisted) and oral communications appropriate entry-level business and office contexts on and near the Crow Reservation.
- Technical Skills: Students build knowledge and apply skills in the operation of commonly utilized office and accounting software.
- Human and Cultural Perspective: Majors will acquire knowledge and understanding of the Crow language, history and culture for membership in the Crow Indian community offices and businesses.
- Information Technology Learning Outcomes – Prepares a student to work with a series of Microsoft applications, and understanding and apply computerized accounting systems.

Note: If placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Information Systems: Information Technology

Year 1			
Fall Semester		Spring Semester	
IS 101 Intro to Computer & Applications	3	SC Science Core (N)	4
IS 050 Keyboarding	3	IS 104 Microsoft Excel (Spreadsheet)	3
ED 100 Skills for Success (SK)	1	IS 120 Microsoft Access (dBase)	3
IS 102 Microsoft Office Suites	3	CS 101 Crow Language I	3
BU 243 Business Math (Q)	3	Diversity & Social Science Core (D&SS)	3
CA 101 College Writing I (W) or BU 122	3	Total Credits	16
Total Credits	16		
Year 2			
Fall Semester		Spring Semester	
IS 103 Microsoft Word	3	BU 224 Computerized Accounting	3
IS 211 HTML and Web Page Design	3	IS 221 Advanced MTML & eCommerce or IS	3
CA 112 Public Speaking (S)	3	IS 225 Project Mgmt	3
BU 221 Principles of Accounting I	3	Humanities Core (H)	3
Science Core (N)	4	Crow Studies (CS)	3
Total Credits	16	Total Credits	14/15

Program of Study Requirements

AAS in Information Systems-Information Technology			
Required Courses	Credits	Semester	Grade
IS 101 Introduction to Computers and Applications	3	F/S	
IS 102 Microsoft Office Suite	3	F/S	
IS 103 Microsoft Office Word	3	F/S	
IS 104 Microsoft Excel (Spreadsheets)	3	S	
IS 120 Microsoft Access (Data Base)	3	S	
IS 211 HTML & Web Page Design	3	F	
IS 221 Advanced HTML & eCommerce OR IS 260 Graphic Information Systems	3	S	
IS 225 Project Management	3	S	
BU 221 Principles of Accounting I	3	F	
BU 224 Computerized Accounting	3	F	
Total Program of Study Credits	30		
Elective – IS 106 Microsoft PowerPoint	2	OD	
Elective – IS 260 Graphic Information Systems	3	F	
Elective – BU 122 Introduction to Business Writing	3	F	
Elective – BU 111 Introduction to Business	3	F/Su	
TOTAL PROGRAM CREDITS (30/32) + Core (29/31) =	59-61		

General Education Core Requirements

Crow Language (CL) 3 cr			Crow Studies (CS) 3 cr		
CS 101 Crow Language I	3	F/S	CS 136 Crow Socio –Familial Kinship	3	S
CS 102 Crow Language II	3	F/S	CS 138 History of Crow Chiefs	3	F
CS 103 Conversational Crow Language	3	F/S	CS 224 Crow History	3	F
Quantitative Reasoning (Q) 3-4 cr			AG/CS 137 Horse in Crow Culture	3	S
BU 243 Business Math	3	F/S			
Skills for Success (SK) 1 cr			College Writing (W) 3 cr		
ED 100 Skills for Success	1	F/S	CA 101 College Writing I OR BU 122 Introduction to Business Writing	3	F/S
Diversity & Social Sciences (D & SS) 3 cr			College Seminar (S) 3 cr		
AN 111 Cultural Anthropology	3	S	CA 112 Public Speaking	3	F/S
BU 111 Introduction to Business	3	F	Natural Sciences (N) 7-8 cr		
CS 225 MT Indians	3	F	SC 160/161 Prin of Living Systems/lab	3/1	F/S
HE 201 Personal Health/Well/Safety	3	F	SC 114/115 Survey of Bio/lab	3/1	F/S
HE 202 Core Health Concepts	3	S	SC 116/117 Physical World Around Us/Lab	3/1	F
HE/SC 214 Nutrition	3	F/S	SC 121/125 Intro to Chemistry/lab	3/1	F/S
PY 101 Intro to Psychology	3	F/S			
SS 101 Intro to Sociology	3	S	Arts & Humanities (A & H) 3 cr		
			CS 108 Lit of the American Indian	3	F
			CS 133 Crow Indian Art	3	S
			CS 134 Music & Dance of the Crow	3	F
			CS 135 Crow Oral Literature	3	S
			CS 211 Am Indian Thou & Phil	3	F
			HU 101 Survey of Humanities	3	S
			HU 227 Am Indian Rep in Film	3	F

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.

Liberal Arts Program Learning Outcomes:

- Liberal Arts Knowledge Base: Apply knowledge of the Liberal Arts to real-world situations, in meaningful ways across multiple settings and conditions.
- Critical Analysis and Problem-Solving Skills: Utilize critical thinking skills to analyze and synthesize ideas and information from a variety of sources with one’s own ideas to create well thought-out discussions, arguments, and ideas in written and oral work.
- Communication Skills: Practice effective written and verbal communication skills through the creation of essay, reports, and oral presentations.
- Technical Skills: Develop a working knowledge of hardware and software to produce college-level documents, reports, research papers, and presentations.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of individual Crow tribal members and the communities in which they live.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Liberal Arts

Year 1			
Fall Semester	Credit	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	AN 111 Cultural Anthropology	3
HI 201 US History I	3	CA 201 College Writing II (S)	3
PY 101 Intro to Psychology	3	Diversity and Social Science Core Ele (D&SS)	3
CA 101 College Writing I (W)	3	Crow Studies Core Elective (CS)	3
Quantitative Reasoning Core Elective (Q)	3	Science Core Elective (N)/Lab	4
Total	13	Total	16
Year 2			
Fall Semester	Credit	Spring Semester	Credits
Arts & Humanities Core Elective (A&H)	3	CA 106 Introduction to Literature	3
CS 131 Intro to Native American Studies	3	HI 105 World Civilization	3
HS 231 Human Relations	3	HU 101 Survey of Humanities	3
HU 136 Intro to World Religions	3	Science Core Elective (N)	3-4
Crow Language Core Elective (CL)	3	MA 216 Intro to Statistics	3
Total	15	Total	15-16

Program of Study Requirements

Liberal Arts Option			
Course	Credits	Semester	Grade
AN 111 Cultural Anthropology	3	S	
CA 106 Introduction to Literature	3	S	
CS 131 Introduction to Native American Studies	3	F	
HI 105 World Civilization	3	S	
HI 201 U.S. History I	3	F	
HS 231 Human Relations	3	F	
HU 101 Survey of Humanities	3	S	
HU 136 Introduction to World Religions	3	F	
MA 216 Introduction to Statistics	3	F/S	
PY 101 Introduction to Psychology	3	F/S	
Total Program of Study Credits:	30		
TOTAL PROGRAM CREDITS (27) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial Kinship	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 4 cr				AG/CS 137 Horse in Crow Culture	3	S	
MA 121 College Algebra	4	F/S		College Writing (W) 3 cr			
MA 145 Math for Liberal Arts	4	F/S		CA 101 College Writing I	3	F/S	
Skills for Success (SK) 1 cr				College Seminar (S) 3 cr			
ED 100 Skills for Success	1	F/S		CA 201 College Writing II	3	F/S	
Diversity & Social Sciences (D & SS) 3 cr				Natural Sciences (N) 7-8 cr			
AN 120 Environment & Culture	3	S		SC 160/161 Prin of Living System/Lab	3/1	F/S	
CS 223 Anthro of Amer Indians	3	F		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
CS 225 MT Indians	3	F		SC 114/115 Survey of Bio/Lab	3/1	F/S	
CS 230 Cont Issues of Am Indian	3	F		SC 244 Environmental Sci	3	S	
CS 231 Amer Ind Pol Science	3	S					
HE 202 Core Health Concepts	3	S					
HE/SC 214 Nutrition	3	F/S		Arts & Humanities (A & H) 3 cr			
HI 202 U.S. History II	3	S		CS 108 Lit of the Amer Indian	3	F	
SS 101 Intro to Sociology	3	S		CS 133 Crow Indian Art	3	S	
				CS 134 Music & Dance of the Crow	3	F	
				CS 135 Crow Oral Literature	3	S	
				CS 211 Am Indian Thought & Phil	3	F	
				HU 227 Am Indian Represent in Film	3	F	

MATH DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN MATHEMATICS

The Mathematics Program of Study is designed as a transfer program to prepare a student for senior 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 senior level to a four- year degree program.

Mathematics Program Learning Outcomes:

- Mathematics Knowledge Base: Students will demonstrate a thorough understanding of the factual base, concepts, and relationships that constitute a working foundation in the mathematical science area through written work.
- Critical Analysis and Problem-Solving Skills: Students will display their ability to critically analyze and formulate possible solutions using mathematics to related issues that include consideration of social, economic, political, or scientific issues through real life problems, including using data analysis and statistical methods.
- Communication Skills: Students will demonstrate the ability to access, to comprehend, and communicate information using mathematical symbols, graphs and vocabulary.
- Technical Skills: Students will demonstrate and exhibit a working knowledge of techniques used for data analysis, graphical presentation, and other computational skills.
- Human and Cultural Perspectives: Students will develop an understanding of how social, economic, political and legal aspects of society have affected the knowledge and use of mathematics.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Mathematics

Year 1			
Semester- Fall	Credits	Semester- Spring	Credits
BU 101 Economic Way of Thinking	3	CA 101 College Writing II (W)	3
ED Skills for Success (SK)	1	MA-151 Pre-Calculus	4
MA 121 College Algebra *	4	BU-201 Macroeconomics	3
CA 101 College Writing I (W)	3	Arts and Humanities Core Elective (A&H)	3
SC 121/125 General Chemistry/Lab (N)	4	SC 122/123 Intro to Organics & Biochem/Lab	3/1
		Total Credits	16/17
Total Credits	15	*Pre-requisite courses for MA 172	
Year 2			
Semester- Fall	Credits	Semester –Spring	Credits
CA 112 Public Speaking (S)	3	BU 202 Microeconomics (D&SS)	3
MA 171 Calculus I	4	MA-172 Calculus II	4
SC 132/133 Natural Resources Conservation/Lab	3/1	SC 160/161 Principles of Living Systems	3/1
MA 216 Introduction to Statistics	3	Crow Studies Core Elective (CS)	3
Crow Language Core Elective (CL)	3		
Total Credits	16/17	Total Credits	13/14

Program of Study Requirements

Mathematics Option			
Course	Credits	Semester	Grade
BU 101 Economic Way of Thinking	3	F	
CA 201 College Writing II	3	F/S	
MA-151 Pre-Calculus	4	F/S	
MA-171 Calculus I	4	F	
BU-202 Microeconomics	3	S	
MA 172 Calculus II	4	S	
MA 216 Introduction to Statistics	3	F/S	
SC 132/133 Natural Resources Conservation/Lab	3/1	F	
SC 122/123 Intro to Organic & Biochem/Lab	3/1	S	
Total program of Study Credits	30-32		
TOTAL PROGRAM CREDITS (30) + Core =	60-63		

General Education Core Requirements

Crow Language (LC) 3				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S/Su	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F		CA 112 Public Speaking			
Quantitative Reasoning (Q) 4 cr				Natural Sciences (N) 7-8 cr			
MA-121 College Algebra	4	F/S		SC 160/161 Principles of Living Systems/Lab	3	F/S	
Skills for Success (SK) 1 cr				SC 121/125 Intro to Chemistry/Lab	3	F/S	
ED 100 Skills for Success	1	F/S		Art & Humanities (A & H) 3 cr			
Diversity & Social Sciences (D&SS) 3				CA 106 Intro to Literature	3	S	
BU 201 Macroeconomics	3	F		CS 108 Literature of American Indian	3	F	
Crow Studies (CS)				CS 133 Crow Indian Art	3	S	
CS 136 Crow Socio-Familial Kinship	3	S		CS 134 Music & Dance of the Crow	3	F	
CS 138 History of Crow Chiefs	3	F		CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F		CS 211 American Indian Thought & Phil.	3	F	
AG/CS 137 Horse in Crow Culture	3	F		HU 101 Survey of Humanities	3	S	
				HU 103 Foundations of Art	3	S	

MATH DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN MATHMATICS

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 a four-year university engineering degree program.

Mathematics, Pre-Engineering option, Program Learning Outcomes:

- Mathematics Knowledge Base: Students will demonstrate a thorough understanding of the factual base, concepts, and relationships that constitute a working foundation in the mathematical science area through written work.
- Critical Analysis and Problem-Solving Skills: Students will display their ability to critically analyze and formulate possible solutions using mathematics to related issues that include consideration of social, economic, political, or scientific issues through real life problems, including using data analysis and statistical methods.
- Communication Skills: Students will demonstrate the ability to access, to comprehend, and communicate information using mathematical symbols, graphs and vocabulary.
- Technical Skills: Students will demonstrate and exhibit a working knowledge of techniques used for data analysis, graphical presentation, and other computational skills.

Human and Cultural Perspectives: Students will develop an understanding of how social, economic, political and legal aspects of society have affected the knowledge and use of mathematics.

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Mathematics: Pre-Engineering Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
BU 101 Economic Way of Thinking	3	CA 201 College Writing II	3
ED 100 Skills for Success (SK)	1	MA-151 Precalculus	4
MA 121 College Algebra *	4	SC 122/123 Intro to Organic & Biochem/Lab	3/1
CA 101 College Writing I (W)	3	Arts and Humanities Core Elective (A&H)	3
SC 121/125 General Chemistry/Lab (N)	4	Crow Language Core Elective (CL)	3
Total Credits	15	Total Credits	16/17
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 112 Public Speaking (S)	3	MA-172 Calculus II	4
MA 171 Calculus I (Q)*	4	Crow Studies Core Electives (CS)	3
MA-216 Introduction to Statistics	3	Sciences Course Program Elective	3/1
Diversity and Social Sciences Core Elective	3	Sciences Course Program Elective	3/1
SC 160/161 Principles of Living Systems	3/1		
Total Credits	16/17	Total Credits	14/15

Program of Study Requirements

Pre-Engineering Option			
Course	Credits	Semester	Grade
CA 201 College Writing II	3	F/S	
MA-151 Pre-Calculus	4	F/S	
MA 171 Calculus I	4	F	
BU 101 Economic Way of Thinking	3	F	
MA 172 Calculus II	4	S	
MA 216 Introduction to Statistics	3	F/S	
SC 122/123 Intro to Organic & Biochemistry /Lab	3/1	S	
Select 7 or more additional credits from:			
SC 122/123 Intro to Organic & Biochem/Lab	3/1	S	
SC 132/133 Natural Resources Conservation/Lab	3/1	F	
SC 201 Soils	3	S	
SC 210 Anatomy and Physiology I/Lab	4	F	
SC 211 Anatomy and Physiology II/Lab	4	S	
SC 250/251 Microbes and Disease/Lab	3/1	S	
SC 242/243 Nat Res Ecology/Lab	3/1	S	
SC 244 Environmental Science	3	S	
<i>Or other related courses w/prior approval of advisor</i>			
Total Program of Study Credits	31-32		
TOTAL PROGRAM CREDITS (30) + Core =	61-63		

General Education Core Requirements

Crow Language (LC) 3 cr			Crow Studies (CS) 3 cr		
CS 101 Crow Language I	3	F/S	CS 136 Crow Social-Familial Kinship	3	S
CS 102 Crow Language II	3	F/S	CS 138 History of Crow Chiefs	3	S
CS 103 Conversational Crow	3	F	CS 224 Crow History	3	F
Quantitative Reasoning (Q) 4 cr			AG/CS 137 Horse in Crow Culture	3	S
MA-121 College Algebra	4	F/S	College Writing (W) 3 cr		
Skills for Success (SK) 1 cr			CA 101 College Writing I	3	F/S/Su
ED 100 Skills for Success	1	F/S	College Seminar (S) 3 cr		
Diversity & Social Sciences (D&SS) 3cr			CA 112 Public Speaking	3	F/S/Su
CS 103 Conversational Crow	3	F	Natural Sciences (N) 7-8 cr		
CS 131 Intro to Native American Studies	3	F	SC 160/161 Principles of Living Systems/Lab	3	F/S
CS 210 Plains Indian Sign Language	3	S	SC 121/125 Intro to Chemistry/Lab	3	F/S
CS 223 Anthropology of American Indians	3	F	Arts & Humanities (A&H) 3 cr		
CS Continue Issues of American Indians	3	F	CA 106 Introduction to Literature	3	S
CS 231 American Political Science	3	S	CS 108 Literature of American Indian	3	F
			CS 133 Crow Indian Art	3	S
			CS 134 Music & Dance of the Crow	3	F
			CS 135 Crow Oral Literature	3	S
			CS 211 American Indian Thought & Philosophy	3	F
			HU 101 Survey of Humanities	3	S
			HU 103 Foundations of Art	3	S

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 life- styles, 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, and prepares students for entry-level positions to con-duct 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.

