Catalog 2025 - 27

Iisaxpuatachee Ammaachinmuuwaakko Little Big Horn College

Est. 1980

Ram Nation

Little Big Horn College

Little Big Horn College 8645 South Weaver Drive Crow Agency, MT 59022
Front Office: 406-638-3104

Health & Wellness Center 406-638-3661 IT Department 406-638-3161

Library 406-638-3123 Archives 406-638-3168

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President's Welcome

Welcome,

On behalf of the entire LBHC community, it is my distinct pleasure to extend a warm welcome to each and every one of you as you embark on this exciting journey of higher education.

As president of LBHC, I am honored to greet you. Whether you are joining us from near or far, you are now part of a vibrant and diverse community that values scholarship, innovation, and inclusivity.

Entering college is a meaningful occasion filled with anticipation and possibility. As you step foot onto our campus, I encourage you to embrace the opportunities that lie ahead. Your time at LBHC will be marked by transformative experiences both inside and outside the classroom. Seize every chance to explore new interests, engage with peers from different backgrounds, and challenge yourself to grow intellectually and personally.

At LBHC, we are committed to providing you with the resources, support, and guidance needed to thrive academically and socially. Our esteemed faculty members are dedicated to nurturing your intellectual curiosity and critical thinking skills, while our staff is here to assist you in navigating the many aspects of college life.

As you settle into your new surroundings, I encourage you to immerse yourself fully in the collection of opportunities available to you. Whether it's joining a student organization, participating in research projects, or volunteering in a college event, your involvement will shape your college experience and leave a lasting impact on those around you.

As you set forth on this exciting chapter of your academic journey, remember that you are not alone. You are part of a supportive community of scholars, mentors, and friends who are here to accompany you every step of the way.

Once again, welcome to LBHC, home of the Rams. I look forward to witnessing your growth, achievements, and contributions to our campus community.

With warm regards,

Neva Tall Bear
President, Little Big Horn College

Baalahkápbia
Cedar Woman

Academic Calendar

LBHC 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. LBHC offers courses during a summer session. The number of courses offered in the summer is limited.

Fall 2025

August 25	New Student Orientation/ Placement Testing
August 26	Returning Student Orientation/Registration
September 1	**Labor Day Holiday – No Classes/Offices Closed**
September 2	First day of classes
September 17	Last day to register, add/drop
September 24	Last day to Withdraw/Drop Classes with Partial Refund
October 28	Midterm grades due to registrar
November 11	**Veterans Day Holiday – No Classes/Offices Closed**
November 17	Last Day to Submit Application for Spring Semester 2026 Graduation
Nov 26-28	**Thanksgiving Holiday – No Classes/ Offices Closed**
December 4	Last Day to Drop/Withdraw W/o Grade Penalty
December 4	Last Day of Classes
December 8	Review Day
Dec 9-11	Final Examination Dates
Dec 16	Last Day to Turn in Grades
Dec 14 - Jan 2	**Winter Break – No Classes**

Spring 2026

January 6	New student orientation/ placement testing
January 7	Returning Student Orientation/Registration
January 12	First day of classes
January 19	**Martin Luther King Day Holiday – No Classes/Offices Closed**
January 26	Last day to register, add/drop
February 2	Last day to withdraw/drop classes with partial refund
February 16	**Presidents Day/Chiefs Day Holiday – No Classes/Offices Closed**
March 10	Midterm grades due to registrar
During AIHEC Week	Spring Break-No Classes/Offices Closed
April 3-6	**Mini Break-No Classes/Offices Closed**
April 13	Last Day to Submit Application for Falll2024/2025 Graduation
April 17	Last day to drop/withdraw without grade penalty
April 17	Last day of classes
April 20	Review day
April 21-23	Final examination dates
April 28	Last day to turn in grades
May 8	**LBHC Graduation**

Summer 2026

May 13	Registration
May 18	First day of classes
May 20	Last day to register, add/drop
May 25	**Memorial Day Holiday – no classes, offices closed**
June 2	Last day to withdraw/drop classes with partial refund
June 19	**Juneteenth – no classes, offices closed**
June 25	Last day to drop/withdraw without grade penalty
June 25	Last day of classes
June 30	Last day to turn in grades

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Fall 2026

August 24	New Student Orientation/ Placement Testing
September 25	Returning Student Orientation/Registration
September 7	**Labor Day Holiday – No Classes/Offices Closed**
August 31	First Day of Classes
September 15	Last Day to Register; Drop/Add
September 22	Last Day to Withdraw/Drop Classes with Partial Refund
October 27	Midterm Grades Due to Registrar
Nov 25 – 27	**Thanksgiving Holiday Break – No Classes/Office Closed**
December 3	Last Day to Drop/Withdraw W/o Grade Penalty
December 3	Last Day of Classes
December 7	Review Day
Dec 8 - 10	Final Examination Dates
Dec 15	Last Day to Turn in Grades
Dec 14 – Jan 1	**Winter Break – No Class**

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Spring 2027

January 5	New Student Orientation/ Placement Testing
January 6	Returning Student Orientation/Registration
January 11	First day of classes
January 18	**Martin Luther King Holiday – No Classed/Offices Closed**
January 25	Last Day to Register; Drop/Add
	Last Day to Withdraw/Drop Classis with Partial refund
February 1	Refund
February 15	**Presidents Day/Chiefs Day Holiday – No Classes/Offices Closed**
March 2	Midterm Grades Due to Registrar
During AIHEC WEEK	During AIHEC Week
March 26 – 29	**Mini Break - No Classes/Offices Closed**
April 12	Last Day to Submit Application for Fall Semester 2026/2027 Graduation
April 15	Last Day to Drop/Withdraw W/o Grade Penalty
April 15	Last Day of Classes
April 19	Review Day
April 20 – 22	Final Examination Dates
April 27	Last Day to turn in Grades
May 7	LBHC Graduation

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2027 Summer

May 12	Registration
May 17	First Day of Classes
May 19	Last Day to Register: Drop/Add
May 31	**Memorial Day Holiday – No Classes/Offices Closed**
June 1	Last Day to Withdraw/Drop Classes with Partial refund
June 19	**Juneteenth – No Classes/Offices Closed**
June 24	Last Day to Drop/Withdraw without Grade Penalty
June 24	Last Day of Classes
June 29	Last Day to Turn in Grades

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LBHC at a Glance

Mission statement

LBHC 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.

Accreditation

LBHC 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 contact: Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, (425) 558-4224, www.nwccu.org.

Location

LBHC is in the town of Crow Agency, Montana, on the Crow reservation in south central Montana.

Our facilities

The college campus is in Crow Agency, Montana, *Baaxawuaashé*, the capital city of the Crow Nation. Located along the banks of the historic Little Big Horn River, the College is adjacent to the Bureau of Indians Affairs, and blocks from the Crow Tribal Headquarters, the Crow Tribal Housing Authority, and historic Crow Agency.

The first campus building, formerly a tribal gymnasium, is used at the current campus as the Student Union Building. This original historic building was converted to college use 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 consists of seven buildings, organized in a circular pattern, which surround a dance and ceremonial arbor at its center**:**

Driftwood Lodges is a lab, classroom, and faculty offices facility; 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, houses the student services offices, cafeteria, bookstore, classrooms, the Accuplacer computer lab, day care facility, and seminar rooms.

Library and Archives is centrally located on campus. It features American Indian artwork and sculpture and Crow design floor masonry and exterior panels.

Cultural Learning Lodge is a circular log and stone building for cultural and community seminars, meetings, and features photo displays.

Rez Protectors Study Hall, built by local middle school students is a straw bale house for the water quality program offices.

College Greenhouse and Community Garden has a seasonal vegetable and flower garden featuring traditional plants and herbs.

Health and Wellness Center is the newest building, a LEED-certified green building that houses the gymnasium, fitness, and conference center.

Affiliations and memberships

American Public Land Grant Universities

Rural Community College Association

American Council on Education

Montana Tribal College Presidents Association

American Indian Higher Education Consortium

American Indian College Fund

Achieving the Dream

Cost of attendance

Tuition

Credits	*Fees*
1 – 11	$110/credit

Registration	
Early / on-time	$50
Registration	$85

Building	
1 – 4 credits	$70/credit
5 – 8 credits	$85/credit
9 – 18 +	$100/credit
12- 18	$1,600
19 or more	$1,600 + per additional credit over 18 credits

Fees

Technology	
1 – 4 credits	$30/credit
5 – 8 credits	$40/credit
9 – 18 + credits	$50/credit

Library	
1 – 6 credits	$15/credit
7 – 18 + credits	$20/credit

Possible additional fees	
Student activity	$50
Science lab	$30
Art lab	$30

* LBHC does not currently charge additional fees for student verification procedures. In the event LBHC adopts a new ID student verification system, additional charges may be applicable to students.

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+
Fees	$235	$235	$235	$235	$265	$270	$270	$300	$300	$300	$300	$300
Total cost	$345	$455	$565	$675	$815	$925	$1,040	$1,150	$1,290	$1,400	$1,510	$1,600

Financial Aid: Grants and Scholarships

Types of financial assistance

To apply for an FSA ID and 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 https://studentaid.gov/h/apply-for-aid/fafsa, and list LBHC as a school choice on the FAFSA form step six. The LBHC school code is 016135.

LBHC has no deadlines or timeline for submitting FAFSAs. Students can submit FAFSAs until the end of the school year. The only timeline LBHC has is for submitting the American Indian College fund application. Students and faculty are informed about upcoming deadlines through emails, signs on campus, and Cloudram.

The requirements vary for each grant or scholarship, and may include grades, enrollment status, needs analyses, and class attendance.

There are two types of financial assistance available to students at LBHC, which are described below: (1) grants and (2) scholarships opportunities.

1. Grants

a. 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, based on income. Pell Grants are disbursed to students in one payment within the semester for those students who 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 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 LBHC. 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 LBHC. Pell Grant will provide funding for only 12 semesters of study. Students pursuing a second associate degree at LBHC will be asked to appeal their Federal Pell Grant so the student understands they may exhaust their federal funding at LBHC. Federal regulations require that students establish attendance/participation in coursework each term to be eligible for federal financial aid.

The Pell Grant award amount will be based on the courses the students are registered in *and* on their 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 that he/she does not attend and for the full-time Pell amount. Students must be enrolled in a program of study to be eligible for Pell Grant. The amount of Federal Pell Grant funds students may receive over their lifetime is limited by federal law to be the equivalent of 6 years or 12 semesters of Pell Grant funding. Since the amount of a scheduled Pell Grant award a student can receive each award year is equal to 100%, the six-year equivalent is 600%.

Verification

All information provided on the student financial aid application is subject to verification. Verification is the term applied to the review process. A percentage of all applicants will be selected for this review process. If selected for verification, the student, spouse, and parent(s), if applicable, must provide documents (such as federal income tax returns for the previous year and verification verifying the number of household members enrolled in post-secondary schools) to prove that the information provided on the application is correct.

If students do not provide accurate information, they are allowed to make corrections on their FAFSA so they can receive funds. With accurate information, LBHC will be able to provide a more precise and equitable distribution of federal funds.

b. Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant for undergraduate students with exceptional financial need. Selection and awarding of FSEOG grants are based on the following considerations:

The expected family contribution (EFC) is based on the financial information you provide in your FAFSA. Colleges use your EFC to determine financial aid and award packages. It estimates how much your family can contribute to your college education based on the financial details you disclose.

Students with the lowest EFCs who will also receive Pell Grants for the award year have primary consideration for an FSEOG. If, after giving FSEOG awards to Pell recipients, if LBHC has FSEOG funds remaining, the institution will award those funds to eligible students with the lowest EFCs who are eligible to receive Pell Grant.

LBHC will return to the FSEOG account any funds paid to a student who, before the first day of classes either (a) officially or unofficially withdraws or (b) is expelled or does not begin attendance for the payment period.

c. Work study

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

1. Federal College Work Study (FCWS) is a federally funded need-based program. Students who answer “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.
2. Institutional work study is for students who do not qualify for federal assistance. Students are placed in various job positions on campus. As they work, their student bill is credited. Students can apply for an institutional work study through the financial aid office.

d. 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) 679-1276. The deadline for this grant varies. The Crow Nation advertises this through Facebook and posters, and LBHC advertises it through emails.

2. Scholarship opportunities

a. American Indian College Fund scholarships

The American Indian College Fund (AICF) invests in Native students and tribal college education to transform lives and communities. The AICF was established in 1989 to provide scholarships to American Indian / Alaska Native students attending tribal colleges, and to fund and create awareness about the community-based accredited tribal colleges and universities that offer students access to knowledge and skills alongside Native culture, language, and values. AICF offers two scholarships: (1) Tribal College and University (TCU) scholarships and (2) Full Circle scholarships. The AICF TCU and Full Circle applications are completed online through the AICF website (collegefund.org). This website has many other resources and links to other scholarships. The timeline for submitting the American Indian College Fund application varies every semester. LBHC informs students about the deadlines by email, signs on campus, and CloudRam.

American Indian Higher Education Consortium member colleges determine student eligibility for the scholarships provided through AICF. In some cases, donors may place restrictions on scholarships (e.g., a scholarship may only be available for female nursing students). LBHC has the discretion to place additional restrictions on the scholarships, such as the number of credits taken or grade point average. AICF scholarships are awarded only to students currently enrolled at a tribal college. In addition, Canadian citizens are not eligible to receive AIFC scholarship; however, students with dual US/Canadian citizenship are eligible. Examples of scholarships granted through AICF are the first-time freshman scholarship for those students who have never attended or have less than six credits.

b. Other scholarships

Additional scholarships are posted on a bulletin board by the financial aid office, as they become available.

Tuition scholarships are available to staff and faculty, Board of Trustees, and students ages fifty-five and up. Forms are available at the financial aid office.

Most scholarship assistance is allocated to students working towards their first AA degree. Some scholarship programs may allow scholarship assistance to students holding an AA degree.

Tuition refund policy

A portion of the tuition charges may be refunded to students, who officially withdraw before the census date of instruction, after the seventh week of classes. To be eligible for a tuition refund, the student must complete the LBHC withdrawal form and return the completed form to the registrar's office.

Tuition fees, books, and additional fees are refunded altogether, based on attendance.

No refund will be made to students who do not officially withdraw or whose misconduct results in suspension or dismissal from the college.

Students who have met 60% attendance do not have to make a repayment.

Grants and scholarships are paid to students by crediting their student billing account in the business office first and then the remaining amount is disbursed to the student once all bills are paid.