Community Health Option, Program Learning Outcomes:

- Knowledge: Apply terminology that are a working foundation in the medical sciences.
- Critical Analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
- Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of health issues and problems both on and off traditional Crow land.

Note: If placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Science: Community Health Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	SC 160/161 Prin. of Living Sys/Lab (N)	3/1
MA 216 Introduction to Statistics (Q)	3	Arts & Humanities Core Elective (A&H)	3
PY 101 Intro to Psychology (D&SS)	3	PY 201 Developmental Psychology	3
CA 101 College Writing I (W)	3	SC 121/125 General Chemistry/Lab	3/1
SC 218 Medical Terminology	3	Total Credits	17
Total Credits	13		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	HS 236 Drugs & Society/HS 239 Pharmacology	2/1
SC 210/215 Anatomy and Physiology I/Lab	3/1	SC 211/216 Anatomy and Physiology II/Lab	3/1
SS 101 Introduction to Sociology	3	SC 214 Nutrition	3
CA 211 Introduction to Public Speaking	3	SC 244 Environmental Science (N)	3
Crow Language Core Elective (CL)	3	Crow Studies Core Elective (CS)	3
Total Credits	16	Total Credits	17

Program of Study Requirements

Community Health Option			
Course	Credits	Semester	Grade
HE 202 Core Health Concepts	3	F	
HS 236 Drugs & Society/ 239 Pharmacology	2/1	S	
PY 201 Developmental Psychology	3	S	
SC 121/125 General Chemistry/Lab	3/1	F/S	
SC 210/215 Anatomy & Physiology I/Lab	3/1	F	
SC 211/216 Anatomy & Physiology II/Lab	3/1	S	
SC 214 Nutrition	3	S	
SS 101 Introduction to Sociology	3	F	
BU 122 Business Writing	3	F	
CA 211 Introduction to Public Speaking	3	F/S/Su	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F					
Quantitative Reasoning (Q) 3 cr				CA 201 College Writing II	3	F/S	
MA 216 Intro to Statistics	3	F/S		Natural Sciences (N) 7 cr			
Skills for Success (SK) 1 cr				SC 160/161Prin of Living Sys/Llab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 244 Environmental Science	3	S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
PY 101 Intro to Psychology	3	F/S		CS 108 Lit of the Amer Indian	3	F	
Crow Studies (CS) 3 cr				CS 133 Crow Indian Art	3	S	
CS 136 Crow Socio –Familial Kinship	3	S		CS 134 Music & Dance of Crow	3	F	
CS 138 History of Crow Chiefs	3	F		CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Culture	3	S					

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.

Science, Environmental Health Option, Program Learning Outcomes:

- Environmental Health Science Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationships that constitute a working foundation in environmental sciences and human health.
- Critical Analysis and Problem-Solving Skills: Develop the ability to critically analyze and formulate possible solutions to complex health issues influenced by environmental practices and policies. Students should be able to identify specific environmental influences on the health of individuals, as well as society, and integrate the consideration of social, economic, and political, as well as scientific concepts to a solution.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in field of environmental sciences and the medical health field. Demonstrate competency in presenting the results of field and laboratory investigations to the entities involved in environmental influences on health such as EPA and IHS.
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in environmental studies and health studies, including project design, sampling, measurement, statistical and graphical analysis, and other computational skills. Students should be able to apply the environmental health solutions they formulated during course-work to real situations.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies and the relationship of the use of the environmental resources on and off the Crow Reservation and the impact those uses have on the Crow people.

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Science: Environmental Health Option

Year 1			
Fall Semester	Credit	Spring Semester	Credit
ED 100 Skills for Success (SK)	1	Crow Language Core Elective (CL)	3
SC 141/142 Chemistry I/Lab (N)	3/1	SC 160/161 Principles of Living Systems/Lab	3/1
MA 121 College Algebra (Q)	4	SC 143/144 Chemistry II/Lab	3/1
CA 101 College Writing I (W)	3	SC 244 Environmental Science	3
Crow Studies Core Elective (CS)	3	Arts & Humanities Core (A&H)	3
Total Credits	15	Total Credits	17
Year 2			
Fall Semester	Credit	Spring Semester	Credit
CA 201 College Writing II(S)	3	SC 211/216 Anatomy and Physiology II/Lab	3/1
PY 101 Introduction to Psychology	3	SC 242/243 Natural Resource Ecology/Lab	3/1
MA 216 Introduction to Statistics	3	SC 250/251 Microbes & Disease/Lab	3/1
SC 210/215 Anatomy and Physiology I/Lab	3/1	SS 101 Introduction to Sociology (D&SS)	3
Program Elective	3		
Total Credits	16	Total Credits	15

Program of Study Requirements

Environmental Health Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
PY 101 Intro to Psychology	3	F/S	
SC 160/161 Principles of Living Systems/lab	3/1	F/S	
SC 143/144 Chemistry II/Lab	3/1	S	
SC 210/215 Anatomy & Physiology I/Lab	3/1	F/S	
SC 211/216 Anatomy & Physiology II/Lab	3/1	F/S	
SC 242/243 Natural Resource Ecology/Lab	3/1	S	
SC 250/251 Microbes & Disease/lab	3/1	S	
SC 236 Current Topics in Biology	2	F/S	
3 or more credits selected from			
AG 100 Introduction to Animal Science	3	S	
SC 101 Soils	3	S	
SC 122/123 Organic and Biochem Principles/Lab	3/1	S	
Total Program of Study Credits	32		
TOTAL PROGRAM CREDITS (26) + Core =	62		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
Quantitative Reasoning (Q) 4 cr				CA 201 College Writing II	3	F/S	
MA 151 Pre-Calculus	4	S		Natural Sciences (N) 7-8 cr			
MA 171 Calculus I	4	F		SC 141/142 Chemistry I/Lab	3/1	F/S	
MA 172 Calculus II	4	S		SC 244 Environmental Science	3	F/S	
Skills for Success (SK) 1 cr				Arts & Humanities (A & H) 3 cr			
ED 100 Skill for Success	1	F/S		CS 108 Lit of the American Indian	3	F	
Diversity & Social Sciences (D&SS) 3 cr				CS 133 Crow Indian Art	3	S	
SS 101 Intro to Sociology	3	S		CS 134 Music & Dance of the Crow	3	F	
Crow Studies (CS) 3 cr				CS 135 Crow Oral Literature	3	S	
CS 136 Crow Socio-Familial	3	S		CS 211 Am Indian Thou & Phil	3	F	
CS 138 History of Crow Chiefs	3	F					
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Culture	3	S					

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 cleanup of land, water or air resources.

Science, Natural Resources/Environmental Science Option, Program Learning Outcomes:

- Knowledge: Apply environmental/biological science terminology that are a foundation for understanding of the process found in the biological world.
- Critical Analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental/biological sciences
- Technical skills: Gather and analyze information in environmental/biological sciences (including project design, sampling, measurement, statistical and graphical analysis and other computational skills).
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of biological studies both on and off traditional Crow land

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

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

Year 1			
Fall Semester	Credits	Spring Semester	Credit
ED 100 Skills for Success (SK)	1	Crow Language Core Elective (CL)	3
SC 141/142 Chemistry I/Lab (N)	3/1	SC 143/144 Chemistry II/Lab	3/1
MA 121 College Algebra	4	Crow Studies Core Elective (CS)	3
CA 101 College Writing I (W)	3	SC 244 Environmental Science	3
SC244 Environmental Science	3	SC 160/161 Principles of Living System/Lab	3
Total Credits	15	Total Credits	17
Year 2			
Fall Semester	Credits	Spring Semester	Credit
CA 201 College Writing II (S)	3	SC 170/171 Princ. of Biodiversity /Lab	3/1
Arts & Humanities Core Elective (A&H)	3	SC 236 Current Topics in Biology	2
MA 216 Introduction to Statistics	3	SC 242/243 Nat Res Eco/Lab	3/1
AG/SC 132/133 Nat. Resource Con/lab (N)	3/1	Diversity & Social Science Core Elective (D&SS)	3
Program Elective	4		
Total Credits	17	Total Credits	13

Program of Study Requirements

Natural Resources/Environmental Science Option			
Course	Credits	Semester	Grade
AG/SC 132/133 Natural Resource Conservation/lab	3/1	F	
SC 160/161 Principles of Living Systems/lab	3/1	F/S	
SC 170/171 Principles of Biodiversity/lab	3/1	S	
SC 143/144 Chemistry II/lab	3/1	S	
SC 242/243 Nat Res Ecology/lab	3/1	S	
SC 236 Current Topics in Biology	2	F/S	
CS 140 Apsáalooke Science	3	F	
MA 216 Introduction to Statistics	3	F/S	
3 or more credits selected from:			
AG 100 Intro to Animal Science	3	F	
IS 260 GIS	3	F	
SC 201 Soils	3	S	
SC 122/123 Organic and Biochem Principles/lab	3/1	F	
SC 222/223 Organic Chemistry I/Lab	3/1	F	
SC230 Forest Fire Management	2	2	
SC 276 Science Internship	1-4	OD	
Total Program of Study Credits	31-32		
TOTAL PROGRAM CREDITS (28) + Core =	61-62		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 4 cr				Natural Sciences (N) 7 cr			
MA 121 College Algebra	4	F/S		SC 141/142 Chemistry I/Lab	3/1	F/S	
MA 151 Pre-Calculus	4	S		SC 244 Environmental Science	3	S	
MA 171 Calculus I	4	F		Arts & Humanities (A & H) 3 cr			
MA 172 Calculus II	4	S		CA 106 Intro to Literature	3	S	
Skills for Success (SK) 1 cr				CA 206 Creative Writing	3	S	
ED 100 Skills for Success	1	F/S		CS 108 Lit of the Amer Indian	3	F	
Diversity & Social Sciences (D & SS) 3 cr				CS 133 Crow Indian Art	3	S	
BU 101 Economic Way of Thinking	3	F		CS 134 Music & Dance of the Crow	3	F	
BU 202 Microeconomics	3	F		CS 135 Crow Oral Literature	3	S	
CS 131 Intro to Native American Studies	3	F		CS 211 Am Indian Thought & Phil	3	F	
Crow Studies (CS) 3 cr				HU 101 Survey of Humanities	3	S	
CS 136 Crow Socio-Familial Kinship	3	S		HU 103 Foundations of Art	3	S	
CS 138 History of Crow Chiefs	3	F		HU 227 Am Indian Rep in Film	3	F	
CS 224 Crow History	3	F		IS 211 HTML & Web Page Des	3	F	
AG/CS 137 Horse in Crow Culture	3	S					

Note: At least one course from the D & SS or A & H categories must be a CS designated course.

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN LIFE SCIENCE

TRIBAL NATURAL RESOURCES/ ENVIRONMENTAL SCIENCE OPTION

This degree is designed for students who want to work for their Tribe in an entry level or technician position in natural resources upon completing an Associate Degree. Students who later decide to go on to a Bachelor’s degree are strongly encouraged to take an additional semester of Chemistry, Cell Biology and Math prior to transferring. Tribal Natural Resources 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 re- sources.

Science, Tribal Natural Resources/Environmental Science Option, Program Learning Outcomes:

- Knowledge: Apply environmental/biological science terminology that are a foundation for understanding of the process found in the biological world.
- Critical Analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental/biological sciences
- Technical skills: Gather and analyze information in environmental/biological sciences (including project design, sampling, measurement, statistical and graphical analysis and other computational skills).
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of biological studies both on and off traditional Crow land

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

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

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	MA 121 College Algebra (Q)	3
SC 121/125 Intro to Gen Chemistry (N)	4	SC 160/161 Prin. of Living Systems/Lab	3/1
SC/AG 132/133 Nat Res Conservation	3/1	Arts & Humanities Core Elective (A&H)	3
CA 101 College Writing I (W))	3	Diversity & Social Sciences Core Elective (D&SS)	3
CS 101 Crow Language I (CL)	3	SC 122/123 Organic and Biochem Principles/Lab	3/1
Total Credits	15	Total Credits	17
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	CA 112 Public Speaking	3
CS 131 Intro to Native American Studies	3	SC 144 Environmental Science	3
CS 224 Crow History (CS)	3	SC 236 Current Topics in Biology	2
MA 216 Introduction to Statistics	3	SC 242/241 Natural Resource Ecology/Lab	3/1
Program Elective	4	Program Elective	4
Total Credits	16	Total Credits	16

Program of Study Requirements

Tribal Natural Resources/Environmental Science Option			
Course	Credits	Semester	Grade
CA 112 Public Speaking	3	F/S	
CS 131 Intro to Native American Studies	3	F	
MA 216 Introduction to Statistics	3	F/S	
SC 122/123 Organic and Biochem Principles/Lab	3	F	
SC 132/133 Nat Res Conservation/lab	3/1	F	
SC 160/161 Prin. of Living Systems/Lab	3/1	F/S	
SC 242/243 Nat Res Ecology/lab	3/1	S	
SC 236 Current Topics of Biology	2	F/S	
6 or more credits selected from:			
CS 140 Apsáalooke Science	3	F	
IS 260 GIS	3	OD	
SC 114/115 Survey of Biology	3/1	F/S	
SC 201 Soils	3	S	
SC 170/171 Principles of Biodiversity	3/1	S	
SC 222/223 Organic Chemistry/lab	3/1	OD	
SC 224/225 Biochemistry/lab	3/1	OD	
SC 230 Forest Fire Management	3	S	
SC 276 Science Internship	1-4	OD	
Total program of Study Credits	32		
TOTAL PROGRAM CREDITS (29) + Core =	62		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	3	F/S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 244 Environmental Science	3	S	
ED 100 Skills for Success	1	F/S		Arts & Humanities (A & H) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				CS 108 Lit of the Amer Indian	3	F	
BU 101 Econ Way of Thinking	3	F		CS 133 Crow Indian Art	3	S	
BU 202 Microeconomics	3	S		CS 134 Music & Dance of the Crow	3	F	
Crow Studies (CS) 3 cr				CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F		CS 211 Am Indian Thought & Phil	3	F	

SCIENCE DEPARTMENT ASSOCIATE OF SCIENCE DEGREE IN LIFE 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.