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 the 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 or 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. The percent of the semester completed and correspondingly the percentage of aid earned, is calculated by taking the calendar days attended by the student, divided by the total number of calendar days in the term. LBHC returns all funds to the Department of Education, then bills the student for the amount returned.

For students who have unearned financial aid, it will be returned in the following order:

a. Federal Pell Grants (Pell)

b. Federal Supplemental Educational Opportunity Grants (FSEOG)

Official withdrawal: When the student officially withdraws from all courses after the semester begins, the financial aid office will use the date on the total withdraw form to determine the portion of the Federal Title IV aid earned (or that could have been earned).

Unofficial withdrawal: A student is said to have "unofficially withdrawn" if they stop attending and receive failing grades in all classes. For a student who has been determined to have unofficially withdrawn, the date of withdrawal for purposes of the return of Title IV refund calculation is the latest date attended (last date of attendance or LDA) reported by faculty for that term. Federal regulation requires the college to calculate the return to Title IV refunds within 30 days of determining an official or unofficial withdrawal date. Federal regulation requires the college to refund the Title IV funds determined to be unearned to the U.S. Department of Education within 45 days of determining an official or unofficial withdrawal date.

Post withdrawal disbursement: In some cases, a student may withdraw from all courses before aid has been disbursed. A post withdrawal disbursement is done when a student shows they have withdrawn from all their classes prior to financial aid disbursement but began attendance in all courses and are qualified for some (earned) aid. For Title IV grant eligibility only, the earned portion of the grant is disbursed to the student account and a letter is sent to the student to notify them of their eligibility and right to return funds within 45 days of the date the school determined the student withdrew. If the return to Title IV calculation results in a credit balance on the student's account, the policy must state when it will be disbursed.

Credit balance must be disbursed as soon as possible and no later than 14 days after the calculation of the return to Title IV funds.

Satisfactory academic progress

Students are expected to maintain certain academic standards and make satisfactory progress toward a 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. Increments are semester to semester.

This requires the student to be making satisfactory academic progress (SAP). Federal law and regulations dictate that college policies measuring SAP must consider the grades earned by the student, with a minimum of 2.00 GPA (the GPA is based on the accumulative GPA, not the term GPA). Students must be earning two-thirds (67%) of credits attempted and the student must be on track to graduate within the maximum time frame for their declared degree program within 150% of their total program attempted credits (this may include all approved credits from all other institutions). It is the responsibility of the financial aid office to adhere to the federal regulations governing the administration of federal grant aid, which dictates that no payment of funds be made unless it is determined that the student is maintaining satisfactory academic progress in their chosen course of study and in accordance with all standards set forth by the institution and federal student aid.

Satisfactory academic progress (SAP) is defined by the following three criteria:

1. Meeting a minimum cumulative grade point average requirement (GPA).
2. Earning a minimum number of units for credit per semester (pace of progression).
3. Completing the degree objective within a maximum number of semesters enrolled and a maximum number of credits attempted (maximum time-frame allowance).

Students who do not meet one or more of the above criteria will be considered SAP ineligible for financial aid or will be placed in a financial aid SAP warning or suspension, see the financial aid office if you have questions regarding this federal policy.

Satisfactory academic progress is measured in two categories:

1. A minimum GPA of 2.00 must be maintained each semester for Pell Grant and 2.5 for scholarships.

2. A completion of credit load as determined by enrollment status (i.e., full-time, part-time).

   a. Full-time students (12 or more credits) must pass 9 credits.
   b. Three-quarter time students (9-11 credits) must pass 6 credits.
   c. Half-time students (6-8 credits) must pass 4 credits.
   d. Less than half-time students (5 or less credits) must pass 100%.

Satisfactory completion of a course is a letter grade of A, B, C, D, or P. Unsatisfactory completion of a course is a letter grade of F, W, or I.

If a student fails to do this, they are placed on financial aid warning. If they fail to improve their completion rate and/or GPA while on warning they become financial aid ineligible. They remain on financial aid ineligible until their completion rate and GPA are the minimum SAP standards.

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 and/or whether they have previously received financial aid. Satisfactory academic progress is measured in two categories:

a. A qualitative academic standard minimum grade point average (GPA) of 2.00 must be maintained each semester for Pell Grant, SEOG, and FWS.

b. A quantitative rate of progression or PACE. PACE is measured in two increments:

Completion of attempted credits: Students must successfully complete two-thirds (67%) of the cumulative credits attempted in the degree each term.

Maximum time frame: The student must be on track to graduate within the maximum time frame for their declared degree program within 150% of their total program attempted credits. Percentage is calculated for the cumulative pace by dividing the total number of successfully completed credits by the total number of credits attempted.

Change of major: The credits earned under the new major will be applied in the calculation of attempted, earned, and maximum timeframe.

Students may appeal the 150% period limit and be allowed to complete the degree.

Transfer of college level credits: Students transferring to LBHC 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 or university, the student will start out on good academic status at LBHC, regardless of the student's academic status at the previous college or university. Grades for courses transferred must be A, B, C, or D, and courses transferred must be above 100 level. Transfer credits are not used in calculating GPA.

Financial aid probation & suspension

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 aid funding.

Suspension: Students are placed on suspension if they do not complete attempted credits and/or do not maintain a minimum grade point average of 2.00 for two consecutive terms of enrollment.

Incomplete grades

Students placed on probation or suspension because they received an incomplete (I) grade will be removed from such status if the "I" is made up and a passing grade is earned.

Federal aid appeal process

Every student has the right to appeal if they are on suspension, has repeated courses, or has exceeded their 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 composed of the dean of students, dean of academics, dean of administration, chief finance officer, registrar, president, department heads, and financial aid staff.

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.

Veteran's benefits

Please be advised of the new standards for veterans that will be implemented in the financial aid office effective immediately. If you have questions, please see the financial aid officer.

Any student receiving benefits from the U.S. veteran's 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:

a. 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.

b. VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.

c. A 2.00 GPA is required at the completion of degree of certificate.

To allow for timely processing, students applying for veterans' educational assistance are encouraged to apply for assistance at least one month prior to registration. The LBHC financial aid officer can assist with the application process and certify students through the VA online. For information or assistance, contact your nearest VA regional office, local service officer, or veteran's organization representative, including the American Red Crow, in your community. Students may access the official website of the US Department of Veterans Affairs or call 1-88-GIBILL-1 (1-888-442-4551).

For more information, contact the dean of student services, SUB 134, 406-638-3106, deanofstudent@lbhc.edu

Academic Affairs

Expectations

Statement of academic freedom

LBHC 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.

LBHC provides each student the opportunity to learn. Personal freedoms and student "rights and responsibilities" are delineated in the student handbook. As it relates to academic freedom, students have the right to freedom of inquiry, speech, and assembly and the right to study and learn in an atmosphere of academic freedom.

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, LBHC has a policy of non-discrimination in employment practices and in admission, access to, and the conduct of education programs. Discrimination is prohibited based on race, sex, color, national origin, relation, age, disability, marital status, sexual orientation, or parental status. LBHC adheres to the following federal acts: Civil Rights Act, Age Discrimination Act, and the Americans with Disabilities Act.

Campus tours

Campus tours are scheduled by appointment. Please contact the Title III community outreach coordinator (406-638-3144).

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 section).

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 hour of credit.
2. At least an equivalent amount of work as required in item 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.

LBHC 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

LBHC 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 days, they may be dropped by the instructor to make room for students on a waiting list.

A student missing four consecutive instructional hours of a class during the semester without prior notification will be referred to the dean of student affairs.

If a student misses six consecutive hours of a class during the semester without notifying the instructor, 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 students' office.

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

Class enrollment list

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

Final examinations

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

Independent study

Students may request an independent study from an instructor, but it is *entirely up to the instructor* to approve or disapprove. 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 courses for substitution in place of 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 exactly what is expected upon completion of the independent study.

Copies of this independent study form must be signed by both parties and provided within the add/drop period (first 10 days of class) to the student, the department head, and the dean of academics. A copy of the independent study agreement should be attached to the registration card or add/drop card when registering for an independent study course.

Individual research and 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. 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 knowledge. Research coursework may not be used to fulfill general education core requirements.

Challenging courses

Each department determines the course(s) which may be challenged. A student who chooses to challenge a course makes a written request to the registrar to challenge the course content without taking the actual course. Approval of 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 of “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 must be submitted by the add/drop 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 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 distributed out for each class two weeks before the final exam. Students should use these forms to objectively critique the coursework, textbook, labs or other activities, delivery of the course, and the course instructor. These evaluations are a valuable tool to assist the college in meeting the students' expectations and needs. Written comments are especially beneficial and helpful in the evaluation process.

Academic dishonesty

Students at LBHC 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. These steps could range from failing the specific assignment, 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.

General education core requirements

All students desiring to graduate from LBHC with an associate 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 "D" in a core requirement course may be counted toward graduation at LBHC, however a grade of "C" or better is required to pass courses in the student's program of study. Similarly, a grade of "D" may not be acceptable for transfer to other colleges or universities in the university system transfer institution. The student is encouraged to work with their academic advisor to determine how a "D" affects their academic progress.

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 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. Students must complete each course in their program of study with a "C" or higher. Students are encouraged to meet with their advisor and develop 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.

Grading

Grading guidelines

The evaluation of a 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

P – Passing

NP – No pass

S – Satisfactory

U – Unsatisfactory

Midterm 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 coursework by the end of the grading period. The student may initiate a request for an incomplete grade. An incomplete grade means the work must be completed within one full semester (i.e., fall or spring semester) following the incomplete grade.

To receive an incomplete, the student must…

a. Have attended 80% of their course.
b. Have completed 80% of the coursework.
c. Have instructor approval, with evidence of course participation.
d. 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 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 with a copy of the contract to the registrar.

If the incomplete is not completed within one semester the "I" will change into an "F" on the student's transcript.

Change of grade

A change of grade may be made for errors 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 registrar.

The dean of academics 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.

Grade changes cannot occur after one semester from when the grade was given.

The pass / no pass option

This pass / no pass 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 option. 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 a "D" or "F" grade.

Audit

Students may audit a course. 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)

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 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:

A = 4 points	C = 2 points	F = 0 points
B = 3 points	D = 1 point	

Sample GPA

A student received a “B” in college writing I and an “A” in algebra, using the points system previously described, their grade point average is 3.57.

Algebra is four credits. Each credit is worth four points because the student received an “A” in the course. Algebra is worth 16 credit points. College writing is three credits. Each credit is worth three points because the student received a “B” in the course. College writing I is worth nine 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 publishes the dean’s list and a president’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 academic advisor and dean of academics 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 following their one semester suspension.

Appeal of suspension

Exceptions to the academic suspension policy may be made for students who provide evidence that their reinstatement can be justified to the dean of academics and/or the academic council. 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 form is 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 their academic advisor, department head, and dean of academics before the academic council considers the student's appeal 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 or above, the "academic probation" designation is removed. Students must have a 2.00 term and cumulative GPA to graduate.

After a second suspension, the student will be reinstated after one full academic year. Students who have received more than two suspensions must petition for reinstatement through the dean of academics to the academic council. The petition should contain the justification for reinstatement and 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

Admissions

Open admissions

LBHC 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 student portal website (https://cloudram.lbhc.edu). Applications are still available on our official LBHC website or you are welcome to come in person to the admissions office, room 115 in the student union building. Our contact information is as follows:

Admissions office
8645 South Weaver Drive,
P.O. Box 370
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 are any documents that will need to be updated for their student file. If a returning student has not attended classes for more than two 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.*

a. Application for admissions
b. Official high school transcript or GED/HiSET scores
c. Official transcripts for other higher education institutes (transfer students only)
d. Declaration of major form
e. Certificate of Indian blood (CIB), Tribal ID, or proof of descendancy (If applicable)
f. Official immunization records
g. Signed zero tolerance alcohol drug policy agreement
h. Copy of social security card
i. Accuplacer placement test

Dual enrollment requirements

The dual enrollment option is for junior and senior high school students looking to take college courses. To be eligible for our dual enrollment program, you must be in in good standing and passing required high school classes at the grade level in which you are enrolled in. Dual enrollment is to help high school students become more prepared and involved early in post-secondary education. It gives the motivated high school student a jump start to engage them in a college level education or workforce courses. Here are the requirements for dual enrolled high school students who are juniors or seniors:

a. Admissions application
b. Certificate of Indian blood (CIB), Tribal ID, or proof of descendancy (If applicable)
c. Parent/guardian(s) permission letter
d. Approval from high school principal
e. Juniors & seniors only
f. Current high school transcripts
g. Official immunizations records
h. Signed zero tolerance alcohol and drug policy agreement
i. Copy of social security card

Transfer requirements

a. Admissions application
b. Certificate of Indian blood (CIB), Tribal ID, or proof of descendancy (if applicable)
c. Official high school transcripts /or HiSET certificate (If did not graduate with college degree)
d. Official college transcripts
e. Signed zero tolerance alcohol and drug policy agreement
f. Copy of social security card
g. 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 of 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 doses of immunizations against measles (Rubella) given at least 30 days apart and one proof of Rubella immunization; to include month, day, and year. Any immunizations administered after June 11, 1993, must include an MMR and/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 an 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.

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 LBHC:

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.

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 arrange with the library to have the registration-library hold lifted.

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

Registering for classes

New student registration

All first-time students at LBHC need to apply to LBHC and be accepted before they can register. See section on admission.

The student will receive a letter from the dean of students indicating any missing documentation from the admissions office, the date of the new student orientation, the student's advisor, and other essential 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 students are expected to complete 60 semester credits over four semesters, 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 office.

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 registrar’s 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 from 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.

Transfer of college level credits

LBHC's policy for the transfer of credits is designed to permit students to transfer in the maximum course credits earned from other accredited institutions. LBHC will accept for transfer all college level credits earned in undergraduate programs at institutions of higher education which are regionally, accredited or were regionally accredited when the student attended that institution, including Tribal colleges and universities.

The student will be informed as to what transfer courses can be accepted toward the program of study and what courses must yet be completed for the degree. The registrar's office will transfer all accepted credits to the student's official LBHC academic record when the student has completed 10 semester credits at LBHC.

Adding courses

A student may add courses until the 10th day after registration. This can be completed through CloudRam. The student must have the instructors, advisors, and dean of student's permission. Students adding courses after the 10th day of registration may do so with the permission of their academic advisor, dean of students, and the instructor of the course. Students must use the add/drop card to add courses after the formal registration day. The add /drop card must be signed and returned to the registrar's office.

Dropping courses

Students may drop classes until the 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 week of classes.

Students may be automatically withdrawn 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.