Science, Biology Option, Program Learning Outcomes:

- Knowledge: Apply environmental/biological science terminology that are a foundation for understanding of the process found in the biological world.
- Critical Analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental/biological sciences
- Technical skills: Gather and analyze information in environmental/biological sciences (including project design, sampling, measurement, statistical and graphical analysis and other computational skills).
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of biological studies both on and off traditional Crow land

Note: if placement test scores indicate developmental classes are needed, the student’s program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Science: Biology Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Crow Studies Core Elective (CS)	3
Quantitative Core Elective (Q)	4	SC 160/161 Principles of Living System/Lab	3/1
SC 141/142 Chemistry I/Lab (N)	3/1	SC 143/144 Chemistry II/Lab	3/1
CA 101 College Writing I (W)	3	Arts & Humanities Core (A&H)	3
Program Elective	4	Total Credits	14
Total Credits	16		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	SC 170-171 Principles of Biodiversity/Lab	3/1
MA 216 Statistics	3	SC 236 Current Topics in Biology	2
SC 244 Environmental Science	3	SC 242/243 Natural Resource Ecology	3/1
Crow Language Core (CL)	3	Diversity & Social Science Core (D&SS)	3
Program Elective	4	Program Elective	4
Total Credits	18	Total	17

Program of Study Requirements

Biology Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
SC 160/161 Principles of Living Systems/lab	4	F/S	
SC 170/171 Principles of Biodiversity/lab	3/1	S	
SC 143/144 Chemistry II/Lab	3/1	S	
SC 242/243 Nat Res Ecology/lab	3/1	S	
SC 236 Current Topics in Biology	2	S	
10 or more credits selected from:			
SC 114/115 Survey of Biology/Lab	3/1	F/S	
SC 122/123 Organic and Biochem Principles/Lab	3/1	S	
SC 132/133 Nat Res Conservation/lab	3/1	F	
SC 210/215 Anatomy & Physiology I /lab	3/1	F	
SC 211/216 Anatomy & Physiology II/lab	3/1	S	
SC 250/251 Micro & Disease/Lab	3/1	S	
SC 201 Soils	3	S	
SC 276 Science Internship	1-4	OD	
Total Program of Study Credits	31		
TOTAL PROGRAM CREDITS (27) + Core =	60-61		

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
Cs 103 Conversational Crow	3	F		SC 141/142 Chemistry I/Lab	3/1	F/S	
Quantitative Reasoning (Q) 4 cr				SC 244 Environmental Sciences	3/1	S	
MA 121 College Algebra	4	F/S		Arts & Humanities (A & H) 3 cr			
MA 151 Pre-Calculus	4	S		CA 106 Intro to Literature	3	S	
MA 171 Calculus I	4	F		CA 206 Creative Writing	3	S	
MA 172 Calculus II	4	S		CS 108 Lit of the American Indian	3	F	
Skills for Success (SK) 1 cr				CS 133 Crow Indian Art	3	S	
ED 100 Skills for Success	1	F/S		CS 134 Mus & Dance of the Crow	3	F	
Diversity & Social Sciences (D & SS) 3 cr				CS 135 Crow Oral Literature	3	S	
BU 101 Econ Way of Thinking	3	F		CS 211 Am Indian Thought & Phil	3	F	
BU 202 Microeconomics	3	S		HU 101 Survey of Humanities	3	S	
CS 131 Intro to Native American Studies	3	F		HU 103 Foundations of Art	3	S	
Crow Studies (CS) 3 cr				HU 227 Am Indian Rep in Film	3	F	
CS 136 Crow Socio-Familial Kinship	3	S		IS 211 HTML & Web Page Des	3	F	
CS 138 History of Crow Chiefs	3	F					
AG/CS 137 Horse in Crow Culture	3	S					
CS 224 Crow History	3	F					
College Writing (W) 3 cr							
CA 101 College Writing I	3	F/S					

Note: At least one course from the D & SS or A & H categories must be a CS designated course

SCIENCE DEPARTMENT ASSOCIATE OF SCIENCE DEGREE IN LIFE 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.

Science, Pre-Medicine Option, Program Learning Outcomes:

- Knowledge: Apply terminology that are a working foundation in the medical sciences.
- Critical Analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
- Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of health issues and problems both on and off traditional Crow land.

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

Sample Plan of Study: Science: Pre-Medicine Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Arts & Humanities Core Elective (A&H)	3
Crow Studies Core Elective (CS)	3	SC 160/161 Principles of Living Syst./Lab (N)	3/1
SC 141/142 General Chemistry I/Lab	3/ 1	CA 201 College Writing II (S)	3
CA 101 College Writing I (W)	3	MA 151 Pre-Calculus (Q)	4
		SC 143/144 Chemistry II/Lab	4
Total Credits	14	Total Credits	18
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 112 Public Speaking	3	SC 250/251 Microbes and Disease/Lab	3/1
MA 216 Introduction to Statistics	3	SC 211/216 Anatomy and Physiology II/Lab	3/1
SC 210/215 Anatomy and Physiology I/Lab	3/1	SC 224/225 Biochemistry/Lab	3/1
SC 218 Medical Terminology	3	Crow Language Core Elective (CL)	3
SC 222/223 Organic Chemistry/Lab	3/1	Diversity Core	3
Total Credits	17	Total Credits	18

Program of Study Requirements

Pre-Medicine Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
SC 210/215 Anatomy & Physiology I/Lab	3/1	F	
SC 211/216 Anatomy & Physiology II/Lab	3/1	S	
SC 250/251 Microbes and Disease/Lab	3/1	S	
SC 218 Medical Terminology	3	F	
SC 222/223 Organic Chemistry/Lab	3/1	OD	
SC 224/225 Biochemistry/Lab	3/1	OD	
SC 143/144 Chemistry II/Lab	3/1	S	
CA 112 Public Speaking	3	F/S	
Total program of Study Credits	33		
TOTAL PROGRAM CREDITS (28) + Core =	67		

General Education Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial Kinship	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 4 cr				AG/CS 137 Horse in Crow Culture	3	S	
MA 151 Pre-Calculus	4	S		College Writing (W) 3 cr			
Skills for Success (SK) 1 cr				CA 101 College Writing I	3	F/S	
ED 100 Skills for Success	1	F/S		College Seminar (S) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				CA 201 College Writing II	3	F/S	
AN 111 Cultural Anthropology	3	S		Natural Sciences (N) 7-8 cr			
AN 120 Environment & Culture	3	S		SC 141/142 General Chemistry I/Lab	3/1	F	
BU 201 Macroeconomics	3	F/S		SC 160/161 Prin. of Living Systems/Lab	3/1	F/S	
BU 202 Microeconomics	3	S		Arts & Humanities (A & H) 3 cr			
CS 131 Intro to Nat American Studies	3	F		CA 106 Intro to Literature	3	S	
CS 223 Anthro. of American Indians	3	F		CA 206 Creative Writing	3	S	
CS 225 MT Indians	3	F		CS 108 Lit of the American Indian	3	F	
CS 230 Cont. Issues of Am Indian	3	F		CS 133 Crow Indian Art	3	S	
HE 202 Core Health Concepts	3	S		CS 134 Music & Dance of the Crow	3	F	
HE/SC 214 Nutrition	3	F/S		CS 135 Crow Oral Literature	3	S	
HI 201 U.S. History I	3	F		CS 211 Am Indian Thought & Phil	3	F	
HU 136 World Religion	3	F		HU 101 Survey of Humanities	3	S	
PY 101 Intro to Psychology	3	F/S		HU 103 Foundations of Art	3	S	
SS 101 Intro to Sociology	3	S		HU 227 Am Indian Rep in Film	3	F	
				IS 211 HTML & Web Page Des	3	F	

SCIENCE DEPARTMENT
ASSOCIATE OF SCIENCE DEGREE IN LIFE 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 Science 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, and/or prepare for transfer to a four-year institution at the junior level.

Science, Life Science/Pre-Nursing Option, Program Learning Outcomes:

- Knowledge: Apply terminology that are a working foundation in the medical sciences.
- Critical Analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
- Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
- Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
- Human and Cultural Perspectives: Apply social, economic, political and legal aspects of health issues and problems both on and off traditional Crow land.

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete. It is imperative that students work closely with their advisors.

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

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Crow Studies Core Elective (CS)	3
Crow Language Core (CL)	3	MA 151 Pre-Calculus	4
SC 121/125 Intro to Gen Chemistry (N)/Lab	3/1	SC 122/123 Organic and Biochem Princ/Lab	3/1
CA 101 College Writing I (W)	3	SC 250/251 Microbes and Disease/Lab	3/1
SC 160/161 Principles of Living Systems/Lab (N)	3/1	Arts & Humanities Core Elective (A&H)	3
Total Credits	15	Total Credits	18
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	PY 201 Developmental Psychology/lab	3
SC 210 Anatomy and Physiology I/Lab	3/1	SC 211 Anatomy and Physiology II/Lab	3/1
SC 218 Medical Terminology	3	SC 214 Nutrition	3
SC 122/123 Org & Biochemistry/lab	3/1	PY 101 Introduction to Psychology (D&SS)	3
CA 112 Public Speaking	3	CA 201 College Writing II (S)	3
		Total Credits	16
Total Credits	17		

Program of Study Requirements

Life Science/Pre-Nursing Option			
Course	Credits	Semester	Grade
CA 112 Public Speaking	3	F/S	
MA 216 Intro to Statistics	4	F/S	
SC 210 Anatomy & Physiology I/Lab	3/1	F	
SC 211 Anatomy & Physiology II/Lab	3/1	S	
SC 214 Nutrition	3	S	
SC 218 Medical Terminology	3	F	
SC 122/123 Org & Biochemistry/lab	3/1	F/S	
SC 250/251 Microbiology & Disease/lab	3/1	S	
PY 201 Developmental Psychology	3	F/S	
CS 140 Apáalooke Science	3	F	
Total Program of Study Credits	35		
TOTAL PROGRAM CREDITS (32) + Core =	65		

General Education Core Requirements

Crow Language (CL) 3 cr			College Writing (W) 3 cr		
CS 101 Crow Language I	3	F/S	CA 101 College Writing I	3	F/S
CS 102 Crow Language II	3	F/S	College Seminar (S) 3 cr		
Quantitative Reasoning (Q) 3 cr			CA 201 College Writing II	3	F/S
MA 121 College Algebra	4	F/S	CA 112 Public Speaking	3	F/S
MA 151 Pre-Calculus	4	S	Natural Sciences (N) 7-8 cr		
Skills for Success (SK) 1 cr			SC 160/161 Principles of Living Systems/Lab	3/1	F/S
ED 100 Skills for Success	1	F/S	SC 121/125 Intro to Chemistry/Lab	3/1	F/S
Diversity & Social Sciences (D&SS) 3 cr			Arts & Humanities (A&H) 3 cr		
PY 101 Intro to Psychology	3	F/S	CS 108 Lit of the American Indian	3	F
SS 101 Intro to Sociology	3	F/S	CS 133 Crow Indian Art	3	S
Crow Studies (CS) 3 cr			CS 134 Music and Dance of the Crow	3	F
CS 136 Crow Socio-Familial Kinship	3	S	CS 135 Crow Oral Literature	3	S
CS 138 History of Crow Chiefs	3	F	CS 211 American Indian Thought & Phil	3	F
CS 224 Crow History	3	F			
AG/CS 137 Horse in Crow Culture	3	S			

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN AGRICULTURE:

AGRICULTURE: RANGELAND ECOLOGY AND MANAGEMENT OPTION

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 in Natural Resources and Rangeland Ecology, and/or prepares students for career opportunities with land management agencies, in range livestock production, land resource consulting and general agriculture.

Science: Agriculture, Rangeland Management Option, Program Learning Outcomes:

- The students will demonstrate a thorough understanding of basic plant, animal and physical sciences. They will be knowledgeable about social, economic and cultural factors related to agriculture systems and the environment. The students will be able to locate, critically analyze and evaluate scientific and technical information, and to apply gained knowledge to the solution of practical problems.
- The students will demonstrate the ability to effectively communicate relevant topics to a range of audiences in oral and written form.
- The students will develop a working knowledge of appropriate technologies, such as computer applications, monitoring, sampling, and statistical and graphical analysis.

Sample Plan of Study: Agriculture: Rangeland Ecology and Management Option

Year 1

Fall Semester	Cred-its
AG 100 Intro to Animal Science	3
BU 101 Economic Way of Thinking (D&SS)	3
CA 101 College Writing I (W)	3
Crow Language (CL)	3
Crow Studies Core Elective (CS)	3
ED 100 Skills for Success (SK)	1
Total Credits	16

Spring Semester	Cred-its
AG 132/133 Nat Res Conservation/Lab	3/1
Arts&Humanities Core Elective (A&H)	3
CA 112 Fund of Public Speaking	3
CA 201 College Writing II (S)	3
SC 160/161 Princ of Liv Systems/Lab (N)	3/1
Total Credits	17

Year 2

Fall Semester	Cred-its
AG 235 Rangeland Monitoring	1
AG 242/243 Nat Resource Ecology/Lab	3/1
MA 096 Survey of Algebra	4
SC 114/115 Survey of Biology/Lab	3/1
SC 121/125 Intro to Gen Chemistry/Lab (N)	3/1
Total Credits	17

Spring Semester	Cred-its
AG 230 Range Livestock Production	3
AG 234 Appl Tech in Livest Mgmt – Beef	1
MA 216 Statistics (Q)	3
SC 122/123 Organic&Biochem Princ/Lab	3/1
SC 201 Soils	3
Total Credits	14

Program of Study Requirements

Agriculture: Rangeland Ecology and Management Option			
Course	Credits	Semester	Grade
AG 100 Intro to Animal Science	3	F	
AG 132/133 Natural Res Conservation/Lab	3/1	F	
AG 230 Range Livestock Production	3	S	
AG 234 Appl Tech in Livestock Mg.-Beef	1	S	
AG 235 Rangeland Monitoring	1	F	
AG 242/243 Nat Res Ecology/Lab	3/1	S	
AG 210 Economics of Ag Business <i>Or</i>	3	S	
CA 112 Fundamentals of Public Speaking	3	S	
SC 201 Soils	3	S	
SC 114/115 Survey of Biology/Lab <i>Or</i>	3/1	F/S	
SC 170/171 Principles of Biodiversity/Lab	3/1	S	
SC 122/123 Intro to Organic & Biochem/ Lab	3/1	F/S	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	60		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	4	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
				BU 122 Intro to Business Writing	3	F	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 216 Intro to Statistics (must earn a grade "C" or better)		F/S		SC 121/125 Intro to General Chemistry/Lab	3/1	F/s	
Skills for Success (SK) 3 cr				SC 160/161 Principles of Living Systems/Lab	3/1	F/S	
ED 100 Skills for Success	3	F/S		Arts & Humanities (A & H) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				CS 108 Lit of the Amer Indian	3	F	
BU 101 Economic Way of Thinking	3	F		CS 133 Crow Indian Art	3	S	
Crow Studies (CS) 3 cr				CS 134 Music & Dance of the Crow	3	F	
CS 136 Crow Socio –Familial	3	S		CS 135 Crow Oral Literature	3	S	
CS 138 History of Crow Chiefs	3	F		CS 211 Am Indian Thou & Phil	3	F	
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Culture	3	S					

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN AGRICULTURE:

AGRICULTURE: LIVESTOCK MANAGEMENT AND INDUSTRY OPTION

The Livestock Management and Industry Option focuses on the application of scientific principles to the production and management of livestock animals. Coursework includes instruction in natural sciences, and basic economic and agricultural business studies. The program prepares students to manage livestock enterprises or to be employed in production agriculture or related fields. This degree is designed for transfer into an animal science degree program at a four-year institution.

Science: Agriculture, Livestock Management Option, Program Learning Outcomes:

- The students will demonstrate an understanding of fundamental plant, animal and physical sciences. They will gain knowledge about economic terminology and concepts, as well as marketing strategies and management skills, as they relate to livestock operations.
- The students will be able to locate, critically analyze and evaluate scientific and technical information. They will develop an awareness of the diversity in perspectives within and outside of the animal sciences and livestock industries. They will be able to apply knowledge gained for best practices in animal husbandry.
- The students will demonstrate the ability to effectively communicate relevant topics to a range of audiences in oral and written form.
- The students will develop a working knowledge of appropriate technologies, such as computer applications, monitoring, sampling, and statistical and graphical analysis.

Note: if placement test scores indicate developmental classes are needed, the student’s pro- gram of study will require more than two years to complete. It is imperative that students work closely with their advisors.