The add/drop card can also be used to add courses in the same manner up to the add/drop deadline. This card can be used to withdraw from a course until 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 to formally add or drop a course.

1. Get a add/drop card at the registrar's office.
2. Put the course name and number to drop on the add/drop card.
3. Return the card to the registrar's office with the proper signatures included.
4. Add/drop courses through student's CloudRam account.

Withdrawal from all courses

A student who withdraws from all courses at LBHC 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 bookstore/student billing personnel. The withdrawal form will be returned to the registrar's office with the appropriate signatures. Students who leave the campus without officially withdrawing and failing 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, credits, and grade, are 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.

Registrar, SUB 116, 406-638-3185, registrar@lbhc.edu

Registrar clerk, 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 will prepare the student billing for each student based on the classes on the registration form. The student bills indicate 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 is 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 to 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 use these materials in the completion of each course, and to have them for use in class sessions. Please note 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 student 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 students who officially withdraw before the 15th day of instruction. To be eligible for a tuition refund, the student must complete the LBHC 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 a 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 one is the first day of classes as published in this catalog.

Refunds

Prior to first day of classes 100% refund.
1-5 instructional days 90% refund.
6-10 instructional days 75% refund.
11-15 instructional days 50% refund.
After the 15th day of classes; no refund is made to students.

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.

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 LBHC.

An electronic transcript can be requested and paid through **Parchment**.

Transcript request forms can be found in the Registrar's office or on 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 or cash. Do not send case 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.

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.

LBHC 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 this information to remain confidential must inform, within the first two weeks of the current academic year, the 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,* (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 LBHC.

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 LBHC are…

a. A minimum of 60 semester hours of credit must be earned with a cumulative grade point average (GPA) of 2.00.
b. A minimum of 20 semester hours of credit must be earned at LBHC.
c. A minimum of a "C" must be achieved in all coursework within the student's designated program of study.
d. 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.
e. 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.

f. 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.

g. 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.

Orientation & Advising

Orientation

Orientation is required for all new and transfer students and is held at the beginning of each semester (see the college calendar). Orientation assists students with admissions, placement assessment, advisor meetings, scholarships, 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 assists new and transfer students in their transition from high school and other colleges and increases their chances for academic success.

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 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: (1) Two weeks into the semester to create their plan of study, (2) at mid-term to discuss academic progress, and (3) before finals to discuss their status and work on their next semester's potential course load.

Checklist for new students

1. See advisor at registration, begin record of discussion.
2. Make an appointment each semester with your advisor to design a plan of study.
3. Get a copy of the plan of study.
4. Contact your 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 midterm grade check and follow-up appointment with your advisor; record this on your record of discussion.
6. Meet with your advisor before finals to discuss any academic issues and to review your course load for the subsequent semester.

Checklist for returning students

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 a copy of the new plan of study, if needed.
4. Review plan of study with advisor.
5. Potential graduates need 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.

Advising

The first-year experience coordinator advises first-time freshmen during new student orientation. The first-year experience coordinator and the student success coordinator administer placement testing to first-time freshmen. The admissions office provides the first-year experience coordinator with access to the student's high school transcripts and placement testing scores and uses them to determine the student's need for enrollment in developmental courses.

The first-year experience coordinator helps students select courses for their first semester. In selecting courses, they refer to the appropriate sample plan of study in the current LBHC catalog.

New students stay under the supervision of the first-year experience coordinator for their first semester. Students who must enroll in developmental courses have the option to stay with the coordinator through their second semester. New students who enroll in non-developmental courses are assigned a faculty advisor after the first semester based on their signed declaration of major form. The student is reassigned to the appropriate faculty advisor if they choose to change their major.

Returning students meet with their assigned faculty advisors overseeing the student's declared program of study during the faculty member's designated office hours. Faculty advisors also have access to students' high school transcripts and placement testing scores, which are available in the students' admission file.

While students are ultimately responsible for monitoring their academic progress, the student's faculty advisor is responsible for providing guidance to the student in major and course selection. Faculty

advisors monitor midterm and end-of-term progress. It is the student's responsibility to schedule meetings with their faculty advisor and to monitor their progress toward course and degree completion. Faculty advisors evaluate the student's grades, attendance, and course selection by referring to the plan of study. In addition, the faculty advisor also informs students of any internship opportunities, school-related information, and/or licensure requirements (when applicable).

Faculty advisors and the returning student begin a plan of study within their first advising meeting.

General Education Core Requirements

To complete a two-year degree, students 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. The courses listed below satisfy the general education course requirement(s) for their respective sections. 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...

Courses marked with and asterisk (*) have prerequisites.

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

CS 101	Crow language I	3
CS 102*	Crow language II	3
CS 103	Conversational Crow	3

Crow studies (CS, 3 credits)

CS 136	Crow socio-familial kinship	3
CS 137	Horse in Crow culture	3
CS 138	History of Crow chiefs	3
CS 224	Crow history	3

Quantitative reasoning (Q, 3-4 credits)

MA 121*	College algebra	4
MA 130*	Math for elementary teachers I	4
MA 145*	Math for liberal arts	4

College writing (W, 3 credits)

CA 101	College writing I	3

College seminar (S, 3 credits)

BU 122	Intro to business writing	3
CA 112	Public speaking	3
CA 201*	College writing II	3
CA 211	Interpersonal communication	3
HS 231	Human relations	3

Skills for success (SK, 1 credit)

ED 100	Skills for success	1

Natural science (N, 7-8 credits) – *must take two courses, one of which must have a lab.*

AG/SC 132	Natural resources conserv + 133 lab	3+1
SC 114	Survey of biology + SC 115 lab	3+1
SC 116	Physical world around us + SC 117 lab	3+1
SC 141	Chemistry I + SC 142 lab	3+1
SC 160	Principles of living systems + SC 161 lab	3+1
SC 170	Principles of biological diversity + 171 lab	3+1
SC 244	Environmental science	3
SC 121	Intro to general chemistry + SC 125 lab	3+1

Students must take one course from each of the remaining two categories. One of these courses must be a Crow studies course.

Diversity & social science (D&SS, 3 credits)

AN 111	Cultural anthropology	3
AN 120	Environment & culture	3
CS 103	Conversational Crow	3
CS 131	Intro to Native Amer studies	3
CS 125	Montana Indians	3
HI 105	World civilization	3
HU 136	Introduction world religions	3
PY 101	Introduction to psychology	3
SS 101	Introduction to sociology	3

Arts & humanities (A&H, 3 credits)

CA 106	Introduction to literature	3
CS 108*	Literature of the American Indian	3
CS 133	Crow Indian art	3
CS 134	Music & dance of the Crow Indians	3
CS 135	Crow oral literature	3
HU 101	Survey of humanities	3
HU 102	Music appreciation	3
HU 103	Foundations of art	3
HU 227	American Indian representation in film	3

Related instruction general education core requirements – One-year certificate programs

Students enrolled in the one-year certificate programs are required to complete the related general education core requirements in the areas of…

Communications (writing): Students will be able to communicate orally and 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 be able to apply human communication strategies.

General education learning outcomes

The general education core requirements are designed to provide a broad educational foundation by preserving, perpetuating, and protecting the Crow culture and language. The general education learning outcomes are:

Arts and humanities: Students will be able to identify and use analytical, critical, and speculative methods in understanding the human condition as articulated in literature, philosophy, religion, and the visual and performing arts.

College seminar: Students will be able to communicate in written and spoken forms.

College writing: Students will be able to communicate in writing.

Crow language: Students will be able to have conversations and write in the Crow language at a basic level.

Crow studies: Students will be able to explain issues related to the preservation, perpetuation, and protection of Crow culture.

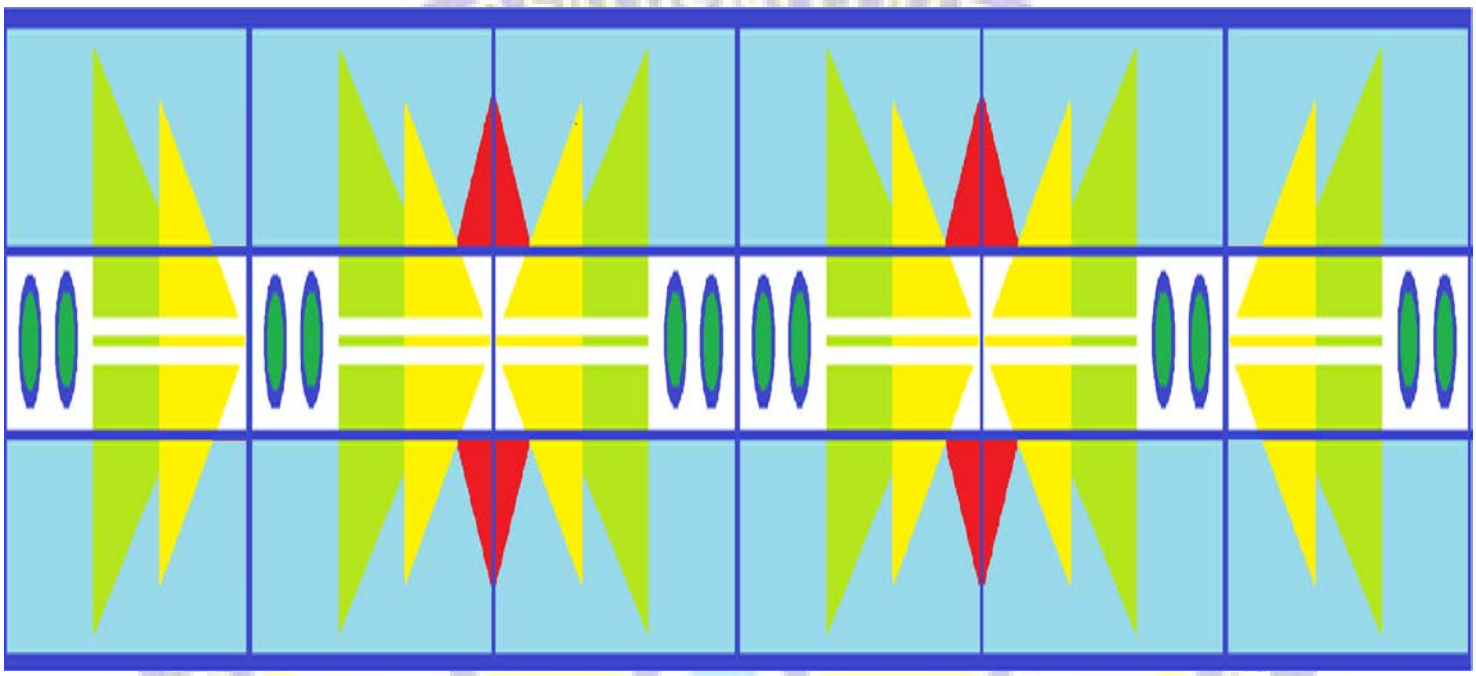
Diversity and social science: Students will be able to apply basic perspectives and principles as expressed and used in the various fields of the social sciences and diverse populations.

Natural science: Students will be able to apply scientific terminology and investigate and draw conclusions about the natural world.

Quantitative reasoning: Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data, and communicate ideas.

Skills for success: Students will be able to use basic academic fundamentals such as note-taking, test-taking, and time management.

Two-Year Degree



Iisaxpuatachee Ammaachinmuuwaakko

Little Big Horn College

Two-Year 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 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. 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.

A list of all the two-year degrees follows.

General education core requirements 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

Business

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 nonprofit 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.

Program learning outcomes: Graduates should be able to…

1. Apply foundational business knowledge in accounting, economics, and management using concepts with appropriate terminology and theory.
2. Communicate using business concepts and articulate using terminology with applicable technologies.
3. Identify and exhibit standards of professional practice, ethical behavior, and social responsibilities in a rapidly changing professional environment.
4. Explain policy and make decisions using various approaches.

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

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 accounting	3
BU 201 Principles of macroeconomics	3	BU 202 Principles of microeconomics	3
BU 243 Contemporary 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: Associates of arts in business administration

Course	Credits
BU 205 Business law	3
BU 101 Econ way of thinking	3
BU 111 Introduction to business	3
BU 221 Principles of financial accounting	3
BU 222 Principles of managerial accounting	3
BU 201 Principles of macroeconomics	3
BU 202 Principles of microeconomics	3
BU 230 Introduction to organizational behavior	3
BU 243 Contemporary business mathematics	3
MA 216 Introduction to statistics	3
Required electives – 3 credits required, choose one of the following:	
BU 241 Small business management	3
BU 276 Internship - options; governmental organizations, educational institutions, & service industry or by design	3
CS 233 Economics in Indian Country	3
Total program requirements	33
Total program of study + general education core requirements	63-64

General education core requirements (30-31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 151 Pre-calculus	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 101 Intro to psychology	3
SS 101 Intro to sociology	3
HI 105 World civilization	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 137 Horse in Crow culture	3
CS 124 Crow history	3
Natural sciences (N, 7-8 credits)	
SC 101 Mysteries of the sky	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + SC 117 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab	3+1
AG/SC 132 Natural resources conserv + 133 lab	3+1
SC 244 Environmental science	3
Arts and Humanities (A&H, 3 credits)	
CS 108 Lit of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
HU 102 Music appreciation	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3

Business

Associate of Applied Science in Small Business Management (Pilot)

Associate of Applied Science in Small Business Management

BU 101 – Economic Way of Thinking

BU 111 – Introduction to Business

BU 202 – Principles of Microeconomics

BU 205 – Business Law

BU 221 – Principles of Financial Accounting

BU 241 – Small Business Management

BU 276 – Internship **OR** BU 299 – Capstone*

IS 101 – Introduction to Computers and Applications **OR** IS 102 – Microsoft Office Suite

IS 130 – Cybersecurity

IS 225 – Project Management

IS 231 – Website Design & Online Marketing

General education core requirements (29-31 credits)

Credits Crow language (CL, 3 credits)
CS 101 Crow language I
CS 102 Crow language II
CS 103 Conversational Crow

Quantitative reasoning (Q, 3-4 credits)
MA 121 College algebra
BU 243 Business Math

Skills for success (SK, 1 credit)
ED 100 Skills for success

Diversity and social science (D&SS, 3 credits)
PY 101 Intro to psychology

SS 101 Intro to sociology
HI 105 World civilization
CS 233 Economics in Indian Country

Crow studies (CS, 3 credits)
CS 136 Crow socio-familial kinship
CS 138 History of Crow Chiefs
CS 137 Horse in Crow culture
CS 124 Crow history

Natural sciences (N, 7-8 credits)
SC 114 Survey of biology + SC 115 lab
SC 116 Physical world + SC 117 lab
SC 121 Intro to chemistry + SC 125 lab
AG/SC 132 Natural resources + 133 lab
SC 244 Environmental science

Arts and Humanities (A&H, 3 credits)
CS 108 Lit of American Indian
CS 133 Crow Indian art
CS 134 Music and dance of Crow

CS 135 Crow oral literature

HU 102 Music appreciation

College writing (W, 3 credits)

CA 101 College writing I

College seminar (S, 3 credits)

BU 122 Intro to business writing

BU 299 – Small Business Management Capstone
Credits: 3
Offered: Fall & Spring (Independent Study)
Prerequisite: Completion of core Small Business Management coursework or instructor approval

Course Description:
The Small Business Management Capstone serves as the culminating experience for students completing the A.A.S. in Small Business Management at Little Big Horn College. This independent study course allows students to integrate and apply their knowledge of business operations, entrepreneurship, financial management, and marketing by developing a comprehensive business plan or completing an applied project relevant to their career goals.