SAMPLE PLAN OF STUDY

Fall Semester 1	Credits	Spring Semester 1	Cred-
AG 100 Intro to Animal Science	3	AG 132/133 Natural Res Conservation/Lab	3/1
BU 101 Economic Way of Thinking (D &SS)	3	AG 210 Economics of AG Business	3
CA 101 College Writing I (W)	3	MA 096 Survey of Algebra	4
Crow Language (CL)	3	SC 160/161 Princ of Living Systems/Lab (N)	3/1
Crow Studies Elective (CS)	3		
ED 100 Skills for Success	1		
Total Credits	16	Total Credits	15
Fall Semester 2	Cred-	Spring Semester 2	Credits
AG 233 Appl Tech in Livest Mgmt-Horse	1	Arts & Humanities Core Elective (A&H)	3
AG 235 Range and Pasture Monitoring	1	MA 216 Introduction to Statistics	3
AG 242/243 Natural Resource Ecology/Lab	3/1	SC 122/123 Organic & Biochemistry/Lab	3/1
BU 122 Intro to Business Writing (S)	3	SC 201 Soils	3
BU 221 Principles of Financial Accounting	3	AG 230 Range Livestock Production	3
SC 121/125 Intro to General Chem/Lab (N)	3/1	AG 234 Appl Tech in Livest Mgmt-Beef	1
Total Credits	16	Total Credits	17

Program of Study Requirements

AG - Animal Science: Livestock Management and Industry			
Course	Credits	Semester	Grade
AG 100 Intro to Animal Science	3	F	
AG 132/133 Natural Res Conservation/Lab	3/1	F	
AG 210 Economics of AG Business	3	S	
AG 230 Range Livestock Production	3	S	
AG 242 Natural Resource Ecology/Lab	3/1	S	
<i>Or</i>			
BU 202 Principles of Microeconomics	3	S	
BU 221 Principles of Financial Accounting	3	F	
SC 122/123 Organic & Biochemistry/Lab	3/1	S	
SC 201 Soils	3	S	
AG 233 Appl Tech in Livestock Man-Horses	1	F	
AG 234 Appl Tech in Livestock Man-Beef	1	S	
AG 235 Range and Pasture Monitoring	1	F	
Total Program of Study Credits	29-30		
TOTAL PROGRAM CREDITS (27) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F/S					
Skills for Success (SK) 3 cr				CS 224 Crow History	3	F	
ED 100 Skills for Success	1	F/S		AG/CS 137 Horse in Crow Culture	3	S	
Quantitative Reasoning (Q) 3 cr				College Writing (W) 3 cr			
MA 216 Intro to Statistics	3	F/S		CA 101 College Writing I	3	F/S	
				College Seminar (S) 3 cr			
Arts & Humanities (A & H) 3 cr				BU 122 Intro to Business Writing	3	F/S	
				CA 201 College Writing II	3	F/S	
CS 108 Lit of the Amer Indian	3	F		Natural Sciences (N) 7-8 cr			
CS 133 Crow Indian Art	3	S		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
CS 134 Music & Dance of the Crow	3	F		SC 121/125 Intro to General	3/1	F/S	
CS 135 Crow Oral Literature	3	S		Diversity & Social Sciences (D & SS) 3 cr			
CS 211 Am Indian Thou & Phil	3	F		BU 101 Econ Way of Thinking	3	F	

ASSOCIATE DEGREE: Directed Individualized Studies

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.

Program learning outcomes:

- Individualized Knowledge Base: Apply knowledge of the individualized study to real-world situations, in meaningful ways across multiple settings and conditions.
- Critical Analysis and Problem-Solving Skills: Utilize critical thinking skills to analyze and synthesize ideas and information from a variety of sources with one's own ideas to create well thought-out discussions, arguments, and ideas in written and oral work.
- Communication Skills: Practice effective written and verbal communication skills through the creation of essay, reports, and oral presentations.
- Technical Skills: Develop a working knowledge of hardware and software to produce college-level documents, reports, research papers, and presentations.
- Human and Cultural Perspective: Demonstrate an understanding of the social, health, economic, political and legal aspects of individual Crow Tribal members and the communities in which they live.

To declare an Individualized Major, students must:

- Decide upon a major, a title for their major, and designate courses that will help them complete their major.
- Meet with a faculty member whom they will ask to direct or advise 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.
- 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.
- In order to submit a proposal to Academic Council, students will define and title their major. They will explain the focus of their major.
- 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: 27 credits
- These courses should be taken within two or more of the departments at LBHC. 12 of these credits should be 200 level courses.
- DI 280—Special Topics 3 credits: 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 re-search paper or project that will be submitted to the director at the end of the semester.

Program of Study Requirements

Directed Individualized Studies Program Option			
Course	Credits	Semester	Grade
(Concentration of 27 credits, 12 credits @ 200 level)			
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	3		
DI 280 Special Topics	3		
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (27) + Core =	59-61		

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio–Familial Kinship	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 3-4 cr				AG/CS 137 Horse in Crow Culture	3	S	
MA 121 College Algebra	4	F/S		College Writing (W) 3 cr			
MA 145 Math for Liberal Arts	4	F/S		CA 101 College Writing I	3	F/S	
MA 151 Pre-Calculus	4	S		College Seminar (S) 3 cr			
MA 171 Calculus I	4	F		BU 122 Intro to Bus Writing	3	F	
MA 172 Calculus II	4	S		CA 112 Public Speaking	3	F/S	
MA 216 Intro to Statistics	3	F/S		CA 221/HS231 Interpersonal Communication	3	F	
Skills for Success (SK) 1 cr				CA 201 College Writing II	3	F/S	
ED 100 Skills for Success	1	F/S					
Diversity & Social Sciences (D & SS) 3 cr				Natural Sciences (N) 7-8 cr			
AN 111 Cultural Anthropology	3	S		SC 101 Mysteries of the Sky	3	F	
AN 120 Environment & Culture	3	S		SC 104/105 Intro to Geol/Lab	3/1	F	
BU 101 Econ Way of Thinking	3	F		SC 160/161 Prin of Living Systems/Lab	3/1	F/S	
BU 111 Intro to Business	3	F		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
BU 201 Macroeconomics	3	F		SC 114/115 Survey of Bio/Lab	3/1	F/S	
BU 202 Microeconomics	3	S		SC 116/117 Phys World Around Us	3/1	F	
BU 230 Intro to Organ Behavior	3	S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
CS 131 Intro to Nat Amer Studies	3	F		AGSC132/133Nat Res Con/Lab	3/1	F	
CS 210 Plains Indian Sign Lang	3	S		SC 201 Soils	3	S	
CS 223 Anthro of Amer Indians	3	F		AGSC242/243Nat Res Eco/Lab	3/1	S	
CS 225 MT Indians Prior to 1851	3	F		SC 244 Environmental Science	3	S	
CS 226 MT Indians 1851 to pres	3	S		Arts & Humanities (A & H) 3 cr			
CS 230 Cont Issues of Am Indian	3	F		CA 106 Intro to Literature	3	S	
CS 231 Amer Ind Pol Science	3	S		CA 206 Creative Writing	3	S	
HE 202 Core Health Concepts	3	S		CS 108 Lit of the Amer Indian	3	F	
HE/SC 214 Nutrition	3	F/S		CS 133 Crow Indian Art	3	S	
HI 105 World Civilization	3	S		CS 134 Music & Dance of the Crow	3	F	
HI 201 U.S. History I	3	F		CS 135 Crow Oral Literature	3	S	
HI 202 U.S. History II	3	S		CS 211 Am Indian Thought & Phil	3	F	
HU 136 World Religions	3	F		HU 101 Survey of Humanities	3	S	
PY 101 Intro to Psychology	3	F/S		HU 103 Foundations of Art	3	S	
PY 203 Abnormal Psychology	3	S		HU 227 Am Indian Rep in Film	3	F	
SS 101 Intro to Sociology	3	S		IS 211 HTML & Web Page Design	3	F	
ED 250 Psych of Learning/lab	3	F					

ONE YEAR CERTIFICATES

CROW STUDIES

TRIBAL MANAGEMENT

This one-year, 34-credit certificate in Tribal Management is designed to help prepare students for successful employment in the tribal government. It provides a combination of courses to provide a broad background in business, writing, finances, interpersonal communications, and computer skills. Students will gain an understanding of tribal government operations and learn skills in communication, organizations, management and computers necessary for working in the tribal government offices. The certificate will help prepare students interested in working as tribal managers and administrators. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*BU 122, *MA 096 and *CA 112).

Tribal Management One Year Certificate Program Learning Outcomes:

- Prepares a student for entry level positions in tribal management with understanding and applications in office procedures, cultural studies and communication.

Year 1

Fall Semester		Spring Semester	
*BU 122 Intro to Business Writing	3	BU 121 Accounting Procedures	3
BU 101 Economic Way of Thinking	3	CA 101 College Writing I	3
CS 131 Intro to Native American Studies	3	*CA 112 Public Speaking	3
CS 180 Special Topics	3	CS 180 Special Topics	3
*MA 096 Survey of Algebra or above	4	HS 233 Legal, Ethical, & Professional Issues	3
Total	16	IS 102 Microsoft Office Suite	3
		Total	18

EDUCATION

EARLY CHILDHOOD

This one-year Early Childhood Education certificate program is for students who are interested in immediate job preparation and placement in an early childhood setting. It is designed to meet minimal requirements for licensure. Students are required to successfully complete the entire course listed in the Certificate Program and the **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*CA 101, *MA 233 and *CA 112).

Education Early Childhood, One Year Certificate, Program Learning Outcomes: Students will

- Demonstrate their understanding of the thirteen essential areas required for working with young children, birth to eight.
- Demonstrate their understanding of developmentally and culturally appropriate practice for young children, birth to eight.
- Demonstrate their ability to successfully complete the process for CDA and/ licensure for operating a daycare according to the National Council of Professional Recognition, NAEYC and Head Start.

Year 1

Fall Semester		Spring Semester	
*CA 101 College Writing I	3	CS 236 Socio-Familial Kinship	3
CS 101 Crow Language	3	CS 135 Crow Oral Literature	3
CS 244 Crow History	3	ED 276 Internships (CDA)	3-6
ED 210 Ed Technology	2	PY 201 Developmental Psychology	3
CS 180 Cultural Enrichment	1	*CA 112 Public Speaking	3
HE 202 Core Health Concepts	3	ED 235 Reading and Writing Across the Curriculum	3
Total	16	Total	15
Summer Session			
ED 232 Creative Expression in Pre-School	2		
*ED 233 Math & Science in Pre-School	2		
ED 180 Special Topics	4		
Total	8		

AGRICULTURE (PILOT PROGRAM)

The one-year, 33-34-credit certificate is for students interested in entering production agriculture. It offers a combination of courses to provide a broad knowledge base in applied natural sciences and livestock management. The certificate is also designed for students who wish to continue their education and pursue an Associate of Science degree in Livestock Management & Industry or Rangeland Ecology & Management. To ensure a smooth transition, students should consult their academic advisor, when selecting elective courses. **The Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*CA 095, *MA 065 and *CA 112).

Program Learning Outcomes: Students will be able to

- Demonstrate an understanding of basic concepts in the natural sciences, and how they are applicable to the field of agriculture.
- Apply natural science and agricultural knowledge and skills of farm/ranch management.
- Communicate orally and in writing on agriculture issues.

Year 1

Fall Semester		Spring Semester	
AG 100 Intro to Animal Science	3	AG 230 Range Livestock Production	3
AG 132 Natural Resource Conservation	3	AG 234 Appl. Tech. in Livestock Mgmt – Beef	1
AG 133 Range Plants Lab	1	*CA 095 Developmental Writing	4
AG 233 Appl. Tech. in Livestock Mgmt. – Horse	1	*CA 112 Public Speaking	3
AG 235 Range Monitoring	1		
*MA 065 Pre-Algebra	4		
<i>3-4 credits selected from:</i>		<i>6 credits selected from:</i>	
BU 101 Economic Way of Thinking	3	AG/CS 137 Horse in Crow Culture	3
BU 111 Intro to Business	3	*AG 210 The Economics of AG Business	3
CS 230 Contemporary Issues of American Indians	3	*Pre-requisite BU 101 Economic Way of Thinking	
*SC 121/125 Intro to General Chemistry/Lab	4	CS 101 Crow Language I	3
*Pre-requisite MA 096 Survey of Algebra		CS 231 American Indian Political Science	3
		*SC 201 Soils	3
		*Pre-requisite SC 121/125 Intro to Gen. Chemistry	
Total	16-17	Total	17

**HIGHWAY CONSTRUCTION
PLAN OF STUDY**

STUDENT : _____	STUDENT ID: _____
CATALOG YEAR: _____	ACADEMIC YEAR: _____

This one-year, 32-credit certificate in Highway Construction has limited enrollment. The program is designed to help prepare students for successful employment in the construction industry. The Truck Driving program follows the industry-wide standards and curriculum. The Heavy Equipment program is designed to provide students with an overview of the industry, laws, regulation, qualifications, preventative maintenance, controls, and basic experiences/skills in the operation of heavy equipment . Students are required to successfully complete the entire course listed in the Certificate Program.

Related Studies Requirments* of writing, computation and human relations are included in the Plan of Study (*CA101, *MA111 and *CA112)

Fall Semester		Credits	Term
CA 050; CA095 or CA 101		3	F/S
MA 111	Construction Math	4	F/S
HEO 101	Introduction to Heavy Equipment	6	F
HEO 102	Equipment Operations Lab	3	F
	Total Credits	16	
Spring Semester		Credits	Term
CA 112	Fundamental of Public Speaking	3	F/S
CDL 101	Introduction to Truck Driving	6	S
CDL 102	Vehicle Operations Lab	3	S
TRD 100	OSHA 10	1	F/S
Crow Studies Elective		3	
	Total Credits	16	

ADVISOR: _____

Revised 9/15/2022 **Approved by
Academic Council**

BUILDING TRADES				
PLAN OF STUDY				
STUDENT : _____		STUDENT ID: _____		
CATALOG YEAR: _____		ACADEMIC YEAR: _____		

This one-year, 37-credit certificate in Building Trades has limited enrollment. The program is designed to help prepare students for successful employment in the construction industry. The carpentry program follows the industry-wide standards and curriculum. The Building Maintenance program is designed to provide students with an overview of the industry, laws, regulation, qualifications, preventative maintenance, controls, and basic experiences/skills in the operation of carpentry, HVAC, plumbing and electrical. Students are required to successfully complete the entire course listed in the Certificate Program.