Under the guidance of faculty from the Information Systems and Business departments, students will engage in research, strategic planning, and problem-solving to demonstrate their readiness for small business ownership or management roles. The course emphasizes critical thinking, innovation, and practical application of business concepts.

Course Learning Outcomes:
By the end of the course, students will have:

- Developed a complete business plan or applied business project.
- Conducted market research and financial analysis to support business decision-making.
- Demonstrated strategic planning and problem-solving skills in a real-world business context.
- Presented and defended their project or business plan to faculty and industry professionals.

This capstone experience is designed to provide students with a strong foundation for launching their own businesses or advancing in management roles within their chosen industries.

Crow Studies

Associate of Arts Degree in Crow studies (Crow studies option)

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.

Program learning outcomes: Graduates should be able to…

1. Communicate in writing on subject matters pertinent to Native Americans 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 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

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 Amer 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: Associate of arts degree in Crow studies (Crow studies option)

Course	Credits
CS 102 Crow language II	3
CS 131 Intro to Native American studies	3
CS 133 Crow Indian art	3
CS 134 Music & dance of the Crow Indians	3
CS 135 Crow oral literature	3
CS 224 Crow history	3
CS 231 American Indian political science	3
CS 233 Economics in Indian Country	3

CS 240 American Indian education history & issues	3
Required electives: Choose one of the following 3 credit courses	
CS 137 Horse in Crow Indian history & culture	3
CS 232 American Indian law	3
Total program of study requirements	30
Total program of study + general education core requirements	60-61

General education core requirements (30-31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 145 Math for liberal arts	4
MA 151 Pre-calculus	4
MA 171 Calculus I	4
MA 172 Calculus II	4
MA 216 Intro to statistics	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
CS 125 Montana Indians	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
College writing (W, 3 credits)	
College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3
Natural sciences (N, 7-8 credits)	
SC 101 Mysteries of the sky	3
SC 244 Environmental science	3
SC 160 Principles of living systems + SC 161 lab	3+1
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + SC 117 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab	3+1
AG/SC 132 Natural resources conserv + 133 lab	3+1
SC 201 Soils	3
Arts and humanities (A&H, 3 credits)	
CS 108 Lit of American Indian	3

Associate of Arts Degree in Crow Studies (Native American studies option)

This program of study is designed for students planning to transfer to a four-year college. In addition to the study of Native American culture, the major is intended to prepare graduates to work with Indian people, transfer to a four-year program in Native American studies or related field, and/or fulfill the requirements of the Class 7 endorsement of teachers instructing Native American studies on or near Indian reservations.

Program learning outcomes: Graduates should be able to…

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

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) (with 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 125 Montana Indians	3	Program elective	3
CS 223 Anthropology of the American Indian	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: Associate of arts degree in Crow studies (Native American studies option)

Course	Credits
CS 131 Intro to Native American studies	3
CS 223 Anthropology of American Indians	3
Select 8 courses from the following list:	
CS 102 Crow language II	3
CS 103 Conversational Crow	3
CS 137 Horse Crow Indian history & culture	3
CS 138 History of Crow Chiefs	3
CS 211 American Indian thought & philosophy	3
CS 230 Contemporary issues of American Indian	3

CS 231 American Indian political science	3
CS 232 American Indian law	3
CS 233 Economics in Indian country	3
CS 240 Indian education history & issues	3
Total program of study requirements	30
Total program of study + general education core requirements	60-61

General education core requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 145 Math for liberal arts	4
MA 151 Pre-calculus	4
MA 171 Calculus I	4
MA 172 Calculus II	4
MA 216 Intro to statistics	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
CS 125 MT Indians	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 124 Crow history	3
Natural sciences (N, 7-8 credits)	
AG/SC 132 Natural resources conservation + 133 lab	3+1
SC 101 Mysteries of the sky	3
SC 160 Principles of living systems + SC 161 lab	3+1
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + SC 117 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab	3+1
SC 201 Soils	3
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CS 108 Lit of American Indian	3
College writing (W, 3 credits)	
CA 101 College writing I	3

Directed Individualized Studies

Associate in 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, and tribal management.

To declare an Individualized major, students must:

1. Decide upon a major, a title for their major, and designate courses that will help them complete their major.

2. 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.
3. If the faculty member agrees to be the director of this individualized program, this faculty member will help the student finalize the selection of courses to be taken by the student and will agree to lead an independent study course in the student's final semester before graduation.
4. To submit a proposal to academic council, students define and title their major and explain the focus of their major.
5. Once the design of the individualized major has been completed, the student's director will submit it to the LBHC academic council for approval.

Course and program of study requirements for individualized majors

1. Core requirements: 35 credits
2. Courses supporting the focus of their major: 27 credits
3. These courses should be taken within two or more of the departments at LBHC. 12 of these credits should be 200 level courses.
4. 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 research paper or project that will be submitted to the director at the end of the semester.

General education core requirements: Associate in directed individualized studies (29-31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 3-4 credits)	
MA 121 College algebra	4
MA 145 Math for liberal arts	4
MA 151 Pre-calculus	4
MA 171 Calculus I	4
MA 172 Calculus II	4
MA 216 Intro to statistics	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
AN 111 Cultural anthropology	3
AN 120 Environment & culture	3
BU 101 Econ way of thinking	3
BU 111 Intro to business	3
BU 201 Macroeconomics	3
BU 202 Microeconomics	3
BU 230 Intro to organ behavior	3
CS 125 Montana Indians	3
CS 131 Intro to Native Amer studies	3
CS 210 Plains Indian sign lang	3
CS 223 Anthro of Amer Indians	3
CS 230 Contemporary issues of Am Indian	3
CS 231 American Indian political science	3
HE 202 Core health concepts	3
HE/SC 214 Nutrition	3
HI 105 World civilization	3
HI 201 U.S. history I	3

HI 202 U.S. history II	3
HU 136 World religions	3
PY 101 Intro to psychology	3
PY 203 Abnormal psychology	3
SS 101 Intro to sociology	3
ED 250 Psychology of learning lab	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3
CA 112 Public speaking	3
CA 201 College writing II	3
CA 211 Interpersonal communication	3
HS 231 Human relations	3
Natural sciences (N, 7-8 credits)	
SC 101 Mysteries of the sky	3
SC 160 Principles of living systems + 161 lab	3+1
SC 170 Principles of biodiversity + 171 lab	3+1
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 121 Intro to general chemistry + 125 lab	3+1
AG/SC 132 Natural res conserv + 133 lab	3+1
SC 201 Soils	3
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CA 106 Introduction to literature	3
CA 206 Creative writing	3
CS 108 Literature of the American Indian	3
CS 133 Crow Indian art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 Am Indian thought & philosophy	3
HU 101 Survey of humanities	3
HU 103 Foundations of art	3
HU 227 American Indian representation in film	3
IS 231 Website design & online marketing	3

Education

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 knowledge and skills to work in pre-K or K-3 as a paraprofessional or to transfer to a four-year institution for a degree in early childhood education. The program 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 practitioners. The area pre-K classrooms serve as lab sites for students to observe and practice teaching. The program is aligned with the national Early Learning Standards and the Child Development Associate (CDA) credential, developed by the National Association for the Education of Young Children.

National and/or state legal eligibility requirements for licensure or entry into an ECE career: The Child Development Associate (CDA) credential is a widely recognized credential in early childhood education administered by the Council for Professional Recognition. The CDA credential guides early childcare professionals as they work toward becoming qualified teachers of young children. LBHC graduates will have fulfilled all CDA requirements and can obtain a CDA credential after they graduate. Students will be required to complete a background check prior to working in a classroom.

Unique requirements for employment and advancement in ECE careers: Graduates will be able to work in a private or public preschool (e.g., Head Start) as a co-teacher, home or center-based day care as a teacher, or as a pre-K/K-3 paraprofessional. To advance in the field, graduates may want to obtain a four-year degree in ECE.

Program learning outcomes: Graduates should be able to…

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

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: Associate of arts degree in education (early childhood education option)

Year 1

Fall semester	Credits
ED 100 Skills for success (SK)	1
PY 101 Introduction to psychology (D & SS)	3
CS 224 Crow history (CS)	3
CS 101 Crow language (CL) I	3
CA 101 College writing I (W)	3
ED 200 Intro to education	3
Total	16

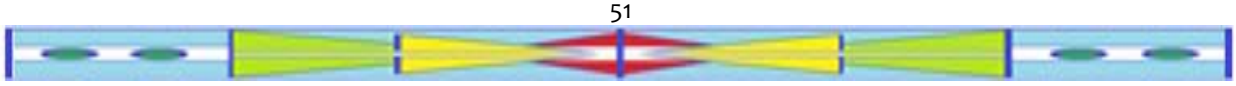
Spring semester	Credits
CS 136 Crow socio-familial kinship	3
ED 184 Positive guidance & discipline	3
HU 102 Music appreciation (A&H)	3
SC 114 Survey of biology + SC 115 lab (N)	3+1
Total	15

Year 2

Fall semester	Credits
MA 130 Math for elementary teachers I (Q)	4
ED 210 Educational technology	3
SC 116 Physical world around us + SC 117 lab (N)	3+1
ED 235 Reading & writing across the curriculum	3
ED 250 Psychology of learning (ab	3
Total	16

Spring semester	Credits
MA 131 Math for elementary teachers II (Q)	4
PY 201 Lifespan development	3
ED 205 Exceptional learners lab	3
College writing II (S)	3
ED 276 Internships in early childhood	3-6
Total	16

Summer semester	
ED 233 Math/science for preschool/ED 232	3
Creative expression in preschool	3



Program of study requirements

Course	Credits
CS 136 Crow socio-familial kinship	3
ED 200 Intro to early childhood education	3
ED 280 Classroom management and discipline	3
PY 201 Lifespan development	3
ED 205 Exceptional learner lab	3
ED 210 Educational technology	3
ED 232 Creative expression in preschool	3
ED 233 Math/science for preschool	3
ED 235 Reading & writing across the curriculum	3
ED/PY 250 Psychology of learning	3
ED 276 Internships in early childhood	3-6
Total program of study requirements	30
Total program of study + general education core requirements	62-63

General education core requirements: Associate of arts degree in education (early childhood education option) (33 – 34 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 7 credits)	
MA 121 College algebra	4
MA 130 Math for elem teachers I	4
MA 131 Math for elem teachers II	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Crow studies (CS, 3 credits)	
CS 224 Crow history	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
CA 112 Public speaking	3
Natural sciences (N, 7-8 credits)	
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 244 Environment	3
Arts and humanities (A&H, 3 credits)	
HU 102 Music appreciation	3
Diversity and social science (D&SS, 3 credits)	
PY 101 Introduction to psychology	3

Associate of Arts Degree in Education (elementary education option)

This two-year program of study is designed to ensure students acquire the knowledge and skills to work as a paraprofessional educator and/or transfer to a four-year institution to obtain a bachelor's degree in elementary education. The program provides students opportunities for classroom observation and practice teaching 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. Upon completion of the program, graduates will be able to work as a paraprofessional in a Montana schools.

National and/or state legal eligibility requirements for licensure or entry into an education or career: Graduates can optionally complete a class 7 Crow language and culture license to teach in a public or private school as a Crow language and culture teacher in Montana. Students will be required to complete a background check prior to working in a classroom.

Unique requirements for employment and advancement in an education or career: Graduates can complete a class 7 Crow language and culture license to teach in a public or private school as a Crow language and culture teacher in Montana. To advance in the field, graduates may want to obtain a four-year degree in education.

Program learning outcomes: Graduates should be able to…

1. Research and interpret the historical, philosophical, cultural, and societal aspects of American education systems and its impacts on Crow and American Indians.
2. Speak and write on education related matters of Native American and the Crow Indian community.
3. Compare and contrast the traditional indigenous learning and teaching practices of Native American and the Crow Indians with current educational practices.
4. Research and create culturally relevant pedagogy and methodologies that will benefit their workplace and communities.
5. 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

Fall semester	Credits
ED 100 Skills for success (SK)	1
ED 120 Schools & society	3
ED 235 Reading & writing across the curriculum	3
HI 201 US history	3
MA 130 Math for elementary teachers I	3
Crow studies core elective (CS)	3
Total	16

Spring semester	Credits
PY 101 Introduction to psychology	3
CA 101 College writing I (W)	3
MA 131 Math for elementary teachers II (Q)	3
HI 105 World civilization	3
Crow language core elective (CL)	3
Total	15

Year 2

Fall semester	Credits
CA 201 College writing II (S)	3
CS 131 Native American studies (D&SS)	3
CS 240 Indian education history & issues	3
ED 210 Educational technology	3
SC 116 Physical world around us + SC 117 lab (N)	3+1
HE 202 Health core concepts	3
Total	18

Spring semester	Credits
ED 205 Exceptional learners lab	3
HU 103 Foundations of art (A&H)	3
PY 201 Lifespan development	3
SC 114 Survey of biology + SC 115 lab (N)	3+1
ED 250 Psychology of learning lab	3
Total	15-16

Program of study requirements: Elementary education (elementary education option)

Course	Credits
CS 240 Indian education issues	3
ED 120 Schools and society	3
ED 205 Exceptional learner lab	3
ED 210 Educational technology	3
ED 237 Storytelling / child literature	3
ED 235 Reading & writing across curriculum	3
ED 250 Psychology of learning lab	3
HE 202 Health core concepts	3
HI 105 World civilization	3
HI 201 or 202 U.S. history I or II	3
PY 101 Introduction to psychology	3
PY 201 Lifespan development	3
Total program of study requirements	36
Total program of study + general education core requirements	64-67

General education core requirements (30 – 31 credits)

Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 130 Math for elem teachers I	3
MA 131 Math for elem teachers II	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
College writing (W, 3 credits)	
College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 114 Survey of biology + 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 244 Environmental science	3
Arts and Humanities (A&H, 3 credits)	
HU 103 Foundations of art	3
HU 102 Music appreciation	3
Diversity and social science (D&SS, 3 credits)	
CS 131 Intro to Native Amer studies	3

Human Services

Associate of Arts Degree in Human Services (addiction studies option)

An associate of arts degree in human services (addiction studies option) provides the education necessary to apply for testing for the licensed addiction counselor candidate. The program will help students develop competencies in the professional, legal, ethical, and cultural aspects of human services counseling with a specific emphasis on addictions counseling.