Fall Semester		Credits	Grade	MSUN Course
CA 050; CA095 or CA 101	Reading for College or above	3		F/S
MA 111	Construction Math	3		F/S
BT 130	Building Maintenance	3		F
BT 133	Carpentry	3		F
	Plumbing	3		PLUM 191-11? **
BT 138	Building Design in Autodesk Revit	3		F
	Total Credits	18		
Spring Semester		Credits	Grade	
CA 112	Fund of Public Speaking	3		F/S
BT 137	HVAC	3		F/S
BT 135	Home Improvement & Repair	6		S
BT 139	Building Design in Autodesk Revit	3		S
	Residential Wiring	3		ELTC 191-11? **
TRD 100	OSHA 10	1		F/S
	Total Credits	19		

ADVISOR: _____				
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**** Plumbing and Electrical Courses offered in Billings as part of the MSU-Northern Accelerated Apprenticeship Education Program.**

Revised: 9/9/2022 Academic Council Approved
 12/14/2022 Academic Council Approved

**BUILDING TRADES
PLAN OF STUDY**

Related Studies Requirements* of writing, computation and human relations are included in the Plan of Study (*CA 101, *MA 233 and *CA 112)

FALL SEMESTER			
Course Number	Course Title	Credits	Course Description
CA 050; CA095 or CA 101	Reading for College or above	3	<p>CA 050 Reading for College: This course is designed to improve student’s reading and study skills. Specific emphasis will be placed on improving vocabulary, critical thinking, reading comprehension, and time management. Students will also be exposed to library skills and computer-based research skills. Student placement in this course is based on placement exam reading scores.</p> <p>CA095 Developmental Writing: This course 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 paragraphs, and the multiple-paragraph essay. Students are introduced to the steps in writing, including pre-writing, organizing, drafting, and revising, and to computer-based composition. Student placement in this course is based on placement exam reading scores.</p> <p>CA 101 College Writing I: This an introductory college writing course emphasizing writing personal, informative, and persuasive essays, and introduces incorporating outside sources into essays. Students are encouraged to view writing as a process involving prewriting, organizing, peer review, editing, and revision.</p>
MA 061; MA 065 or MA 096	Basic Mathematics or above	4	<p>MA 061 Basic Mathematics: This developmental math course covers basic concepts relating to fractions, decimals, ratios, proportions, percent, selected geometry topics measurement and conversion, and problem solving. The course is offered as a review and/or preparation for further studies in Mathematics. MA 065 Pre-Algebra: This developmental math course is designed to teach students the fundamental concepts needed to be successful in college level mathematics courses. Topics covered include: a review of basic operations of arithmetic, with emphasis of properties essential 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.</p> <p>MA 096 Survey of Algebra: This developmental math class covers algebraic concepts and problem solving. Topics include linear equations and inequalities and their graphs, systems of linear equations and inequalities in two or three variables, exponents, square roots, radicals, properties of real numbers, polynomials, factoring, rational expressions, quadratic equations and their graphs</p>

BT 130	Building Maintenance	3	<p>Maintaining a building is expensive: it costs many times more to run a building over its lifetime than to build it, yet maintenance is often not accorded the priority it warrants. A poorly maintained building will be a drain on resources and will impair building use, whereas a well-maintained building will function smoothly and represent an appreciating asset to its owners.</p> <p>Building Maintenance is a core text on the technical aspects of maintenance for undergraduate degree students on built environment courses, particularly building surveying and facilities management. It addresses the ‘who, what, where, when, how and why’ of maintenance activities and shows that maintenance should be considered seriously at the design stage. Extensive case studies illustrate what can go wrong, how to put matters right and how to get it right first time, next time. A professional approach is required to building maintenance. By encouraging maintenance managers to stand back and take a strategic view of building maintenance alongside their day-to-day tasks, this book will help practitioners and students to achieve that.</p>
BT 133	Carpentry	3	<p>This exceptionally produced trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Key content includes: Commercial Drawings, Roofing Applications, Thermal and Moisture Protection, Exterior Finishing, Cold-Formed Steel Framing, Drywall Installation, Drywall Finishing, Doors and Door Hardware, Suspended Ceilings, Window, Door, Floor, and Ceiling Trim, and Cabinet Installation.</p>
BT 136	Plumbing	3	<p>Plumbing Design and Installation provides comprehensive coverage of the plumbing trade including the design, installation, testing, and repair of plumbing systems in residential and commercial structures. This edition features a new chapter on sustainable plumbing that highlights the plumbing practices and equipment contribute to water and energy efficiency. Emphasis is placed on design and sizing of plumbing systems, safety, tools and materials, and ADA plumbing installation requirements. Installation and repair techniques are incorporated throughout the textbook.</p>

SPRING SEMESTER			
CA 112	Fundamentals of Interpersonal Communication	3	This 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, and in and out of the classroom.
BT 137	HVAC	3	This exceptionally produced trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Key content includes: Introduction to HVAC, Trade Mathematics, Basic Electricity, Introduction to Heating, Introduction to Cooling, Introduction to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices.
BT 138	Residential Wiring	3	Featuring the latest industry standards and procedures, long time market leader electrical wiring residential, Nineteenth Edition, provides comprehensive, authoritative coverage of the 2017 National Electrical Code (NEC), as well as a thorough grounding in Electrical Knowledge and Applications. Drawing on decades of industry and classroom experience, the authors guide you step-by-step through the critical tasks and responsibilities you can expect as a professional electrician in both new construction and existing homes. Extremely reader friendly, the text offers detailed explanations without being overly technical, and content clearly relates the NEC to real-world installation processes used by today's professionals. Vivid Illustrations coordinate with the latest NEC regulations to provide further clarity, and foldout plans at the back of the text provide hands-on practice applying code requirements to prepare you for career success.
BT 135	Home Improvement & Repair	6	<p>The most complete home improvement manual on the market, this book offers more than 2,300 photos, 800 drawings, and understandable, practical text.</p> <ul style="list-style-type: none"> • 600-page ultimate home improvement manual • 325 step-by-step projects with how-to photos, tools, and materials lists • Essential information on tools, materials, and basic skills <p>• Comprehensive wiring and plumbing sections Includes a remodeling guide, a special photo-illustrated section on contracts, contractors, and managing your remodeling projects Tech-reviewed by more than 20 industry experts Thorough index and glossary</p> <ul style="list-style-type: none"> • Inside this book, you will find essential instruction on plumbing and electrical repairs, heating and cooling, roofing and siding, cabinets and countertops, and more. Information is also provided on tools, materials, and basic skills, plus 325 step-by-step projects with how-to photo sequences.
TRD 100	OSHA 10	1	Montana Department of Labor & Industry provides OSHA 10-Hour Training in Construction and General Industry over a two, sometimes three day, period and covers topics like personal protective equipment, hazard communication, fall protection, electrical safety, and material handling.
Total Credits		32	One Year Certificate in Building Maintenance

COURSE DESCRIPTIONS

Semester Designations:

- F = Fall semester
- S = Spring semester
- SU = Summer session
- OD = On Demand

All summer (SU) session classing are contingent on funding.

Core Designations: Courses that fulfill a Core requirement are marked.

- (A&H) = Art & Humanities
- (CL) = Crow Language
- (CS) = Crow Studies
- (D&SS) = Diversity & Social Sciences
- (N) = Natural Science
- (Q) = Quantitative Reasoning
- (S) = College Seminar
- (SK) = Skills for Success
- (W) = Writing

Developmental/College Preparation classes are designated with a double asterisk (**). **MUSTI** is the Montana University System Transferability Initiative. Courses with this note are accepted by the Montana University System Transferability Initiative for transferring into the Montana University System.

ADDICTION COUNSELING**AC 105 Fundamentals & Theory of Group Counseling****3cr****F**

This course is an introduction to group work in the helping professions--particularly, addictions counseling. The class will highlight group work foundations and history, ASGW-recognized types of groups, the stages of group development, and group work ethics and legal considerations, aspects of leading groups, and group member roles. The class will then explore group work in each of the stages of group development in greater detail.

AC 201 Addiction Counseling**3cr****S**

This course will examine theories, techniques, principles, and applications of therapies currently used in the counseling and rehabilitation of substance use disorder (SUD). It will also consider applications to Apsaalooke culture.

AC 202 Addiction Assessment/ AC 203 Treatment Planning and Documentation**2cr/1 cr****F**

This course introduces methods and techniques used in assessing clients for a substance use disorder (SUD). The class also covers documenting treatment progress and therapeutic interactions.

AC 204 Multi-Cultural Competency**3cr****S**

This course provides students with the latest information and methods in multicultural counseling. Discussions will center on the differences in cultural approaches to substance use disorder (SUD) issues. Discussions will also take into consideration such aspects as cultural values, oral traditions, modeling behaviors, cultural educational models, and cultural respect issues. This course will cover a variety of cultural differences as they pertain to SUD's.

AC 205 Group Counseling Models and Dynamics**3cr****Pre-requisite: AC 105 Fund & Theory of Group Counseling****S**

This course covers an advanced level of group work. Beginning with a review of concepts learned in AC 105 Fundamentals and Theory of Group Counseling, the class will explore different models of group work (e.g., group work with differing theoretical orientations, types of groups, group work with special populations, etc.) within the classroom setting. The dynamics associated with these specific models will be explored in an effort to better enhance the therapeutic value of group work for both group members and leaders.

AGRICULTURE**AG 100 Introduction to Animal Science****3 cr****F****(ANSC 100 – Introduction to Animal Science, MUSTI)**

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

AG 132 Natural Resources Conservation (N) 3cr F Cross-listed as SC 132 (NRSM 101 – Natural Resource Conservation, MUSTI)

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

AG 133 Range Plants (N)**1 cr****S****(NRSM 102 – Natural Resource Conservation Lab, MUSTI)****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)**3 cr****S****Cross-listed CS 137**

This course examines major events and themes of horse use in the Crowsocio- 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 Variable**OD****AG 210 Economics of AG Business****3 cr****S/F****(AGBE 210IS Economics of Ag Business, MUSTI)****Prerequisite: BU 101, Economic Way of Thinking**

This course provides an introduction to basic economic principles as they relate to agriculture and farm/ranch management. Topics include finance, operations, strategic planning, re- sources, marketing, risk concepts, and trade. Native American agriculture economies and issues of particular relevance to the Crow community will be examined in the class.

AG 230 Range Livestock Production**3cr****S****(ANSC 262 – Range Livestock Production, MUSTI)****PREREQUISITE: AG 100**

This course surveys the principles of beef, sheep and horse production in rangeland environments. Included are breeding, reproduction, nutrition, marketing, and distribution.

AG 233 Applied Techniques in Live-stock Management – Horses**1 cr****F****(EQUUS 233 – Horse Science and Management Lab, MUSTI)**

Laboratory designed to familiarize students with approved management practices for horse enterprises.

AG 234 Applied Techniques in Live- stock Management –Beef Cattle**1 cr****S****(ANSC 234 – Livestock Management Beef I, MUSTI)**

Laboratory designed to familiarize stu- dents with the principles of beefcattle handling and management.

AG 235 RANGE AND PASTURE MONITORING**1cr****F****(NRSM 235 – Range and Pasture Monitoring, MUSTI)**

Students will be exposed to different monitoring methods 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) 3 cr S****Cross-listed with SC 242 Natural Resource Ecology
(ARNR 240 – Natural Resource Ecology, MUSTI)**

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 rangeland, wildlife habitat, watersheds, and disturbed environments. A lab is available but not required to add practical experience to the lecture, AG 243 Ecology Lab.

AG 243 Natural Resource Ecology Lab**(N)****S****Co-requisite or pre-requisite: AG 242**

accompanies, Ecology. Students learn primarily outdoor field skills in ecology, and field trips are included.

ANTHROPOLOGY**AN 111 Cultural Anthropology (D&SS)****3 cr****S**

This course examines the development of the sub-discipline of cultural anthropology of culture. The course will discuss world 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&SS)**3cr****S**

This course 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**OD Variable****Cr****AN 280 Special Topics****OD****Variable cr****BUSINESS****BU 101 Economic Way of Thinking (D&SS)****3cr****F/Su****Formerly BU 105 Economic Way of Thinking****(ECNS 101 – Economic Way of Thinking, MUSTI)**

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 economics in the development of public policies. This course is designed for the student without an economic background. The course will define and introduce local and indigenous economic models of the region.

BU 111 Introduction to Business**(D&SSS)****3 cr****F/Su****Formerly BU 211 Introduction to Business**

This course is 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 working 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.

BU122 Introduction to Business Writing (S)**3 cr****F****(MUSTI)****Pre-requisite: CA 101 College Writing**

This course provides instruction in the preparation of written communication, business memo, letters, reports, presentations, and computer assisted writing in business context.

BU 180 Special Topics**OD****Variable cr****BU 201 Principles of Macroeconomics****3 cr****F/S Formerly BU 228 Principles of Macroeconomics****Prerequisite: BU 101 Economic Way of Thinking
(ECNS 201 Principles of Microeconomics, MUSTI)**

BU 201 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.

BU202 Principles of Microeconomics**3cr****S****Formally BU 229 Principles of Microeconomics****Prerequisites: BU101 Economic Way of Thinking.
(ECNS 202 Principles of Microeconomics, MUSTI)**

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 emphasizes price theory, production theory, theory of economic organizations, and factor markets.

BU 205 Business Law**3 cr****S****Formerly BU 210 Business Law**

BU 205 covers the nature, origin and philosophy of business law and civil procedure. It 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 221 Principles of Financial Accounting**3 cr****F****(ACTG 201 – Principles of Financial Accounting; MUSTI)**

This introductory course covers the principles of financial accounting and reporting for students of all business curricula. Specific topics include analyzing and interpreting accounting concepts, recording transactions, worksheet and financial statement preparation, accounting systems, cash receivables, inventory, long-term assets, liabilities, corporations, and analysis of financial statements through methods of problem solving, critical thinking, and effective communication skills.

BU 222 Principles of Managerial Accounting**3 cr****S****Prerequisite: BU 221****(ACTG 202 – Principles of Managerial Accounting, MUSTI)**

BU 222 introduces the concepts and terminology of accounting and managerial reporting for modern business enterprise. 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 business and to communicate these conclusions to others will be emphasized.

BU 224 Computerized Accounting**3 cr****F****Prerequisites: BU 221****(ACTG 205 – Computerized Accounting, MUSTI)**

BU 224 is an introduction course to computerized accounting covering areas of the general ledger, accounts receivable, accounts payable, financial statements and payroll. It covers a variety of software applications utilized by accounting practitioners. Hands on use of accounting packages include

BU 230 Introduction to Organizational Behavior (D&SS)**3 cr****S**

BU 230 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 241 Small Business Management**3 cr****S**

BU 241 in an advanced course focusing on the owner-management firm, its differentiating characteristics, strengths and weaknesses, relationship to the environment, and the strategic 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**3 cr****F/Su****Prerequisite: Successful completion of Math 096, Survey of Algebra, with a grade of “C” or better.**

Contemporary Business Mathematics prepares 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****Variable cr****Prerequisite: BU 221 & BU 222****(ACTG 298 – Internship, MUSTI)**

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, personal issues, and sustainability. Business students will also have the option to design an individualized plan to address local economic needs and businesses, on approval of the instructor.

BU 280 Special Topics**OD Variable cr****(ACTG 291 – Special Topics, MUSTI)****COMMUNICATION ARTS****CA -085 Academic Literacy****3 cr****F/S****Students earning a score of 0- 4 on the Accuplacer placement test will be placed in CA 085.**

This course is an integrated and accelerated model of developmental reading and writing. It is designed for those students who demonstrate a need for review and improvement of fundamental skills in reading and writing. Academic Literacy is a course designed to accelerate a student’s growth as a reader with specific attention to his or her comprehension, fluency, and vocabulary. Using theme-based readings from a variety of genres to apply critical response to ideas and information in academics texts, and developing essays that integrate ideas and information from academic texts that are appropriate to the audience, purpose, situation, and length of the assignment.

CA 101 College Writing I (W)**3 cr****F/S/Su****(MUSTI)****Students earning a score of 5 or 6 on the writing Accuplacer test will be placed in CA 101. Students must earn a C or better in CA095 to enroll in this class.**

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

CA 106 Introduction To Literature**(A&H)****3 cr****S****(MUSTI)**

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 be exposed to literature from a variety of cultures.

CA 112 Fundamentals of Public Speaking (S)**3 cr****F/S/Su**

This 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, and in and out of the classroom.

CA 180 Special Topics**OD****Variable cr****CA 201 College Writing II (S)****3 cr****F/S/Su****(MUSTI)****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, advance internet searching, interviews and surveys, and government documents. Focus is placed on proper use of quotation, paraphrase, summary, commentary and citation. Students will learn to work under pressure of deadline, will develop advanced editing skills and will begin to refine style and voice. Both MLA and APA formats will be covered.

CA 211 Fundamentals of Interpersonal Communication (S)**3 cr****F/S****Crow 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, practical, and cultural understanding of the interpersonal communication process in particular.

CA 276 Internship**OD****Variable cr**

An internship provides students with the opportunity to apply theoretical knowledge in a work placement experience. The Academic Advisor will assist students with work site placement and development of course objectives. Registration in this course is restricted.

CA 280 Special Topic**OD****Variable cr****COMPUTER SCIENCE****CP 180 Special Topics****OD****Variable cr****CROW STUDIES****CS 101 Crow Language I (CL)****3 cr****F/S/Su**

This course is designed to introduce the Crow writing system, vocabulary, 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. A second semester of Crow Language is required for transfer to the Montana University System.

CS 102 Crow Language II**3 cr****F/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, vocabulary, the orthography, the grammatical system, phonemic and the phonetic rules of the Crow language. The student 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. A second semester of Crow Language is required to transfer to the Montana University System.

CS 103 Conversational Crow (D&SS)**3 cr****F/S**

This course is designed to help students acquire basic skills while communicating within culturally significant contexts. The course uses an integrated approach to learning language skills with emphasis on vocabulary acquisition and basic grammatical structures. A second semester of Crow Language is required for transfer to the Montana University System.