National and/or state legal eligibility requirements for licensure or entry into the addictions studies field: Students graduating with this degree will be prepared to continue their education at a four-year institution or enter the workforce and begin the licensed addiction counselor candidate application (see the Montana Department of Labor & Industry Board of Behavioral Health for more information).

Unique requirements for employment and advancement in the addictions studies field: Upon completion of 1,000 hours of supervised work experience in a qualified treatment program post-graduation, graduates may begin the licensed addictions counselor application.

Program learning outcomes: Graduates should be able to…

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

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
AC 105 Fundamentals & theory of group counseling	3
CA 101 College writing I	3
ED 100 Skills for success	1
AC 105 Fundamentals of counseling	3
MA 121 College algebra	4
PY 101 Introduction to psychology	3
Total credits	17

Spring semester	Credits
AC 201 Addiction counseling	3
AC 205 Group counseling models and dynamics	3
CA 201 College writing II	3
HS 236 Drugs and society + HS 239 pharmacology	2+1
SC 244 Environmental science	3
Total credits	15

Year 2

Fall semester	Credits
AC 202 Addiction assessment	2
AC 203 Treatment planning and documentation	1
CS 101 Crow language I	3
MA 216 Introduction to statistics	3
PY 102 America Indian psychology	3
SC 114 Survey of biology + SC 115 lab	3+1
Total credits	16

Spring semester	Credits
AC 204 Multicultural competency	3
One Crow studies core course	3
One Arts & humanities core course	3
HS 233 Legal, ethical, and professional issues	3
PY 203 Abnormal psychology	3
SS 101 Introduction to sociology	3
Total credits	18

Program of study requirements: Associate of arts degree in human services (addiction studies option)

Course	Credits
PY 101 Introduction to psychology	3
SS 101 Introduction to sociology	3
AC 105 Fundamentals and theory of group counseling	3
AC 201 Addiction counseling	3
AC 202 Addiction assessment	2
AC 203 Treatment planning and documentation	1
PY 203 Abnormal psychology	3
AC 204 Multi-cultural competency	3
AC 205 Group counseling models and dynamics	3
HS 232 Fundamentals of counseling	3
HS 233 Legal, ethical, and professional issues	3
HS 236 Drugs and society + HS 239 pharmacology	2+1
Total program of study requirements	33
Total program of study + general education core requirements	66-67

General education core requirements: Human services (addiction studies option) (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 216 Introduction to statistics	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 102 American Indian psychology	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3

College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 121 Intro to general chemistry + 125 lab	3+1
AG/SC 132 Natural res conserv + 133 lab	3+1
SC 244 Environmental science	3
SC 160 Principles of living systems + 161 lab	3+1
SC 170 Principles of biodiversity + 171 lab	3+1
Arts and Humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3

Associate of Arts Degree in Human Services (human services option)

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.

Program learning outcomes: Graduates should be able to…

1. Conduct mock counseling sessions.
2. Identify characteristics 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 using psychological concepts.

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

Year 1

Fall semester	Credits
PY 101 Introduction to psychology	3
ED 100 Skills for success (SK)	1
HS 230 Introduction to human services	3
CA 101 College writing I	3
SC 244 Environmental science	3
Total credits	13

Spring semester	Credits
CA 201 College writing II (S)	3
One Crow studies core course	3
One arts & humanities core course	3
MA 121 College algebra or MA 216 intro stats	4 or 3
PY 201 Developmental psychology	3
Total credits	15-16

Year 2

Fall semester	Credits
CS 101 Crow language I	3
HS 231 Human relations	3
HS 232 Fundamentals of counseling	3
PY 102 American Indian psychology	3
SC 114 Survey of biology + SC 115 lab	3+1
Total credits	16

Spring semester	Credits
HS 233 Legal, ethical, and professional issues	3
HS 276 Clinical practicum	6
PY 203 Abnormal psychology	3
SS 101 Introduction to sociology	3
Total credits	15

Program of study requirements: Associate of arts degree in human services (human services option)

Course	Credits
HS 230 Introduction to human services	3
HS 231 Human relations	3
HS 232 Fundamentals of counseling	3
HS 233 Legal ethical and professional issues	3
HS 236 Drugs and society + HS 239 pharmacology	2+1
HS 276 Clinical practicum	6
PY 101 Introduction of psychology	3
PY 102 American Indian psychology	3
PY 201 Developmental psychology	3
PY 203 Abnormal psychology	3
Total program of study credits	33
Total program of study + general education core requirements	62-64

General education core requirements (30 – 31 credits)

Crow language (CL, 3 credits)

CS 101 Crow language I 3

CS 102 Crow language II 3

CS 103 Conversational Crow 3

Quantitative reasoning (Q, 4 credits)

MA 121 College algebra 4

MA 151 Pre-calculus	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 101 Intro to psychology	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 137 Horse in Crow culture	3
CS 124 Crow history	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3
Natural sciences (N, 7-8 credits)	
SC 244 Environmental science	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 160 Principles of living systems + 161 lab	3+1
SC 170 Principles of biodiversity SC 171 lab	3+1
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3

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.

Program learning outcomes: Graduates should be able to…

1. Identify characteristics 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 various contexts and in culturally responsive ways within the Apsáalooke community and multicultural settings.
5. Evaluate personal and professional development using psychological concepts.

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 Intro human services / mental health	3 or 4	MA 121 College algebra or MA 216 Intro statistics	3
SC 244 Environmental science	3	PY 201 Developmental psychology	3
Total credits	17-18	Total credits	15

Year 2

Fall semester	Credits	Spring semester	Credits
Arts & humanities core courses	3	HS 233 Legal, ethical, and professional 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 Survey of biology + SC 115 lab	3+1	Total credits	15
Total credits	16		

Program of study requirements: Human services (psychology option)

Course	Credits
HS 231 Human relations	3
HS 233 Legal, ethical, and professional issues	3
PY 101 Introduction to psychology	3
PY 102 American Indian psychology	3
PY 201 Developmental psychology	3
PY 203 Abnormal psychology	3
PY 230 Introduction to human services / mental health	3
PY 250 Psychology of learning lab	3
HS 236 Drugs and society + 239 Pharmacology	2+1
PY 276 Clinical practicum	6
Total program of study requirements	33
Total program of study + general education core requirements	62-64

General education core requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 131 Math for elementary teach II	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
SS 101 Intro to sociology	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3

CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 244 Environmental science	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + 117 lab	3+1
SC 160 Principles of living systems + 161 lab	3+1
SC 170 Principles of biodiversity + 171 lab	3+1
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3

Information Technology

Associate of Applied Science in 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 associate 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.

Program learning outcomes: Graduates should be able to…

1. Implement cybersecurity measures to protect personal and corporate data, systems, and networks.
2. Exemplify responsible and ethical digital citizenship.
3. Communicate using all forms of digital mediums and software.
4. Collect, analyze, and interpret data using appropriate tools and techniques.

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	Credits
IS 101 Intro to computer & applications	3
CP 102 Introduction to programming	3
ED 100 Skills for success (SK)	1
IS 125 Computer hardware and maintenance	3
Quantitative reasoning core (Q)	3-4
Total credits	16-17

Spring semester	Credits
Natural science core (N)	4
IS 102 Microsoft Office Suites	3
IS 130 Intro to cybersecurity	3
Crow language core (CL)	3
Diversity & social science core (D&SS)	3
Total credits	16

Year 2

Fall semester	Credits	Spring semester	Credits
IS 165 Operating systems	3	IS 231 Website design & online marketing	3
IS 260 Geographic information systems	3	IS 250 Introduction to networking	3
College seminar core (S)	3	IS 225 Project management	3
BU 222 Principles of managerial accounting	3	Humanities core (H)	3
Natural science core (N)	4	Crow studies core (CS)	3
Total credits	16	Total credits	15

Program of study requirements: Associate of applied science in information technology

Course	Credits
IS 101 Introduction to computers and applications	3
IS 102 Microsoft Office Suite	3
CP 102 Introduction to programming	3
IS 125 Computer hardware and maintenance	3
IS 130 Cybersecurity	3
IS 165 Operating systems	3
IS 225 Project management	3
IS 250 Introduction to networking	3
IS 231 Website design & online marketing	3
IS 260 Geographic information systems or IS 276 Information system internship	3
Required electives: 3 credits required (choose one)	
BU 222 Principles of managerial accounting	3
BU 230 Introduction to organizational behavior	3
BU 241 Small business management	3
CS 233 Economics in Indian country	3
Total program of study requirements	33
Total program of study + general education core requirements	63-64

General education core requirements (29 – 31)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 3-4 credits)	
MA 121 College algebra	4
BA 243 Business math	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 101 Intro to psychology	3
SS 101 Intro to sociology	3

HI 105 World civilization	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 137 Horse in Crow culture	3
Natural sciences (N, 7-8 credits)	
SC 101 Mysteries of the sky	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 116 Physical world around us + SC 117 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab	3+1
AG/SC 132 Natural resources conservation + 133 lab	3+1
SC 244 Environmental science	3
Arts and Humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
HU 102 Music appreciation	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3
CA 112 Public speaking	3

Liberal Arts

Associate of Arts Degree in Liberal Arts

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

Program learning outcomes: Graduates should be able to…

1. Apply liberal arts concepts to real-world situations, in meaningful ways across multiple settings and conditions.
2. 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.
3. Write and communicate orally.
4. Use hardware and software to produce college-level documents, reports, research papers, and presentations.
5. Explain 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

Year 1

Fall semester	Credit
ED 100 Skills for success (SK)	1
HI 201 US history I	3
PY 101 Intro to psychology	3
CA 101 College writing I (W)	3
Quantitative reasoning core elective (Q)	3
Total	13

Spring semester	Credits
AN 111 Cultural anthropology	3
CA 201 College writing II (S)	3
Diversity and social science core elective (D&SS)	3
Crow studies core elective (CS)	3
Science core elective (N) (with lab)	4
Total	16

Year 2

Fall semester	Credit
Arts & humanities core elective (A&H)	3
CS 131 Intro to Native American studies	3
HS 231 Human relations	3
HU 136 Intro to world religions	3
Crow language core elective (CL)	3
Total	15

Spring semester	Credits
CA 106 Introduction to literature	3
HI 105 World civilization	3
HU 101 Survey of humanities	3
Science core elective (N)	3-4
MA 216 Intro to statistics	3
Total	15-16

Program of study requirements: Associate of arts degree in liberal arts

Course	Credits
AN 111 Cultural anthropology	3
CA 106 Introduction to literature	3
CS 131 Introduction to Native American studies	3
HI 105 World civilization	3
HI 201 U.S. history I	3
HS 231 Human relations	3
HU 101 Survey of humanities	3
HU 136 Introduction to world religions	3
MA 216 Introduction to statistics	3
PY 101 Introduction to psychology	3
Total program of study requirements	30
Total program of study + general education core requirements	59-60

General education core requirements (30 – 31)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3

	Credits
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 145 Math for liberal arts	4
Skills for success (SK, 1 credit)	

ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
AN 120 Environment & culture	3
CS 223 Anthropology of American Indians	3
CS 125 Montana Indians	3
CS 230 Contemporary issues of American Indians	3
CS 231 Amer Indian political science	3
HE 202 Core health concepts	3
HE/SC 214 Nutrition	3
HI 202 U.S. History II	3
SS 101 Intro to sociology	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chief's	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 160 Principles of living systems + SC 161 lab	3+1
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 114 Survey of biology + SC 115 lab	3+1
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
HU 102 Music appreciation	3

Math

Associate of Science Degree in Mathematics (math option)

The mathematics program of study is designed as a transfer program to prepare a student for senior level studies in math, science, computer science, and 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.

Program learning outcomes: Graduates should be able to…

1. Analyze math facts, concepts, and relationships.
2. Analyze and formulate possible solutions to math related problems that consider social, economic, political, or scientific issues.
3. Communicate information using mathematical symbols, graphs, and vocabulary.
4. Apply techniques used for data analysis, graphical presentation, and other computational skills.