CS 108 Literature of the American Indian (A&H)**3 cr****F****Prerequisite: CA 101**

This course is designed to review the vast literature by American Indian people. The course will discuss perspective expressed in the writings 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 124 Crow History (CS)**3cr****F**

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 125 Montana Indian F

This course is a description and analysis of Native tribes and groups which lived in, used, or migrated through the area which is now Montana from at least 10,000 B.C to present day. Attention is given to the characteristics of Montana groups, intercultural relations, and practices will be examined. In addition, history of US and Native interactions and colonization will be examined. This include, but not limited to American exploration, the fur trade, discovery of gold, Plains Indian Wars, treaties and agreements, and the formation of reservation.

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

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

CS 133 Crow Indian Art (A&H)**3 cr**
S

This course investigates the artistic and aesthetic application of visual arts of the Crow Indians. The study will commence in prehistory and conclude with contemporary 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 Indian (A&H)**3 cr**
F

This course is designed to give student an opportunity to survey Crow Indian Music and Dance. The cultural relevance and history is presented in order to convey knowledge of 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, A&H)**3 cr**
S

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

CS136 Crow Socio-Familial Kinship**(CS)**
3 cr
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 presents the histories and the utility of the relationships. It compares the contemporary and the historical application of these systems.

CS 137 The Horse in Crow Indian History and Culture (CS)**3 cr**
S
F

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)**3 cr**
F

This course examines the importance and influences 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 ethics, intertribal and federal political relationships.

CS 140 Apsáalooke Science**3cr**
F

This course will introduce students for the four foundations of Native science. The focus will be on the Apsáalooke traditional knowledge and how this knowledge system integrates with the four Native science foundations. The course will cover various topics including: Native science, the four Apsáalooke belief ways, the Apsáalooke tipi, Apsáalooke Astronomy, and Apsáalooke plant knowledge.

CS 180 Cultural Enrichment**1 cr**
F/S

This course is designed to expose the students to a wide variety of topics in Crow Indian history and culture. The course is taught by a selection of speakers with majority being Crow elders expert in the topic of their presentation.

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

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

CS 223 Anthropology of American Indians (D&SS)**3 cr****F**

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 230 Contemporary Issues of American Indians (D&SS)**3 cr****F/S**

This course provides 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 (D&SS)**3 cr****F**

This course is designed to give the student 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 of tribal policy will be presented. The legal rights of American Indians as tribes and individuals will be discussed.

CS 232 American Indian Law**3 cr****F**

This 3-credit course explores the principles, doctrines, and texts governing the legal relations between the United States and Indian tribes, the history of federal Indian law and policy, tribal property, treaty rights and sovereignty, congressional plenary power, the trust doctrine, jurisdiction in Indian country, and tribal government. Topics specifically examined in the course include tribal law making powers and jurisdiction, gaming and economic development in Indian country, water rights, fishing, hunting and other treaty based rights.

CS 240 Indian Education History and Issues**3 cr****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 Interview Methods in Crow Traditions**3 cr****F, S, Summer**

This course is designed to train the student to conduct the recording of Crow oral history and literature. Covered will be traditional Crow storytelling, modern oral history theory, and techniques and methods of conducting interviews and recording stories, including technical training. Students will be expected to conduct and transcribe interviews and stories.

CS 280 Special Topics**OD****Variable cr****DIRECTED INDIVIDUALIZED STUDIES****DI 280****Special Topics****3 cr****OD**

This class can only be taken by Directed Individualized Studies majors with consent of the advisor. The course will address the particular topic/focus of the Directed Individualized Studies student. This independent study will result in a major research paper or project that will be submitted to the advisor at the end of the semester.

EDUCATION**ED 100 Skills for Success (SK)****1 cr****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 200 Introduction to Early Childhood Education**3 cr****F**

Provides prospective educators with a historical and social overview of education. It examines education within its contemporary and comparative context, as well as professional topics.

ED 120 Schools and Society**3 cr****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. Continuing professional topics and issues are addressed.

ED 180 Special Topics Classroom Management and Discipline**3 cr****S**

This course enables a student to use a variety of child guidance techniques in an early childhood classroom environment.

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

Prerequisite: PY 101, Introduction to Psychology.

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.

ED 210 Educational Technology**3 cr****F**

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

ED 232 Creative Expression in the Pre-School**3 cr****S/Su**

Emphasizes the importance of developmentally appropriate practice and enhancement of the preschool child's' creative expression using a holistic, constructivist approach to teaching. This course incorporates music, art, dance, and movement activities and curricula for the early childhood classroom.

ED 233 Math and Science for Pre- School**3 cr Su**

This course provides experiences to enhance development of mathematical and scientific concepts in the preschool setting. The student will learn strategies to encourage the preschooler 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**3 cr****F**

Provides comprehensive coverage of Pre-K; K-8 literacy development, first and second language acquisition theory as it relates to instruction. Includes practical strategies to engage English Language learners, Bilingual and general education classrooms. Covers differentiated instruction and assessment, oral language, emergent literacy, process writing, reading and literature, and content area literacy.

ED 237 Children's Literature and Story Telling**3 cr****Su**

This course will review a body of literature for children and adolescents, and compare past works with devise present day content and forms, including novels, and Native American literature. Classic and award-winning books will be highlighted. In addition, the elements of indigenous oral storytelling and folk traditions that preceded print and electronic publishing, will be incorporated. In this course, Students will be assessed on the breadth of their reading, the depth of their oral and written presentations, and integration of literature across the curriculum, and their use of standard terms and tools of analysis.

ED 250 Psychology of Learning/Lab (D&SS)**3 cr****F****(MUSTI)**

This course is cross listed with PY 250 Psychology of Learning/Lab. Provides comprehensive coverage of the principles, concepts and implications of human learning from classical, operant, social learning and cognitive paradigms. Explores the historical and theoretical background of learning, motivation and memory. Covers measurement and evaluation, diverse learners, and learners with exceptionalities. Examines effective learning environments, discipline and management strategies as it applies to instruction. American Indian models of teaching and learning will be included and compared with the contemporary programs in use today.

ED 276 Internship**3-6 cr****S/F**

An internship provides students with the opportunity to apply theoretical knowledge in an educational setting. The Academic Advisor will assist with work site placement and development of the course objectives. Registration is restricted.

ED280 Special Topics**OD****Variable cr****HEALTH EDUCATION****HE 180 – Special Topics****OD****Variable cr****HE 202 Core Health Concepts (D&SS)****3 cr****F**

This course provides students 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. The course also teaches students to live healthier lives in the physical, emotional, mental, social, environmental and spiritual realms by promoting a comprehensive understanding of the issues involved.

HE 214 Nutrition**3 cr****S****Prerequisites: SC 110**

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 studied.

HE 276 Internships**OD Variable cr**

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

HE 280 Special**Topics OD****Variable cr****HE 276 Practicum****OD****Variable cr****HEALTH AND WELLNESS****HEALTH AND WELLNESS COURSES MUST BE TAKEN IN ORDER AND CAN ONLY BE TAKEN ONCE.****HW 101 Cardio-Training: Walk, Jog, Run I****1 cr F/Su**

This course will promote health and wellness through walking, jogging and running; working at each individual's level of fitness. Each class will provide an opportunity to learn through walking, jogging and running to maintain and improve one's health. Once this course is passed students can move up to the next level.

HW 102 Cardio-Training: Walk, Jog, Run II**1 cr****F/S/Su**

This course will focus on fitness/ physical dynamic and stationary movements. The student will have the opportunity to improve overall cardiovascular strength and endurance, physical strength and to make personal improvements to health.

Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed workouts and exercises to be performed. Once this course is passed student can move up to the next level.

HW 110 Exercise for Elders**1 cr****F/S/Su**

This activity course will provide an opportunity for area elders to learn how to improve one's health and wellbeing through exercise. Elders will experience overall improved health and wellbeing in a comfortable workout environment and exercise designed specifically for their age and skill level.

HW 261 Advanced Strength Training/ Conditioning**1 cr****S****Prerequisite: (HW 106 Conditioning I)**

See course description.

This one credit activity course will focus on improving one's Health/ Wellness and Sports Performance level through advanced strength training techniques and learning how to improve one's overall cardiovascular endurance.

HW 111 Women's Only Fitness**1 cr****S**

This one credit activity course will address issues of health and wellness through a variety of fitness/physical activity movements. Each class will provide an opportunity to learn about personal strengths and areas to make improvements to health. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed cardiovascular, strength and flexibility training in a setting that is women only. Once this course is passed students can move up to the next level.

HW 116 Men's Only Fitness**1 cr****S**

This one credit activity course will address issues of health and wellness through a variety of fitness/physical activity movements. Each class will provide an opportunity to learn about personal strengths and areas to make improvements to health. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed cardiovascular, strength and flexibility training in a setting that is men only. Once this course is passed students can move up to the next level.

HW 180 Special Topics**1 cr****OD**

Other athletic courses such as Volley-ball, Badminton and Yoga can be offered on demand.

HW 161, 162, 263, 264 Varsity**Women's Basketball I, II, III & IV****1 cr F/S****Prerequisite: Permission of the instructor, courses must be taken in order.**

This course is designed for the NJCAA Region IX team competition with regular practice sessions. Once this course is passed student can move up to the next level. Registration is restricted.

HW 166, 167, 268, 269 Varsity**Men's Basketball I, II, III & IV****1 cr****F/S****Prerequisite: Permission of the instructor, courses must be taken in order.**

This course is designed for the NJCAA Region IX team competition with regular practice sessions. Once this course is passed student can move up to the next level. Registration is restricted.

HISTORY**HI 105 World Civilizations (D&SS)****3 cr****S/Su****(MUSTI)**

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

HI 180 Special**Topics OD****Variable cr****HI 201 US History I (D & SS)****3 cr****F/Su****(MUSTI)**

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 (D & SS)**3 cr****S****(MUSTI)**

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 20th Century.

HI 276 Internships**OD****Variable cr****Prerequisite: Permission of the Instructor.**

Internship provide students with the opportunity to apply theoretical knowledge in a work placement experience. The Academic Advisor will assist student with work site placement and the development of course objectives.

HI 280 Special Topics**OD****Variable cr****HUMANITIES****HU 101 Survey Of Humanities (A&H)****3 cr****S**

Survey of Humanities introduces students to an exploration of the humanities, the humanities disciplines (mythology, literature, art, music and theater) and humanities themes (religion, morality, happiness, love and freedom).

HU 102 Music Appreciation**3 cr****S**

This course is a review of European, American and Native American music, through listening and class experience.

HU 103 Fundamentals of Art**3 cr****S/Su**

The course provides experiences with two- or three-dimensional materials and techniques for the non-art major student. It includes selected components of art history, art aesthetics and review. Improvement of individual art abilities and understanding will be attained. Native American art will be integrated into the course.

HU 136 Introduction To World Religions (D&SS)**3 cr****F**

HU 136 is 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 context, and the meanings they have in human life and spirituality.

HU 180 Special Topics**OD****Variable cr****HU 227 American Indian Representation in Film (A&H)****3 cr****F**

This course representations of American Indians through film, including features, 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 and popular culture.

HU 276 Internship**OD Prerequisite: Permission of the Instructor.**

Internships provide students with the opportunity to apply theoretical knowledge in work placement experience. The American Advisor will assist students with worksite placement and development of course objectives.

HU 280 Special Topics**OD****Variable cr****HUMAN SERVICES****HS 230 Introduction to Human Services****3 cr****F****This course is cross listed as PY 230**

This course presents a general orientation to the fields of human services and mental health. The class will explore information about the helping professional as they participate in education, employment, and research. The course also outlines the helping process as well as various major theories and techniques used throughout this process. This course also provides students with opportunities to learn skills used in the helping professions and to apply these skills to their own personal and professional development.

HS 232 Fundamental of Counseling**3 cr****F**

This course provides knowledge of a variety of theories, techniques, bibliographies of the people who started the different models of counseling and therapy. An introduction of legal, ethical, and professional issues is also provided. 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. The class will also encourage students to develop their own multi-theoretical orientation to counseling. This class will also apply counseling theory to working within Apsaalooke culture.

HS 233 Legal, Ethical and Professional Issues**3 cr****S**

This course is designed to help students develop knowledge and skills in ethical decision making in the practice of human services. Discussions will be based on particular legal and ethical issues. The course is also based on the right to treatment and other significant legal ramifications relation to client advocacy and professional responsibility. Students will be exposed to the expected professional standard in human services.

HS 236 Drugs and Society/HS 239**Pharmacology****2 cr/ 1 cr****S**

This course is designed to teach the student about the current information related to use, abuse, dependency, and drug addiction in our society. The pharmacology and effects of specific psychoactive drugs will be explored. Information about society's reaction to drug use and drug use is covered historically and contemporarily.

HS 276 Clinical Practicum**6 cr****F/S****Prerequisite: HS 230**

This course is an internship for the human services fields of study. The objective of this field experience will be to integrate academic learning with practical experience. The intern will complete a minimum of 120 hours of work (60 hours Face-to-Face contact with clients) with a degree-holding or credentialed human services professional. Crow cultural perspective will be emphasized in aspects of the experience. Students will keep Clinical Practicum Hours Logs of their experience.

INFORMATION SYSTEMS**IS 050 Keyboarding****3r****F/S**

This developmental course is designed for students with limited background in typing or 10 key systems. The course introduces the student to basic keyboarding, 10 key and function key techniques with the intent to bringing the student to level of proficiency in computer data entry. The course objective will be accomplished through extensive hand-on "learning by doing" approach

IS 101 Introduction to Computers and Applications**3 cr****F/S**

IS 101 instructs students in fundamental computing skills. Concepts include the creation and manipulation of files, use of a common Operation System, a basic understand of computer hardware, and a functional knowledge of common business applications such as: word processing, spreadsheets, Internet and email, and presentation software. The course Objective will be accomplished in a computer lab setting through an extensive hands-on "learning by doing" approach.

IS 102 Microsoft Office Suite**3 cr****F/S****(MUSTI)****Prerequisites: IS 101 or successful score on the IS 101 placement exam.**

This course provides introductory contemporary theories and practice 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, Power Point and Access. This course prepares the student for future college life, small business or office management. The course objective will be accomplished through extensive hands-on "learning by doing" approach.

IS 103 Microsoft Word**3 cr****F/S****Prerequisites: IS 101 or successful score on the IS 101 placement exam.**

This course instructs student in creating a Word document with photos, a research paper with citations, a business letter, a sales proposal, a resume, form letters and a newsletter.

IS 104 Microsoft Excel**3 cr****S****Prerequisites: IS 101 or successful score on the IS 101 placement exam.**

IS 104 introduces students to business applications using spreadsheets. Emphasis is placed on the essential functions of spreadsheet operation, as well as introduction to some advanced functions such as lookup functions and database management. The content emphasizes mastery of spreadsheet concepts and applications and development of analytical thinking skills.

IS 106 Microsoft PowerPoint**2cr****OD****Prerequisites: IS 101 or successful score on the IS 101 placement exam.**

IS 106 instructs students in the features of PowerPoint and its usage as a tool for presentations. Students will learn the full host of features available in PowerPoint to create, modify, and enhance presentations and slideshows. Further, students will be instructed in design techniques and how to give presentations.

IS 120 Microsoft Access**3cr****S****Prerequisites: IS 101 or successful score on the IS 101 placement exam.**

IS 120 examines the process of database design using a relational model. Use of Microsoft Access applications software focuses on data query, report generation, multiple file relationships and interface techniques.

IS 180 Special Topics**OD****Variable cr****IS 211 HTML & Web Page Design****3 cr****F****(MUSTI)****Prerequisite: IS 102**

This course introduces the student to webpage design fundamentals. 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.

IS 221 Advanced HTML and e-Commerce**3 cr****S**

This course introduces students 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 225 Project Management**3 cr****S**

This course provides an introduction to the disciplined approaches to IT project management. This course will give students an understanding of the most common processes, tools, techniques, and theories that are necessary to manage IT projects. Managing IT projects that follow both plan driven traditional development methods as well as agile methods will be covered. Students will use Microsoft Project software to complete hands on assignments.

IS 250 Introduction to Networking**3 cr****OD****Prerequisites: IS 101 or 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**3 cr****OD**

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**3 cr****OD**

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

3 cr

F

Prerequisite: IS 102 & MA 121 College**Algebra 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.

IS 276 Information System Internship

OD

Variable cr

The internship provides the student with the opportunity to apply theoretical knowledge in work placement experience, The Student's academic advisor will assist students with work site placement and the development of course objective.

IS 280 Special Topics

OD

Variable cr**MATHEMATICS******MA 061 Basic Mathematics**

4cr

F/S

(MUSTI)**Prerequisite: Math placement test score on Accuplacer Pre-Algebra test.**

This development math course covers basic concepts relating to fraction, decimals, ratios, proportions, percent, selected geometry topics, measurement and conversion, and problem solving. The course is offered as a review and /or preparation for further studies in Mathematics.

****MA 065 Pre-Algebra**

4 cr

F/S

(MUSTI)**Prerequisite: Math 061, Basic Mathematics, with a grade of "C" or better, or math placement test score on Accuplacer.**

This developmental math course is designed to teach students the fundamental mathematical concept needed to be successful in college level mathematics courses. Topics covered include: a review of basic operations of arithmetic, with emphasis of properties essential to algebra, integers, and rational expressions – multiplying, dividing, adding, subtracting and factoring. Also covered are exponents, and graphing, polynomials and rational expressions.

****MA 096 Survey of Algebra**

4 cr

F/S

(MUSTI)**Prerequisite: Math 065, Pre-Algebra, with a grade of "C" or better, or math placement test score on Accuplacer placement test.**

This development math class covers algebraic concepts and problem solving. Topics include linear equations and inequalities and their graphs, systems of linear equations and inequalities in two or three variables, exponents, square roots, radical, properties of real numbers, polynomials, factoring rational expressions, quadratic equations and their graphs.

MA 121 College Algebra (Q)

4 cr

F/S

(MUSTI)**Prerequisite: Math 096, Survey of Algebra, with a grade "C" or better, or consent of instructor based on Accuplacer Math Placement test score.**

This class focuses on topics in functions and their graphs, linear and quadratic functions and modeling with linear and quadratic functions to solve problems, polynomial and rational functions, exponential and logarithmic functions. This course is designed for math and science majors preparing for pre-calculus and calculus.

MA 130 Math for Elementary Teacher I (Q)

4 cr

F/S/Su

(MUSTI)**Prerequisite: MA 121, College Algebra, or equivalent. Or recent high school graduates must have earned mathematics score on Accuplacer placement test.**

This course focuses on topics in problem solving strategies, Pólya's problem-solving principles and the standards for mathematical practice of the common core standards for mathematics, algebra as a problem-solving strategy, sets and operations on set, counting, addition and subtraction of whole numbers, multiplication and division of whole numbers, numerations systems past and present, algorithms for addition and subtraction of whole numbers, algorithms for multiplication and division of whole numbers, mental arithmetic and estimation, nondecimal positional systems, divisibility of natural numbers, greatest common divisors and least common multiples, representations of integers, addition and subtraction of integers, multiplication and division of integers, the basic concepts of fractions and rational numbers, additions and subtraction of fractions, multiplication and division of fractions and the ration number systems with an emphasis is on problem-solving and non-algorithmic thinking. This course is designed for majors in elementary education and secondary education.

MA 131 Math for Elementary Teachers II (Q)

4 cr

F/S/Su

(MUSTI)

Prerequisite: MA 130, Math for Elementary Teachers I, or equivalent. May only be used as a General Education Core Requirement if majoring Elementary Education.

This course focuses on topics in decimals, real numbers, computations with decimals, proportional reasoning, percent, variables, algebraic expressions and functions, graphing points, lines and elementary functions, connections between algebra and geometry, figures in the plane, curves of polygons in the plane, the measurement process, area, perimeter, the Pythagorean theorem, volume, surface area, rigid motions and similarity transformations, patterns, symmetries and similar triangles with an emphasis is on problem-solving and non-algorithmic thinking within grade K-5 of the Montana Common Core State Standards for mathematics. This course is designed for majors in elementary education and secondary education.

MA 145 Math for Liberal Arts (Q)

4 cr

F/S/Su

(MUSTI)

Prerequisite: MA 096, Survey of Algebra, with a grade of “C” or better or equivalent or Accuplacer placement test.

This course is designed to build basic skills in applicable mathematics including financial matters (simple and compound interest, annuities and loans), trigonometry and some elementary statistics. It is intended for students wishing to satisfy the general education mathematics requirement.

MA 151 Pre-Calculus (Q)

4 cr

S

(MUSTI)

Prerequisite: MA121, College Algebra, with a grade of C or better, or Accuplacer placement test.

This course reinforces topics in graphs, functions and their graphs, linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, and presents topics in trigonometric functions, analytic trigonometry, applications of trigonometric functions, and analytic geometry including conic sections. This course is designed for math and science majors.

MA 171 Calculus I (Q)

4 cr

F

(MUSTI)

Prerequisite: MA 151, Pre-Calculus, or equivalent.

The course reinforces topics in functions, elementary and transcendental functions and presents topics in limits, derivatives, applications of the derivatives and integration theory. This course is designed for math and science majors.

MA 172 Calculus II

4 cr

S

(MUSTI)

Prerequisite: MA 171, Calculus I, or equivalent; or instructor approval.

This course reinforces and expands in techniques and application of integration, analytic geometry, and presents the theory of sequences and series including the Taylor Series and parametric and polar coordinates and curves. This course is designed for math and science majors.

MA 180 Special Topics

OD

Variable cr

MA 216 Introduction to Statistics (Q)

3cr

F/S/Su

(MUSTI)

Prerequisite: Successful completion of MA 121, College Algebra with a grade of “C” or better or Accuplacer placement test.

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 test of hypothesis for normal distributions.

MA 280 Special Topics

OD

MA 298 Math Internship

OD Prerequisite: Permission of the Instructor.

A math internship provides students

with the opportunity to apply theoretical knowledge in a work placement experience. The Academic Advisor will assist students with work site placement and the development of course objectives.

PSYCHOLOGY**PY 101 Introduction to Psychology (D & SS)****3 Cr****F/S/Su**

This course is designed to give students a broad introduction to the latest information in the field and science of Psychology. Psychology is the science of behavior and mental processes. Behavior is anything an organism does and mental processes are internal, subjectively experienced phenomena (e.g., sensations, perceptions, dreams, thoughts, beliefs, feelings, emotions, moods...etc). 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 functions of the individual and context including the topics of biological basis of behavior, learning, consciousness, cognition, memory, motivation and emotion, developmental and social processes, psychological disorders and their treatment.

PY 102 American Indian Psychology**3cr****F**

This course considers the values, feelings, and behaviors of American Indian today with an emphasis on becoming aware of the many psychological factors influencing reactions to self and society. The course will examine the issues of colonialism and de-colonialism, with special emphasis on self-determination. Discussions will center around a comparison and contrast of the collectivist culture of Indians and the individual culture of non-Indians. To the extent possible, traditional Apsaalooke beliefs and Ways will be incorporated within the course material and discussions.

PY 201 Developmental Psychology/Lifespan Development**3 cr****S****(MUSTI)**

This course explores the study of human development throughout the lifespan. It includes the development capabilities and needs of humans at different ages and sequences in physical, psychomotor/behavioral, cognitive, social, and emotional domains. The various models of development are studied for a more complete understanding of development throughout the lifespan. American Indian concepts of culture and development are discussed in comparing and contrasting cultural perspectives on development throughout the lifespan.

PY 202 Developmental Psychology/ Lifespan Development Lab C0-requisite: PY201**S****(MUSTI)**

This lab includes exercises related to different area of lifespan development.

PY 203 Abnormal Psychology (D&SS)**3 cr****S****(MUSTI)**

This is an introduction to the study of mental health disorders and issues. Topics focus on what scientific study has uncovered regarding the causes, risk/resiliency factors, symptoms, course, associated features, and treatment of mental illness. Specific areas of study focus on anxiety disorders, disorders of trauma and stress, suicide, depressive and bipolar disorders, and schizophrenia. The course will also look at the multicultural concepts of abnormal psychology as it pertains to the American Indian.

PY 230 Introduction to Human Services/Mental Health**3 cr****F****(MUSTI)**

This course is cross listed as HS 230 Introduction to Human Services.

This course presents a general orientation to the fields of human services and mental health. The class will explore information about the helping professional as they participate in education, employment, and research. The course also outlines the helping process as well as various major theories and techniques used throughout this process. This course also provides students with opportunities to learn skills used in the helping professions and to apply these skills to their own personal and professional development.

PY 250 Psychology of Learning**3 cr (D&SS)****F****(MUSTI)**

This course is cross listed with ED 250 Psychology of Learning/Lab.

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 contemporary educational programs in use today.

PY 251 Psychology of Learning Lab**Co-requisite: PY 250****F**

PY 251 includes laboratory exercise related to different areas of the psychology of learning.

PY 276 Clinical Practicum**6 cr****F/S/Su**

Prerequisite: PY 101 Introduction to Psychology.

This course is an internship for the human services/psychological fields of study. The objective of this field experience will be to integrate academic learning with practical experience. The intern will complete a minimum of 120 hours of work (60 hours Face-to-Face contact with clients) with a degree-holding or credentialed human services professional. Apsaalooke cultural perspective will be emphasized in aspects of the experience. Students will keep Clinical Practicum Hours Logs of their experience.

PY 280 Special Topics**OD****Variable Credit****SCIENCE****SC 101 Mysteries of the Sky (N)****3 cr****F**

A non-mathematical survey of the Universe. The course will cover the physics of motion and gravity on bodies in space in addition to the physics of light. It will introduce chemical concepts of atomic structure and energy. Topics covered in the course include planetology, stellar physics and chemistry, galaxies, black holes, and the expansion of space.

SC 104 Introduction to Geology (N) (MUSTI GEO 101)**3 cr****OD**

This course covers mineral, 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) (MUSTI GEO 102)****1cr****OD****Co-requisite or pre-requisite: SC 104**

Laboratory to accompany SC 104. Includes field trips.

SC 114 Survey of Biology**(N)****3 cr.****F/S**

Include 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). General education course for non-science majors and introductory biological degree program. 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 pre-requisite: SC114**

Includes laboratory exercises from different areas of biology. Elementary education major are required to take this course and they receive preferred enrollment.

SC 116 Physical World Around Us (N)**3 cr****F****(MUSTI GEO 116 if taken with the lab)**

This course is intended for education majors and non-science majors. This is a physical science course in which students will be introduced to the fundamental concepts of chemistry, physics, and earth sciences. The course will also integrate the scientific concepts of physical science to 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.

SC 117 Physical world Around Us Lab**(N)****1cr F****(MUSTI GEO 116 if taken with the class)****Co-requisite or pre-requisite: SC 116**

Includes laboratory exercises from different areas of the physical world, chemistry, physics, and earth sciences.

SC 121 Introduction to General Chemistry (N)**3 cr****F/S****(MUSTI CHMY 121)****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, liquies, 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 including as part of this course.

SC 122 Organic & Biochemical Principles

3 cr

F/S

(MUSTI CHMY 123)

An introduction into basic concepts in organic chemistry and biochemistry that supports concepts in both health and environmental sciences. The course will review basic chemistry concepts, cover the structure and chemical characteristics of simple and complex carbon molecules and the interaction with the physical and biological world these molecules have. This course will also cover important biochemical structure, concepts, and processes that support cellular physiology. A mandatory lab experience is included as part of this course.

SC 141/142 Chemistry I/Lab

4 cr

F

Prerequisite(s): PREREQUISITE: C or above MA 121

The first of a two semester course is the sequence about the general principles of modern chemistry with emphasis on atomic structure, chemical bonding, the periodic table, equilibria, chemical reactivity, and kinetics. It is recommended that students registering for this course have taken high school chemistry.

SC 143/144 Chemistry II/Lab

4 cr

S

Prerequisite(s): C or above in SC 141

The second semester of the two-semester general chemistry sequence.

SC 160 Principles of Living Systems**(N)**

3cr

F/S

This is an introductory level course that addresses the biological processes and principles common to all living organisms through cellular organization and function. Topics covered include synthesis and function of macromolecules, cell organelles and structure, energy transformation in living systems, respiration, photosynthesis, the cell cycle, classical genetics, molecular genetics, and biotechnology. A lab is available but not required to add practical experience to the lecture, SC 161, Principles of Living Systems Lab.

SC 161 Principles of Living Systems Lab (N)

1 cr

F/S

CO-requisite of pre-requisite SC 160

Laboratory to accompany SC 160. Includes laboratory experiments related to coursework in Principles of Living Systems including cell structure, physiology, classical genetics, and molecular genetic processes.

SC 201 Soil (N)

3cr

S

This course acquaints students with soil properties as components of ecosystems and landscapes and addresses how soil knowledge is applied to problems in environmental science, management of wildlands, and agricultural and urban landscapes. The course focus on topics in parent materials, soil classification, soil architecture, soil water, the hydrologic cycle, soil aeration and temperature, the colloidal fraction, acidity, alkalinity, salinity and sodicity, soil organisms and soil organic matter.

SC 210/215 Anatomy & Physiology I/Lab

3/1 cr

F/S (MUSTI BIOH 201)

This course is the first in the A&P sequence. SC160, Principles of Living Systems 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 per week focusing on physiology. One period per week is reserved for discussion related to anatomy. Field trips and lab experience are incorporated into course work.

SC 211/216 Anatomy & Physiology II/Lab

3/1 cr

F/S

(MUSTI BIOH 211)

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 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

3 cr

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 components word parts and, once learned, the word parts can be utilized to define the meaning of many other medical words.

SC 223 Introduction to Organic Chemistry Lab.

1 cr

OD

Co-requisite: SC 222,

This course is a **co-requisite of SC 222**, Introduction to Organic Chemistry and includes the laboratory experiments and procedures related to coursework in SC 222.

SC 224 Introduction to Biochemistry

3 cr

OD

Prerequisite: SC 222/SC 223, Co-requisites: SC 225

This class focuses on the fundamentals topics in biochemistry: structure, synthesis, functions, and roles of the biological molecules (carbohydrates, lipids, protein, enzymes, nucleic acids). Lectures will discuss the roles of biomolecules 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. A mandatory lab experience is included as part of this course.

SC 225 Introduction to Biochemistry Lab

1 cr

OD

Co-requisite of SC 224

Introduction to Biochemistry and includes the laboratory experiments and procedures related to course work in 224.

230 Forest Fire Management

2 cr

S

Presuppression and suppression of fire and the uses of fire in management practices. Fire weather, the measurement of fire water, the factors that influence fire behavior and fire management decision will all be addressed.

SC 236 Current Topics in Biology

2 cr

F/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. Evaluations will be based on participation.

SC 242 Natural Resources Ecology (N)

3 cr

S

This course will focus on an understanding of how the natural world is structured. The course will focus on relationships among living organisms, their environments and the role of physical and biotic processes on ecosystem function. Emphasis is placed on rangeland, wildlife habitat, watersheds, and disturbed environments. Local plants, animals and eco-systems, such as the sagebrush prairie and the Pryor Mountains, will be explored and emphasized. A lab is available but not required to add practical experience to the lecture, SC 243 Ecology Lab.

SC 243 Natural Resource Ecology Lab

(N)

1 cr

S

Co-requisite or pre-requisite: SC 242

Accompanies SC 242 N.R. Ecology. Students will learn plants and animals found in major ecosystems of this region.

SC 250 Microbes & Disease

3 cr

S

Formerly 212 Microbes & Disease**Pre-requisite: SC 160**

Introduction to the world of microorganisms with an emphasis on prokaryotic and eukaryotic cell structure, microbial physiology, microbial genetics, medical microbiology and immunology, epidemiology and public health, and biotechnology.

SC 251 Microbes & Disease Lab

1 cr

S

Co-requisite or pre-requisite: SC 250. This laboratory emphasizes techniques for the safe isolation, identification, and control of microorganisms and environmental approaches in studying microorganisms that influence human life and health.