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

Year 1

Fall semester	Credits
BU 101 Economic way of thinking	3
ED Skills for success (SK)	1
MA 121 College algebra (prerequisite course for MA 172)	4
CA 101 College writing I (W)	3
SC 121 Intro to general chemistry + SC 125 lab (N)	4
Total credits	15

Spring semester	Credits
CA 101 College writing II (W)	3
MA 151 Pre-calculus	4
BU 201 Macroeconomics	3
Arts and Humanities core elective (A&H)	3
SC 122 Organic & biochemical principles + SC 123 lab	3+1
Total credits	16-17

Year 2

Fall semester	Credits
CA 112 Public speaking (S)	3
MA 171 Calculus I	4
AG/SC 132 Natural resources conservation + 133 lab	3+1
MA 216 Introduction to statistics	3
Crow language core elective (CL)	3
Total credits	16-17

Spring semester	Credits
BU 202 Microeconomics (D&SS)	3
MA 172 Calculus II	4
SC 160 Principles of living systems + SC 161 lab	3+1
Crow studies core elective (CS)	3
Total credits	13-14

Program of study requirements: Associate of science degree in mathematics (math option)

Course	Credits
BU 101 Economic way of thinking	3
CA 201 College writing II	3
MA-151 Pre-calculus	4
MA-171 Calculus I	4
BU-202 Microeconomics	3
MA 172 Calculus II	4
MA 216 Introduction to statistics	3
AG/SC 132 Natural resources conservation + AG/SC 133 lab	3+1
SC 122 Organic & biochemical principles + SC 123 lab	3+1
Total program of study requirements	30-32
Total program of study + general education core requirements	60-63

General education core requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 201 Macroeconomics	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 160 Principles of living systems + 161 lab	3+1
SC 121 Intro to general chemistry + 125 lab	3+1
Arts and humanities (A&H, 3 credits)	
CS 106 Intro to literature	3
CS 108 Lit of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
CS 211 Amer Indian thought and philosophy	3
HU 101 Survey of humanities	3
HU 103 Foundations of art	3

Associate of Science Degree in Mathematics (pre-engineering option)

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

Program learning outcomes: Graduates should be able to…

1. Analyze math facts, concepts, and relationships.
2. Analyze and formulate possible solutions to math related problems that consider social, economic, political, or scientific issues.
3. Communicate information using mathematical symbols, graphs, and vocabulary.
4. Apply 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

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	IS 101 Introduction to computers and apps	3
CA 101 College writing I (W)	3	Arts and humanities core elective (A&H)	3
SC 121 Intro to general chemistry + 125 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	CP 102 Introduction to programming	3
Diversity and social sciences core elective	3	Sciences course program elective	3+1
SC 160 Principles of living systems + SC 161 lab	3+1	Total credits	14-15
Total credits	16-17	* Courses marked with an asterisk have a prerequisite	

Program of study requirements: Associate of science degree in mathematics (pre-engineering option)

Course	Credits
CA 201 College writing II	3
MA-151 Pre-calculus	4
MA 171 Calculus I	4
BU 101 Economic way of thinking	3
MA 172 Calculus II	4
MA 216 Introduction to statistics	3
IS 101 Introduction to computers and applications	3
Select 7 or more additional credits from these courses…	
CP 102 Introduction to programming	3
AG/SC 132 Natural resources conservation + AG/SC 133 lab	3+1
IS 125 Computer hardware	3
IS 165 Operating systems	4

IS 260 Geographic information systems	4
IS 225 Project management	3
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 244 Environmental science	3
Or other related courses with prior approval of advisor	
Total program of study requirements	31
Total program of study + general education core requirements	61-62

General education core requirements: Associate of science degree in mathematics (pre-engineering option) (30-31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
CS 103 Conversational Crow	
CS 131 Intro to Native American studies	
CS 210 Plains Indian sign language	
CS 223 Anthropology of American Indians	
CS Continue issues of American Indians	
CS 231 American political science	3
College writing (W, 3 credits)	
CA 101 College writing I	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College seminar (S, 3 credits)	
CA 112 Public speaking	3
Natural sciences (N, 7-8 credits)	
SC 160 Principles of living systems + SC 161 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab	3+1
Arts and humanities (A&H, 3 credits)	*3*
CA 106 Introduction to literature	3
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought & philosophy	
HU 101 Survey of humanities	3

Science

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 in environmental health (e.g., epidemiology of human diseases, control of hazardous substances in water, air and food, and environmental control in medical care facilities). Students can go on to pursue careers with federal, state, and local health and protection agencies, environmental health with the Indian Health Service, or industry, or pursue graduate work in environmental health or environmental engineering.Program learning outcomes: **Graduates should be able to…**

1. Knowledge: Apply environmental and biological science terminology that are a foundation for understanding of the process found in environmental sciences and human health.
2. Critical analysis: Analyze and formulate possible solutions to complex health issues influenced by environmental practices and policies.
3. Communication: Access and communicate knowledge to and from the many audiences required by a practitioner in the fields of environmental science and human health sciences.
4. Technical skills: Gather and analyze information in environmental sciences and human health sciences (including project design, sampling, measurement, statistical and graphical analysis, and other computational skills).
5. 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: Associate of science degree in science (environmental health option)

Year 1

Fall semester	Credit
ED 100 Skills for success (SK)	1
SC 141 Chemistry I + SC 142 lab	3+1
MA 121 College algebra (Q)	4
CA 101 College writing I (W)	3
SC 160 Principles of Living systems + SC 161 lab	3+1
Total credits	16

Spring semester	Credit
Crow language core elective (CL)	3
SC 160 Principles of living systems + SC 161 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
SC 244 Environmental science	3
Arts & humanities core (A&H)	3
Total credits	17

Year 2

Fall semester	Credit
CA 201 College writing II(S)	3
PY 101 Introduction to psychology	3
MA 216 Introduction to statistics	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1
Program elective	3
Total credits	16

Spring semester	Credit
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 250 Microbes and disease + SC 251 lab	3+1
SS 101 Introduction to sociology (D&SS)	3
Total credits	15

Program study requirements

Course	Credits
MA 216 Introduction to statistics	3
PY 101 Intro to psychology	3
SC 160 Principles of living systems + SC 161 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 250 Microbes and disease + SC 251 lab	3+1
SC 236 Current topics in biology	2
3 or more credits selected from…	
AG 100 Introduction to animal science	3
SC 201 Soils	3
SC 122 Organic & biochemical principles + SC 123 lab	3+1
Total program of study requirements	35
Total program of study + general education core requirements	66

General education core requirements: Associate of science degree in science (environmental health option) (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 171 Calculus	4
MA 172 Calculus II	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
SS 101 Intro to sociology	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 137 Horse in Crow culture	3
CS 224 Crow history	3
Natural sciences (N, 7-8 credits)	
SC 141 Chemistry I + SC 142 lab	3+1
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indians	3
CS 133 Crow Indian Art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 Amer Indian thought & philosophy	3

Associate of Science Degree in Science (natural resources / environmental science option)

The natural resources / environmental science option offers students a broad understanding of the ecological concepts that can be applied to the preservation, conservation, and management of natural resources. This option is designed to transfer to a four-year program related to a natural resources and environmental sciences; this includes programs related to ecology, forestry, range management, agriculture, and science education.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply environmental and biological science terminology that are a foundation for understanding of the process found in the biological world.
2. Critical analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
3. Communication: Access and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental and biological sciences
4. Technical skills: Gather and analyze information in environmental and biological sciences (including project design, sampling, measurement, statistical and graphical analysis, and other computational skills).
5. 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

Year 1

Fall semester	Credits
ED 100 Skills for success (SK)	1
SC 141 Chemistry I + SC 142 lab (N)	3+1
MA 121 College algebra	4
CA 101 College writing I (W)	3
SC 160 Principles of living systems + SC 161 lab	3+1
Total credits	16

Spring semester	Credit
Crow language core elective (CL)	3
SC 143 Chemistry II + SC 144 lab	3+1
Crow studies core elective (CS)	3
SC 244 Environmental science	3
SC 170 Principles of biodiversity + SC 171 lab	3+1
Total credits	17

Fall semester	Credits
CA 201 College writing II (S)	3
Arts & Humanities core elective (A&H)	3
MA 216 Introduction to statistics	3
AG/SC 132 Natural resources conserv + 133 lab	3+1
MA 216 Introduction to statistics	3
Total credits	16

Spring semester	Credit
Program elective	3
SC 236 Current topics in biology	2
SC 242 Natural resources ecology + SC 243 lab	3+1
Diversity & social science core elective (D&SS)	3
SC 201 Soils	3
Total credits	15

Program of study requirements: Associate of science degree in science (natural resources / environmental science option)

Course	Credits
AG/SC 132 Natural resources conservation + AG/SC 133 lab	3+1
SC 160 Principles of living systems + SC 161 lab	3+1
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 236 Current topics in biology	2
MA 216 Introduction to statistics	3
6 or more credits selected from:	
AG 100 Introduction to animal science	3
IS 260 GIS	3
SC 201 Soils	3
SC 122 Organic & biochemical principles + SC 123 lab	3+1
SC 222 Intro to organic chemistry + SC 223 lab	3+1
SC 230 Forest fire management	2
SC 276 Science internship	1-4
Total program of study requirements	31-32
Total program of study + general education core requirements	61-62

General education core requirements (30 – 31 credits)

Note: At least one course from the diversity & social sciences or arts & humanities cores must be a CS designated course.

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 151 Pre-calculus	4
MA 171 Calculus I	4
MA 172 Calculus II	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 101 Economic way of thinking	3
BU 202 Microeconomics	3
CS 131 Intro to Native Amer studies	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 224 Crow History	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 141 Chemistry I + SC 142 lab	3+1
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CA 106 Intro to literature	3
CA 206 Creative writing	3
CS 108 Literature of the American Indian	3
CS 133 Crow Indian art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought & philosophy	3
HU 101 Survey of humanities	3
HU 103 Foundations of art	3
HU 227 American Indian representation in film	3
IS 231 Website design & online marketing	3

Associate of Science Degree in Life Science (biology option)

The biology option offers students with a broad understanding of the many different biological fields of study. This option is designed to be a degree that can be personalized to, through course selection, support the transfer to a four-year program in several degree programs related to the very broad field of biological studies. Some examples of four-year programs in areas of study such as ecology, molecular biology, pre-veterinary, microbiology, botany, and biology education.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply environmental and biological science terminology that are a foundation for understanding of the process found in the biological world.
2. Critical analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
3. Communication: Access and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental and biological sciences
4. Technical skills: Gather and analyze information in environmental and biological sciences (including project design, sampling, measurement, statistical and graphical analysis, and other computational skills).
5. 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

Year 1

Fall semester	Credits
ED 100 Skills for success (SK)	1
MA 121 College algebra	4
SC 141 Chemistry I + SC 142 lab	3+1
CA 101 College writing I (W)	3
SC 160 Principles of living systems + SC 161 lab	3+1
Total credits	16

Spring semester	Credits
Crow studies core elective (CS)	3
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
Arts & humanities core (A&H)	3
Program elective	3
Total credits	17

Year 2

Fall semester	Credits
CA 201 College writing II (S)	3
MA 216 Statistics	3
SC 132 Natural resources conservation + 133 lab	3+1
Crow language core (CL)	3
Program elective	4
Total credits	17

Spring semester	Credits
SC 236 Current topics in biology	2
SC 242 Natural resources ecology + SC 243 lab	3+1
Diversity & social science core (D&SS)	3
Program elective	4
Total credits	13

Program of study requirements: Associate of science degree in life science (biology option)

Course	Credits
SC 132 Natural resources conservation + SC 133 lab	3+1
SC 160 Principles of living systems + SC 161 lab	3+1
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 236 Current topics in biology	2
MA 216 Introduction to statistics	3
10 or more credits selected from	
SC 122 Organic & biochemical principles + SC 123 lab	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 250 Microbes and disease + SC 251 lab	3+1
SC 201 Soils	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 276 Science internship	1-4
Total program of study requirements	31
Total program of study + general education core requirements	60-61

General education core requirements (30 – 31 credits) (Note: At least one course from the diversity & social sciences or arts & humanities cores must be a CS designated course)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 151 Pre-calculus	4
MA 171 Calculus 1	4
MA 172 Calculus II	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 101 Econ way of thinking	3
BU 202 Microeconomics	3
CS 131 Intro to Native American studies	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 137 Horse in Crow culture	3
AG/CS 124 Crow history	3
CS 224 Crow history	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
BU 122 Intro to business writing	3
Natural sciences (N, 7-8 credits)	
SC 141 Chemistry I + SC 142 lab	3+1
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CA 106 Intro to literature	3
CA 206 Creative writing	3
CS 108 Literature of the American Indian	3
CS 133 Crow Indian art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought & philosophy	3
HU 101 Survey of humanities	3
HU 103 Foundations of art	3
HU 227 American Indian representation in film	3
IS 231 Website design & online marketing	3

Associate of Science Degree in Life Science (community health option)

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

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply terminology that is a working foundation in the medical sciences.
2. Critical analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
3. Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
4. Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
5. 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

Year 1

Fall semester	Credits
ED 100 Skills for success (SK)	1
MA 216 Introduction to statistics (Q)	3
PY 101 Intro to psychology (D&SS)	3
CA 101 College writing I (W)	3
SC 218 Medical terminology	3
Total credits	13

Spring semester	Credits
SC 160 Principles of living systems + SC 161 lab	3+1
Arts & humanities core elective (A&H)	3
PY 201 Developmental psychology	3
SC 121 Intro to general chemistry + SC 125 lab	3+1
Total credits	17

Year 2

Fall semester	Credits
CA 201 College writing II (S)	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SS 101 Introduction to sociology	3
CA 211 Introduction to public speaking	3
Crow language core elective (CL)	3
Total credits	16

Spring semester	Credits
HS 236 Drugs & society + HS 239 Pharmacology	2+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 214 Nutrition	3
SC 244 Environmental science (N)	3
Crow studies core elective (CS)	3
Total credits	17

Program of study requirements: associate of science degree in life science (community health option)

Course	Credits
HE 202 Core health concepts	3
HS 236 Drugs & society + HS 239 Pharmacology	2+1
PY 201 Developmental psychology	3
SC 121 Intro to general chemistry + SC 125 lab	3+1
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 214 Nutrition	3
SS 101 Introduction to sociology	3
BU 122 Business writing	3
CA 211 Introduction to public speaking	3
Total program of study requirements	30
Total program of study + general education core requirements	59

General education core requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 216 Intro to statistics	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 101 Intro to psychology	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow Chiefs	3
CS 224 Crow history	
AG/CS 137 Horse in Crow culture	3
Natural sciences (N, 7-8 credits)	
SC 160 Principles of living systems + 161 lab	3+1
SC 244 Environmental science	3
Arts and Humanities (A&H, 3 credits)	
CS 108 Lit of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3

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.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply terminology that is a working foundation in the medical sciences.
2. Critical analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
3. Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
4. Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
5. 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

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 Intro to general chemistry + SC 125 lab (N)	3+1	SC 122 Organic & biochemical principles + 123 lab	3+1
CA 101 College writing I (W)	3	SC 250 Microbes and disease + SC 251 lab	3+1
SC 160 Principles of living systems + SC 161 lab	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	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1	SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 218 Medical terminology	3	SC 214 Nutrition	3
SC 122 Organic & biochemical principles + 123 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	17	Total credits	16

Program of study requirements: Associate of science degree in life science (life science / pre-nursing option)

Course	Credits
CA 112 Public speaking	3
MA 216 Intro to statistics	4
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 214 Nutrition	3
SC 218 Medical terminology	3
SC 122 Organic & biochemical principles + SC 123 lab	3+1
SC 250 Microbes and disease + SC 251 lab	3+1
PY 201 Developmental psychology	3
Total program of study requirements	35
Total program of study + general education core requirements	65

General education core requirements

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
MA 151 Pre-calculus	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
PY 101 Intro to psychology	3
SS 101 Intro to sociology	3
Natural sciences (N, 7-8 credits)	
SC 160 Principles of living systems + SC 161 lab	3
SC 121 Intro to general chemistry + SC 125 lab	3+1
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 137 Horse in Crow culture	3
CS 224 Crow history	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
CA 112 Public speaking	3
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of the American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought/philosophy	3

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 biomedical research. The student will be assigned an advisor from the science faculty.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply terminology that is a working foundation in the medical sciences.
2. Critical analysis: Analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
3. Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in the field of medical sciences.
4. Technical skills: Gather and analyze information in a health setting and apply the correct techniques as related to the health of the individual.
5. 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

Year 1

Fall semester	Credits
ED 100 Skills for success (SK)	1
Crow studies core elective (CS)	3
SC 141 Chemistry I + SC 142 lab	3+1
CA 101 College writing I (W)	3
Total credits	14

Spring semester	Credits
Arts & humanities core elective (A&H)	3
SC 160 Principles of living systems + 161 lab (N)	3+1
CA 201 College writing II (S)	3
MA 151 Pre-calculus (Q)	4
SC 143 Chemistry II + SC 144 lab	3+1
Total credits	18

Fall semester	Credits
CA 112 Public speaking	3
MA 216 Introduction to statistics	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 218 Medical terminology	3
SC 222 Intro to organic chemistry + SC 223 lab	3+1
Total credits	17

Spring semester	Credits
SC 250 Microbes and disease + SC 251 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 224 Intro to biochemistry + SC 225 lab	3+1
Crow language core elective (CL)	3
Diversity core	3
Total credits	18

Program of study requirements: Associate of science degree in life science (pre-medicine option)

Course	Credits
MA 216 Introduction to statistics	3
SC 210 Anatomy & physiology I + SC 215 lab	3+1
SC 211 Anatomy & physiology II + SC 216 lab	3+1
SC 250 Microbes and disease + SC 251 lab	3+1
SC 218 Medical terminology	3
SC 222 Intro to organic chemistry + SC 223 lab	3+1
SC 224 Intro to biochemistry + SC 225 lab	3+1
SC 143 Chemistry II + SC 144 lab	3+1
CA 112 Public speaking	3
Total program of study requirements	33
Total program of study + general education core requirements	67

General education requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 151 Pre-calculus	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
AN 111 Cultural anthropology	3
AN 120 Environment & culture	3
BU 201 Macroeconomics	3
BU 202 Microeconomics	3
CS 131 Intro to Native American studies	3
CS 223 Anthropology of American Indians	3
CS 125 Montana Indians	3
CS 230 Contemporary issues of American Indians	3
HE 202 Core health concepts	3
HE/SC 214 Nutrition	3
HI 201 U.S. History I	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CS 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 141 Chemistry I + SC 142 lab	3
SC 160 Principles of living systems + 161 lab	3+1
Arts and humanities (A&H, 3 credits)	
CA 106 Intro to literature	3
CA 206 Creative writing	3
CS 108 Literature of the American Indian	3
CS 133 Crow Indian Art	3
CS 134 Music & dance of the Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought & philosophy	3
HU 101 Survey of humanities	3

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. This program offers students a broad understanding of ecological concepts that can be applied to the preservation, conservation, and management of natural resources on tribal lands. This option is also designed to transfer to a four-year program related to natural resources and environmental sciences; this includes programs related to ecology, forestry, range management, fish and wildlife management, and agriculture. 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.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply environmental and biological science terminology that are a foundation for understanding of the process found in the biological world.
2. Critical analysis: Analyze and formulate possible solutions to complex problems associated with environmental/biological studies and research.
3. Communication: Access and communicate knowledge to and from the many audiences required by a practitioner in the field of environmental and biological sciences
4. Technical skills: Gather and analyze information in environmental and biological sciences (including project design, sampling, measurement, statistical and graphical analysis, and other computational skills).
5. 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

Year 1

Fall semester	Credits	Spring semester	Credits
ED 100 Skills for success (SK)	1	MA 121 College algebra (Q)	4
SC 121 Intro to general chemistry + SC 125 lab (N)	4	SC 244 Environmental science	3
SC 160 Principles of living systems + SC 161 lab	3+1	CA 201 College writing II (S)	3
CA 101 College writing I (W)	3	Crow studies core elective (CS)	3
Crow language core elective	3	SC 122 Organic & biochemical principles + SC 123 lab	3+1
Total credits	15	Total credits	17

Year 2

Fall semester	Credits	Spring semester	Credits
CA 112 Public speaking	3	CA 112 Public speaking	3
CS 131 Intro to Native Amer. studies	3	Arts and humanities core (A&H)	3
AG/SC 132 Natural res cons + AG/SC 133 lab	3+1	SC 236 Current topics in biology	2
MA 216 Introduction to statistics	3	SC 242 Natural resources ecology + SC 243 lab	3+1
Program elective	3	Program elective	3
Total credits	16	Total credits	15

Program of study requirements

Course	Credits
CA 112 Public speaking	3
CS 131 Intro to Native American studies	3
MA 216 Introduction to statistics	3
SC 122 Organic & biochemical principles + SC 123 lab	3
AG/SC 132 Natural resources conservation + AG/SC 133 lab	3+1
SC 160 Principles of living systems + SC 161 lab	3+1
SC 242 Natural resources ecology + SC 243 lab	3+1
SC 236 Current topics of biology	2
6 or more credits selected from the following courses…	
IS 260 GIS	3
SC 114 Survey of biology + SC 115 lab	3+1
SC 201 Soils	3
SC 170 Principles of biodiversity + SC 171 lab	3+1
SC 222 Intro to organic chemistry + SC 223 lab	3+1
SC 224 Intro to biochemistry + SC 225 lab	3+1
SC 230 Forest fire management	3
SC 276 Science internship	1-4
Total program of study requirements	32
Total program of study + general education core requirements	62

General education core requirements (30 – 31 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 4 credits)	
MA 121 College algebra	4
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 101 Econ way of thinking	3
BU 203 Microeconomics	3
Crow studies (CS, 3 credits)	
CS 224 Crow studies	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CA 201 College writing II	3
Natural sciences (N, 7-8 credits)	
SC 121 Intro to general chemistry + 125 lab	3+1
SC 244 Environmental science	3
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
CS 211 Amer Indian though/philosophy	3

Associate of Science Degree in Agriculture Operations Technology

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.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply agricultural terminology that is needed for a foundation for understanding of the processes found in the agricultural setting.
2. Critical analysis: Analyze and formulate possible solutions to complex problems found in agricultural studies and research.
3. Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in agricultural settings and agriculturally based fields of study.
4. Technical skills: Gather and analyze information in agricultural practices and research.
5. Human and cultural perspectives: Apply social, economic, political, and legal aspects of agricultural practices and research both on and off traditional Crow land.

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

Year 1

Fall semester	Credits
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 elective (CS)	3
ED 100 Skills for success	1
Total credits	16

Spring semester	Credits
AG 230 Range livestock management	3
AG 210 Economics of AG business	3
MA 096 Survey of algebra	4
SC 160 Principles of living systems + 161 lab (N)	3+1
Total credits	14

Year 2

Fall semester	Credits
AG 233 Applied tech in livestock management – horse	1
AG 235 Range and pasture monitoring	1
AG 132 Natural resources conservation + AG 133 lab	3+1
BU 122 Intro to business writing (S)	3
BU 221 Principles of financial accounting	3
SC 121 Intro to general chemistry + SC 125 lab (N)	3+1
Total credits	16

Spring semester	Credits
Arts & humanities core elective (A&H)	3
MA 216 Introduction to statistics	3
SC 122 Organic & biochemical principles + 123 lab	3+1
SC 201 Soils	3
AG 242 Natural resources ecology + AG 243 lab	3+1
AG 234 Applied tech in livestock management – beef	1
Total credits	18

Program of study requirements: Associate of science degree in agriculture (livestock management and industry option)

Course	Credits
AG 100 Intro to animal science	3
AG 132 Natural resources conservation + AG 133 lab	3+1
AG 210 Economics of AG business	3
AG 230 Range livestock production	3
AG 242 Natural resources ecology + AG 243 lab or BU 202 Princ of microeconomics	3+1 or 3
BU 221 Principles of financial accounting	3
SC 122 Organic & biochemical principles + SC 123 lab	3+1
SC 201 Soils	3
AG 233 Applied techniques in live-stock management – horses	1
AG 234 Applied techniques in live-stock management – beef	1
AG 235 Range and pasture monitoring	1
Total program of study credits	29-30
Total program of study + general education core requirements	59-60

General education core requirements (29 – 30 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 3 credits)	
MA 216* Intro to statistics	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 101 Economic way of thinking	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CS 201 College writing II	3
BU 122 Intro to business writing	3
Natural sciences (N, 7-8 credits)	
SC 121 Intro to general chemistry + SC 125 lab	3+1
SC 160 Principles of living systems + SC 161 lab	3+1
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of the American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
CS 211 Amer Indian thought & philosophy	3

Associate of Science Degree in 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 resources management. This program is designed for those students, who wish to obtain a bachelor of science 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.

Program learning outcomes: Graduates should be able to…

1. Knowledge: Apply agricultural terminology that is needed for a foundation for understanding of the processes found in the agricultural setting.
2. Critical analysis: Analyze and formulate possible solutions to complex problems found in agricultural studies and research.
3. Communication: Access, comprehend, and communicate knowledge to and from the many audiences required by a practitioner in agricultural settings and agriculturally based fields of study.
4. Technical skills: Gather and analyze information in agricultural practices and research.
5. Human and cultural perspectives: Apply social, economic, political, and legal aspects of agricultural practices and research both on and off traditional Crow land.

Sample plan of study

Year 1

Fall semester	Credits
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	Credits
AG 230 Range livestock production	3
Arts & humanities core elective (A&H)	3
CA 112 Fund of public speaking	3
CA 201 College writing II (S)	3
SC 160 Principles of living systems + SC 161 lab	3+1
Total credits	16

Year 2

Fall semester	Credits
AG 235 Rangeland monitoring	1
AG 132 Natural resources conservation + AG 133 lab	3+1
MA 096 Survey of algebra	4
SC 114 Survey of biology + SC 115 lab	3+1
SC 121 Intro to general chemistry + SC 125 lab (N)	3+1

Spring semester	Credits
AG 242 Natural resources ecology + 243 lab	3+1
AG 234 Applied techniques in livestock mgmt – beef	1
MA 216 Statistics (Q)	3
SC 122 Organic & biochemical principles + 123 lab	3+1
SC 201 Soils	3

Total credits	17	Total credits	15

Program of study requirements: Associate of science degree in agriculture (rangeland ecology and management option)

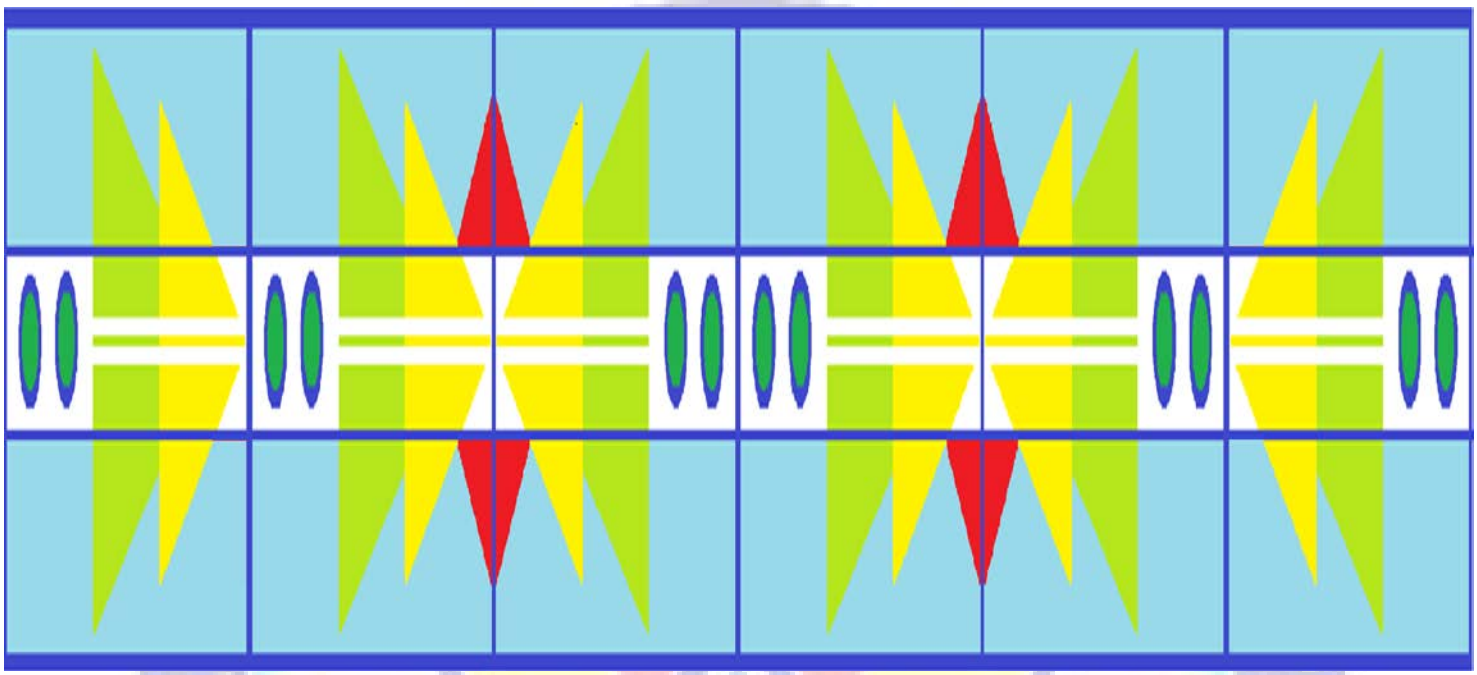
Course	Credits
AG 100 Intro to animal science	3
AG 132 Natural resources conservation + AG 133 lab	3+1
AG 230 Range livestock production	3
AG 234 Applied techniques in live-stock management – beef	1
AG 235 Rangeland monitoring	1
AG 242 Natural resources ecology + AG 243 lab *or* AG 210 Economics of agricultural business *or* CA 112 Fundamentals of public speaking	3+1 3 3
SC 201 Soils *or* SC 114 Survey of biology + SC 115 lab *or* SC 170 Principles of biodiversity + SC 171 lab	3 3+1
SC 122 Organic & biochemical principles + SC 123 lab	3+1
Total program requirements	30
Total program of study + general education core requirements	60-64

General education core requirements (29 – 30 credits)

	Credits
Crow language (CL, 3 credits)	
CS 101 Crow language I	3
CS 102 Crow language II	3
CS 103 Conversational Crow	3
Quantitative reasoning (Q, 3 credits)	
MA 216 Intro to statistics*	3
Skills for success (SK, 1 credit)	
ED 100 Skills for success	1
Diversity and social science (D&SS, 3 credits)	
BU 101 Economic way of thinking	3
Crow studies (CS, 3 credits)	
CS 136 Crow socio-familial kinship	3
CS 138 History of Crow chiefs	3
CS 224 Crow history	3
AG/CS 137 Horse in Crow culture	3
College writing (W, 3 credits)	
CA 101 College writing I	3
College seminar (S, 3 credits)	
CS 201 College writing I	3
BU 122 Intro to business writing	3
Natural sciences (N, 7-8 credits)	
SC 121 Intro to general chemistry + SC 125 lab	3+1
SC 160 Principles of living systems + SC 161 lab	3
Arts and humanities (A&H, 3 credits)	
CS 108 Literature of American Indian	3
CS 133 Crow Indian art	3
CS 134 Music and dance of Crow	3
CS 135 Crow oral literature	3
CS 211 American Indian thought & philosophy	3

* Must earn a "C" grade or better

One Year Certificates



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Agriculture Certificate (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.