SC 272 Introduction to Water Resources

3 cr

Su

This course is designed to help students understand how the methods of science are used to generate knowledge of water resources, in the natural world and as influenced by human activity. This course focuses on topics of global water, climate and weather, hydrology, water quality, drinking and waste water, irrigation, dams, water law aquatic biology, emerging issues and solutions.

SC 276 Science Internship

OD

Registration in this course is restricted.

SS 180 Special Topic Variable

OD

SS280

Variable

OD

SOCIAL SCIENCE**SS 101 Introduction to Sociology (D&SS)****3 cr****F/S****(MUSTI)**

This course is a survey of sociology, designed to cover the study of society, including organizations, social interactions, socialization, institutions, deviance and social control, stratification, ethnic and racial minorities, gender and the family, education, religion and other topics from sociological perspective.

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.

TRADES**BT 130 Building Maintenance****3 cr****F**

Maintaining a building is expensive: it costs many times more to run a building over its lifetime than to build it, yet maintenance is often not accorded the priority it warrants. A poorly maintained building will be a drain on resources and will impair building use, whereas a well-maintained building will function smoothly and represent an appreciating asset to its owners. Building Maintenance is a core text on the technical aspects of maintenance for undergraduate degree students on built environment courses, particularly building surveying and facilities management. It addresses the 'who, what, where, when, how and why' of maintenance activities and shows that maintenance should be considered seriously at the design stage. Extensive case studies illustrate what can go wrong, how to put matters right and how to get it right first time, next time. A professional approach is required to building maintenance. By encouraging maintenance managers to stand back and take a strategic view of building maintenance alongside their day-to-day tasks

BT 133 Carpentry**3 cr****F**

This exceptionally produced trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Key content includes: Commercial Drawings, Roofing Applications, Thermal and Moisture Protection, Exterior Finishing, Cold-Formed Steel Framing, Drywall Installation, Drywall Finishing, Doors and Door Hardware, Suspended Ceilings, Window, Door, Floor, and Ceiling Trim, and Cabinet Installation.

BT 135 Home Improvement & Repair**6 cr****S**

Home repair is the work done to maintain the performance, appeal, and function of a home. Home improvement entails changing to the property to enhance its functionality, aesthetic look, design, and feel. Hands on projects on actual home repairs, roof repairs, water damage and mold removal, maintaining the roof, walls, house paint, gutters and downspouts, wood decking and fencing. Maintaining and repairing, when needed because these contribute to a home's overall property.

BT 137 HVAC**3 cr****F/S**

Introduction to HVAC, Trade Mathematics, Basic Electricity, Introduction to Heating, Introduction to Cooling, Introduction to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices.

BT 138 Building Design in Autodesk Revit**3 cr****F**

Design and document Building Projects in Revit. Support all phases and disciplines involved in a building project. Using Revit to coordinate all data inputs (including CAD) and produce project deliverables. Building Information Modelling (BIM) workflows for building design, construction. With Agacad framing software along with Rivet, frame building designs and projects. Design to documentation. Place walls, doors, and windows. Generate floor plans, elevations, sections, schedules, 2D and 3D views, and renderings quickly and accurately. Analysis, optimize building performance in early-stage design, run cost estimates, and monitor performance over the lifetime of the project and the building. Visualization, generate photorealistic renderings. Create documentation with cutaways, 3D views, and stereo panoramas to extend your design to virtual reality. Coordination and collaboration, share, sync, and iterate designs with engineers and contractors in Revit in a unified project environment.

BT 139 Building Design in Autodesk Revit**3 cr****S**

Design and document Building Projects in Revit. Support all phases and disciplines involved in a building project. Using Revit to coordinate all data inputs (including CAD) and produce project deliverables. Building Information Modelling (BIM) workflows for building design, construction. With Agacad framing software along with Rivet, frame building designs and projects. Design to documentation. Place walls, doors, and windows. Generate floor plans, elevations, sections, schedules, 2D and 3D views, and renderings quickly and accurately. Analysis, optimize building performance in early-stage design, run cost estimates, and monitor performance over the lifetime of the project and the building. Visualization, generate photorealistic renderings. Create documentation with cutaways, 3D views, and stereo panoramas to extend your design to virtual reality. Coordination and collaboration, share, sync, and iterate designs with engineers and contractors in Revit in a unified project environment.

CDL 101 Introduction to Truck Driving**6 cr****S**

This course provides students with applicable practical knowledge of the trucking and commercial passenger industries, including requisite laws, regulations, operator qualifications, preventative maintenance, controls and basic operational skills.

CDL 102 Vehicle Operations Lab**3 cr****S**

Students will have gained the required skills and knowledge of basic operational experiences/skills. Students will be well prepared to pass the necessary state licensure exams in order to obtain a Class "A" Commercial Drivers Licensor (CDL). They will also understand the industry wide standards and regulations.

HEO 101 Introduction on Heavy Equipment**6 cr****F**

This course introduces students with an overview of the industry, laws, regulations, qualifications, preventative maintenance, controls and basic operation of heavy equipment.

HEO 102 Equipment Operations Lab**3 cr****F**

This course provides advance skills and training for safe and efficient operations of various types of heavy equipment for heavy equipment industry.

MA 111 Construction Math**3 cr****F/S**

This course is intended for technical and trade programs. Students will review basic mathematical skills; basic arithmetic operations, fractions decimals, percent, the metric system and numbers as measurements. Students will learn how to use construction math to convert measurements to allow for the ordering, cutting and construction of raw materials into the finished projects. A critical element of construction math is measurements

TRD 100 OSHA 10**cr1****F/S**

Montana Department of Labor & Industry provides OSHA 10-Hour Training in Construction and General Industry over a two, sometimes three day, period and covers topics like personal protective equipment, hazard communication, fall protection, electrical safety, and material handling.

BOARD OF TRUSTEES

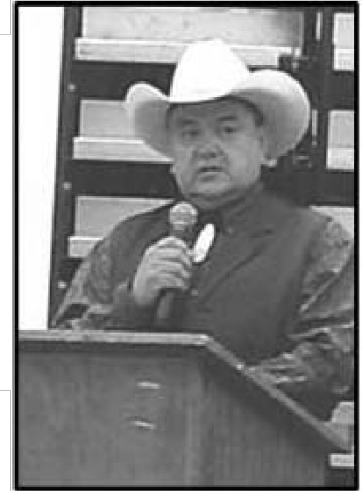
Marvin Dawes Board Chairman

Black Lodge Representative

Term Concludes July 2015

A.A. Liberal Arts, 2003

A.A. Crow Studies,
2004 Little Big Horn
College



**Carol Good Luck
Pryor Representative**

B.A. Political Science 1995 Rocky Mountain
College Profession: Educational Talent Search
Program – Target Area



Sharone Curly

Reno Center Lodge Representative

A.S. Ag Business Administration
A.S. Livestock Management
A.S. Ag Rangeland & Management
Option
A.S. Biology
Little Big Horn College
Profession: Agronomy Director-
Economic Development Crow Tribe



**Fatima M. Bad Horse
Wyola Representative
Board Secretary**

A.A. Business Administration, 2006
A.S. Information Systems, 2006
One Year Certificate Information Systems, 2006
Little Big Horn College
Profession: Program Administration



**Loren Old Bear
Lodge Grass Representative**

A.A. General Education
Eastern Montana College B.S.
Business Administration
Eastern Montana College
Profession: Accountant



**Reva Not Afraid
Big Horn Representative
Board Secretary**

B.S. Education
Eastern Montana College
M.S. Reading and Literacy
Walden University
Profession: Elementary Teacher



**Velvett Rock Above Cummins
Pryor Representative**

A.A. Business Administration 2006
Little Big Horn College
B.A. Business Management 2008
Rocky Mountain College
Professional: Contract Specialist
DOI Bureau of Land Management



ADMINISTRATION



David Yarlott, Jr
President

D.Ed. Adult & Higher Education,
1999
Montana State University
Bozeman
M.S. Business Education
Montana State University
B.S. Business Education
Montana State University
A.A. Little Horn College



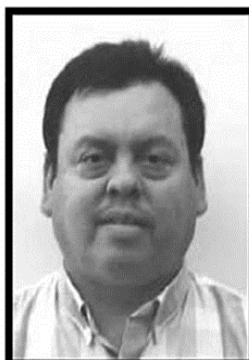
Patricia Whiteman
Dean of Students

B.S. 2013
Montana State University
B.S. Secondary Education
Montana State University



Shaleen Old Coyote
Dean of Administration

AA Pre-Nursing
Little Big Horn College
2007
BA Business Management
University of Mary 2011
MA Business Management
Concentration: Virtuous
Leadership



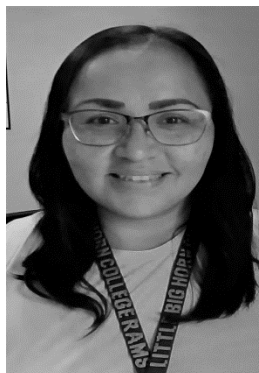
Franklin Cooper
Chief Information Officer

MBA, 2007
Gonzaga University
B.S. Business Administration
Information Systems
Montana State University Billings



Emerson Bull Chief
Dean of Academics

Doctor of Philosophy in
American Studies
Montana State University 2016
Master of Arts in Native
American Studies
Montana State University 2012
B.S. Biology
Montana State University 2000



Laura Orosco
Human Resources

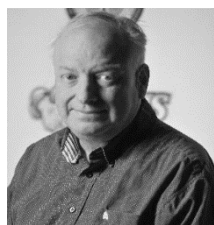
BS Management and Marketing
Montana State University Billings
AA/AS Business Administration &
Small Business Management
Little Big Horn College



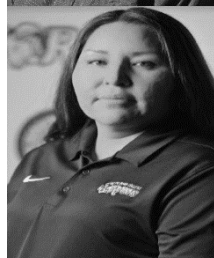
Aldean Good Luck
Chief Finance Officer

MBA, 2010
University of Mary
B.S. Applied Management
Rocky Mountain College
A.A. Business Administration
Little Big Horn College

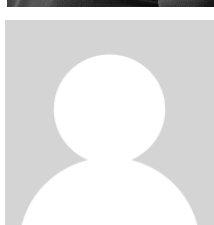
Faculty



Tim McCleary
Department Head
 PH.D. Anthropology
 University of Illinois, 2008



Amber Cummins
Science Instructor
 B.S. Nursing
 Montana State University Bozeman,
 2012



Gretchen Brien
English Instructor
 B.S. Education
 Montana State University Billings,
 2002



Jamie Riley
Business Instructor
 B.S. Business Administration
 University of Montana Western,
 2016
 A.S. Equine Business Management
 Miles Community College, 2014



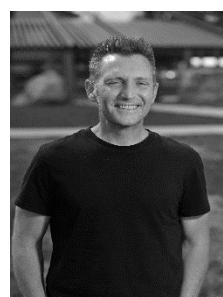
Sharon Peregoy
Education
 M.Ed. Education Curriculum and
 Instruction
 Seattle City College 2002
 Montana State University,
 Bozeman, 1976



Jacinta Stewart
Early Childhood Instructor
 BS Early Childhood
 Montana State University
 Bozeman, 2014



Sara Plaggemeyer
Environmental Sciences
 M.Ed. Curriculum and Education
 Montana State University, 2007



Eric Tiner
**Health and Human Resources
 Instructor**
 BAS Psychology
 MS Psychology
 Abilene Christian
 University 2003/2006



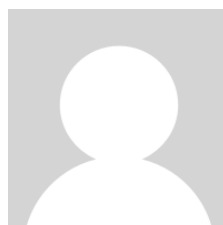
Dorcella Eastman
Math Instructor
 MA Teaching Mathematics (In progress)
 University of Montana
 BS Sociology/Anthropology
 Rocky Mountain College 1993



Jonah Morsette
Math Instructor
 BS Earth Science, Geo-hydrology
 Montana State University



Neva Tall Bear
Science Instructor
 Master of Legal Studies - Indigenous People
 Law, University of Oklahoma, 2021
 BSN Nursing, Montana State University,
 2001



Robert Stewart
Carpentry/Trades Instructor

Staff



Bemus Big Hair
Custodian
 AA Liberal Arts
 Liberal Big Horn College WIP



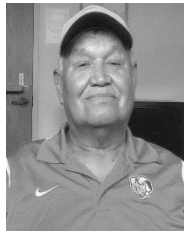
TR Little Light
Men's Basket Ball Coach
Health & Wellness Activities
Coordinator



Ald Good Luck
Title III Community
Outreach Coordinator
 BA Human Services
 College of St. Theresa



Lorna Little Owl
Public Relations Manager
 AA Liberal Arts
 Little Big Horn College 2010



Ron Gramling
Maintenance/Custodian



Carlton Nomee, Jr.
Maintenance/Custodial Supervisor
 AA Liberal Arts
 Little Big Horn College



Letha Gun Shows
Title III Director
 BS Rehabilitation & Related Services
 Montana State University Billings 1999



Loretta Nomee
Food Service Manager
 Food Service Certificate



Jane Holds
Audio Visual Tech
 Business Information
 AA Computer Science-Data Processing
 Little Big Horn College 1997



Elden Not Afraid
Accounting Assistant
 BS Management
 University of Mary 2013



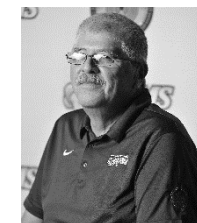
Julie Hugs
Registrar Clerk
 BS Organizational Leadership
 University of Mary



Robert Old Coyote, Sr
 Maintenance/Custodian



Jon Ille
Archivist
 Ph.D History
 University of California Riverside



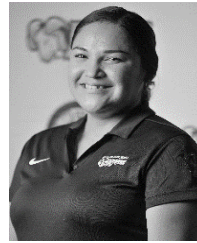
William Old Crow
Registrar
 AA Business Administration
 Little Big Horn College 1993



Latonna Old Elk
Extension Project Director
 BS Liberal Studies
 Montana State University 2013



Mandy Plain Feather
Assessment Officer
MBA Management
University of Mary 2007



Erica Turnsplenty
Admissions Assistant



Cheryl Polacek-Birdhat
Health & Wellness Director



Kimmy Walks
Accreditation Liaison Officer
BS Management
University of Mary 2012



Chrislyn Red Star
Library Aide
AA Liberal Arts
Little Big Horn College 2015



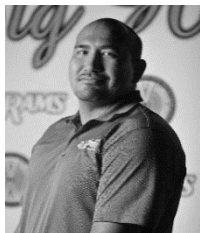
Melodee Reed
Receptionist



Lisa Small Weaselboy-Chavez
Student Success Services
Administrative Assistant



Beverly Snell
Financial Aid Director
MBA Management
University of Mary 2010



Jade Three Irons
Student Success Center Coordinator

STAFF (No available picture)**Tim Bernardis****Library Director**

M.Ed. Adult Higher Education

Montana State University 1987

Braine Teanna**WIOA Youth Program Coordinator****Bright Wings Mary****Library Aide****John Doyle****CWQP Project Director****Frances Eagleman****Sponsored Grants Officer****Billy Eastman****Grounds Maintenance****Dale Good Luck****Security Guard****Joseph He Does It****Computer Technician****Sharymayne Hill****Payroll Officer****Kirt Laforge****Agriculture Program Coordinator****Leanna Little Wolf****Food Services Assistant****Christine Martin****USDA Principal Investigator****CWQP Program Coordinator**

AS Community Health

BS Community Health

MS Community Health

Misty McCormick**Admission Clerk**

AA Business Administration

Little Big Horn College 2007

Jennifer Morsette**HiSet Coordinator****Berthina Nomee****CDL Coordinator**

AA Business Administration

BS Business Administration

Laura Plain Bull**H&WC Administrative Assistant****Helen Real Bird****Accreditation Office Assistant****David Small****Museum Project Coordinator****Roslyn Jolene Ten Bear****Bookstore Manager****Tyrel Ten Bear****Security Guard****Roberta Walks****Library Assistant****Jessi White Clay****ANA Administrative Assistant****Terri Whiteman****AFHP Director**

Little Big Horn College

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Crow Agency, MT 59022

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