Program learning outcomes: Graduates should be able to…

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

The related studies requirements of writing (CA 101), computation (MA 065), and human relations (CA 112) are included in the plan of study.

Plan of study

	Credits
AG 100 Intro to animal science	3
AG 132 Natural resources conservation + AG 133 lab	3+1
AG 133 Range plants lab	1
AG 233 Applied techniques in livestock management – horse	1
AG 235 Range monitoring	1
AG 230 Range livestock production	3
AG 234 Applied techniques in livestock management – beef	1
CA 101 College writing I	3
CA 112 Fundamentals of public speaking	3
MA 096 Survey of algebra	4
	3
Select 9 – 10 credits from the following courses…	
BU 101 Economic way of thinking	3
BU 111 Introduction to business	3
AG 210 The economics of AG business	3
CS 101 Crow language I	3
AG/CS 137 Horse in Crow culture	3
CS 230 Contemporary issues of American Indians	3
CS 231 American Indian political science	3
SC 121 Intro to general chemistry + SC 125 lab	3+1
SC 201 Soils	3
Total credits	32-33

Building Trades Certificate

This one-year 34-credit certificate in building trades prepares students for successful employment in the construction industry. This is a limited enrollment program. This certificate prepares students in building maintenance, carpentry, plumbing, HVAC, electrical, and home improvement and repair. The building trades program follows industry-wide standards and curriculum and provides students with an overview of the industry, laws, regulations, qualifications, preventative maintenance, controls, and safety. Students will have hand-on experiences with various projects. LBHC has an agreement with Montana State University – Northern to teach the electrical and plumbing courses.

National and/or state legal eligibility requirements for licensure or entry into the building trades profession: If students opt for the carpentry apprenticeship, they need to complete 4,000 apprenticeship hours in the workplace, and then they can apply for a journeyman license. If they opt into the electrical and plumbing apprenticeships, they need to complete 7,000-7,500 apprenticeship hours in the workplace, and then they can apply to become licensed electricians and plumbers.

Unique requirements for employment and advancement in the building trades profession: NA

Program learning outcomes: Graduates should be able to…

1. Explain safety procedures for use and handling of equipment.
2. Demonstrate carpentry skills required to frame floors, walls, roofing, and siding.
3. Apply construction math to complete basic construction projects.
4. Communicate with others using industry-appropriate terminology.
5. Use computer aided drafting software at a basic level.
6. Demonstrate basic HVAC skills.
7. Demonstrate basic electrical skills.
8. Demonstrate basic plumbing skills.

The related studies requirements of writing (CA 085 or 101), computation (MA 111), and human relations (CA 112) are included in the plan of study. An asterisk (*) indicates plumbing and electrical courses offered in Billings as part of the MSU-Northern accelerated apprenticeship education program.

Plan of study

Year 1

Fall semester	Credits	Spring semester	Credits
Writing 3 credit course (choose one course)		*Human relations 3 credit course*	
CA 085 Academic literacy or CA 101 College writing I	3	CA 112 Fundamentals of public speaking	3
Quantitative reasoning 3 credit course			
MA 111 Construction math	3		
Program core courses		*Program core courses*	
BT 130 Building maintenance	3	BT 135 Home improvement & repair	6
BT 133 Carpentry	3	BT 137 HVAC	3
PLUM 191-11 Plumbing*	3	ELT 191-11 Residential wiring*	3
BT 138 Building design in Autodesk Revit	3	TRD 100 OSHA 10 (may be taken fall or spring)	1
TRD 100 OSHA 10 (may be taken fall or spring)	1	Total credits	15-16
Total credits	18-19		

Crow Studies (Tribal Management) Certificate

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 prepares students for entry level positions in tribal management with understanding and applications in office procedures, cultural studies, and communication.

Program learning outcomes: Graduates should be able to…

1. Communicate in writing on subject matters pertinent to Native Americans and the Crow Indian community.
2. Communicate orally on subject matters pertinent to Native Americans and the Crow Indian community.

The related studies requirements of writing (BU 122), computation (MA 096), and human relations (CA 112) are included in the plan of study.

Plan of study

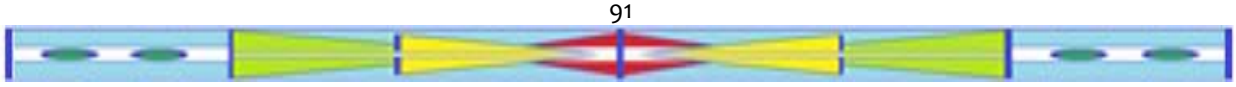
Year 1

Fall semester	Credits
BU 122 Intro to business writing	3
BU 101 Economic way of thinking	3
CS 131 Introduction to Native American studies	3
CS 180 Special topics	3
MA 096 Survey of algebra or above	4
Total credits	16

Spring semester	Credits
BU 121 Accounting procedures	3
CA 101 College writing I	3
CA 112 Public speaking	3
CS 180 Special topics	3
HS 233 Legal, ethical, & professional issues	3
IS 102 Microsoft Office Suite	3
Total credits	18

Education (Early Childhood Education) Certificate

This one-year early childhood education (ECE) certificate is for students who are interested in immediate job preparation and placement in an early childhood setting as a co-teacher. It is designed to meet minimal CDA requirements for licensure (see below). Students are required to successfully complete the entire course listed in the certificate and the related studies requirements. This certificate enables students to practice a variety of classroom management techniques that are developmentally and culturally appropriate. Students also practice strategies to involve parents and family in the guidance and discipline



process. The program is aligned with the national Early Learning Standards and the Child Development Associate (CDA) credential, developed by the National Association for the Education of Young Children.

National and/or state legal eligibility requirements for licensure or entry into an ECE career: The Child Development Associate (CDA) credential is a widely recognized credential in early childhood education administered by the Council for Professional Recognition. The CDA credential guides early childcare professionals as they work toward becoming qualified teachers of young children. LBHC certificate graduates will have fulfilled all CDA requirements and can obtain a CDA credential after they complete a certificate. Students will be required to complete a background check prior to working in a classroom.

Unique requirements for employment and advancement in ECE careers: Certificate graduates will be able to work as a co-teacher in private or public preschools (e.g., Head Start) and home or center-based day care. To advance in the field, graduates may continue to complete an AA in education (ECE) and later obtain a four-year degree in ECE.

Program learning outcomes: Graduates should be able to…

1. Explain the thirteen essential areas required for working with young children, birth to eight.
2. Explain developmentally and culturally appropriate practice for young children, birth to eight.
3. Complete the process for CDA licensure for operating a daycare according to the National Council of Professional Recognition, NAEYC, and Head Start.

The related studies requirements of writing (CA 101), computation (ED 233), and human relations (CA 112) are included in the plan of study.

Plan of study: Education (early childhood)

Year 1

Fall semester	Credits
CA 101 College writing I	3
CS 101 Crow language	3
CS 244 Crow history	3
ED 210 Education technology	2
CS 180 Cultural enrichment	1
HE 202 Core health concepts	3
Total credits	16

Spring semester	Credits
CS 236 Socio-familial kinship	3
CS 135 Crow oral literature	3
ED 276 Internships (CDA)	3-6
PY 201 Lifespan development	3
CA 112 Public speaking	3
ED 235 Reading and writing across the curriculum	3
Total credits	15

Summer semester	Credits
ED 232 Creative expression in preschool	2
ED 233 Math & science in preschool	2
ED 180 Special topics	4
Total credits	8

Highway Construction Certificate

The one-year 31 credit certificate in highway construction prepares students for successful employment in the highway construction industry. This is a limited enrollment program. There are two focuses of the program – truck driving and heavy equipment. Truck driving follows the industry-wide standards and curriculum and, by the end of the program, graduates should be able to drive a semi-truck. Heavy equipment focuses on an overview of the industry, safety, laws, regulations, qualifications, preventative maintenance, controls, and basic experiences and skills in the operation of heavy equipment (e.g., a backhoe, wheel loader, and mini excavator). Students will have hand-on experiences with simulators and heavy equipment.

National and/or state legal eligibility requirements for licensure or entry into a highway construction profession: (1) Truck driving: During the program (in CDL 101 and 102), students take the necessary state licensure exams to attain a class "A" commercial driver's license. Students also have the option to take an exam for additional endorsements (e.g., doubles, triples, and hazardous materials).
(2) Heavy equipment: For the heavy equipment portion (in HEO 101 and 102), students receive stackable credentials for specific heavy equipment through the National Center for Construction Education and Research (NCCER) that allows students to obtain entry-level employment.

Unique requirements for employment and advancement in a highway construction profession: NA

Program learning outcomes: Graduates should be able to…

1. Maintain, inspect, and safely operate several types of construction equipment (e.g., a backhoe, wheel loader, and mini excavator).
2. Perform pre-trip inspection of commercial vehicles (e.g., semi-trucks).
3. Operate commercial vehicles (e.g., semi-trucks) on public highways while pulling a trailer.
4. Communicate with others using industry-appropriate terminology.
5. Apply construction math to complete highway construction projects.

The related studies requirements of writing (CA 085 or 101), computation (MA 111), and human relations (CA 112) are included in the plan of study.

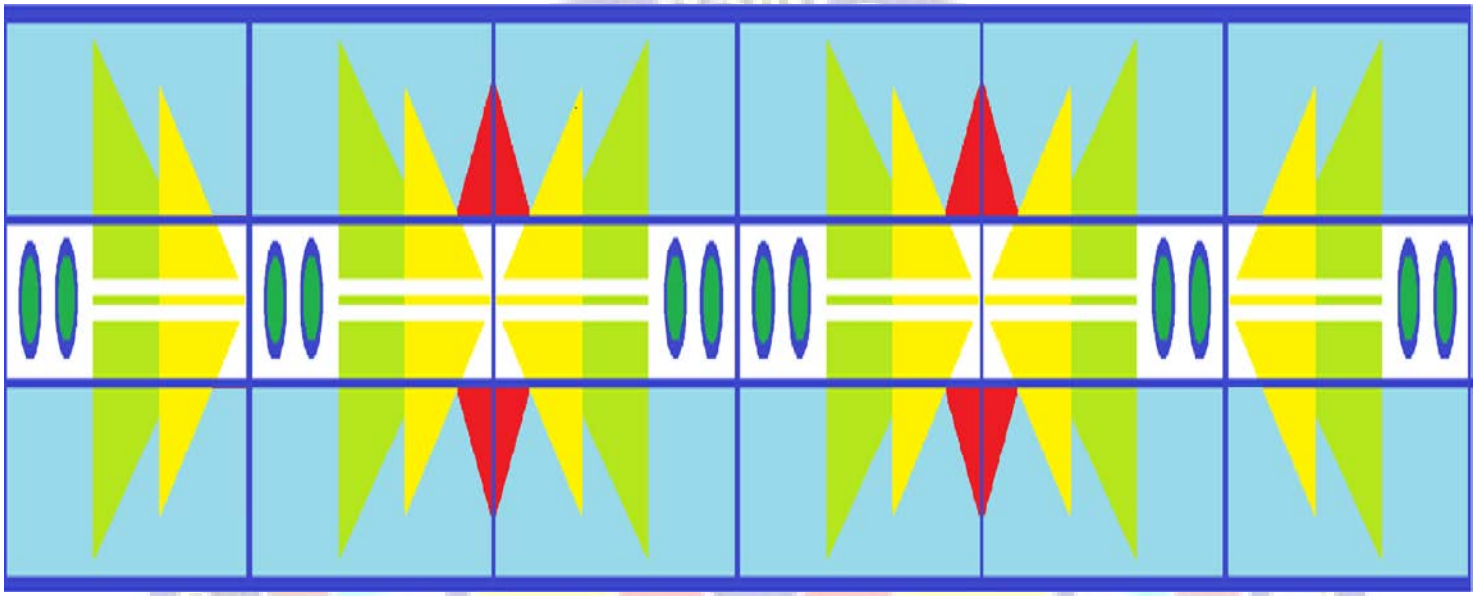
Plan of study

Year 1

Fall semester	Credits
Writing 3 credit course (choose one)	
CA 085 Academic literacy or CA 101 College writing I	3
Quantitative reasoning 3 credit course	
MA 111 Construction math	3
Program core courses	
HE 101 Intro to heavy equipment	6
HE 102 Equipment operations lab	3
TRD 100 OSHA 10 (may be taken fall or spring)	1
Total credits	15-16

Spring semester	Credits
Human relations 3 credit course	
CA 122 Foundations of public speaking	3
Crow studies 3 credit course (choose one)	
Any Crow studies course	3
Program core courses	
CDL 101 Introduction to truck driving	6
CDL 102 Vehicle operations lab	3
TRD 100 OSHA 10 (may be taken fall or spring)	1
Total credits	15-16

Course Descriptions



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Course Descriptions

General education 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

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 (3 credits)
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 (3 credits)
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 Apsáalooke culture.

AC 202 Addiction assessment (2 credits) **/ AC 203 Treatment planning and documentation** (1 credit)
This course introduces methods and techniques used in assessing clients for a substance use disorder. The class also covers documenting treatment progress and therapeutic interactions.

AC 204 Multi-cultural competency (3 credit)
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 (3 credit, prerequisite is AC 105)
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) within the classroom setting. The dynamics associated with these specific models will be explored to better enhance the therapeutic value of group work for both group members and leaders.

Agriculture

AG 100 Introduction to animal science (3 credits) / ANSC 100 Introduction to animal science (3 credits, 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) (3 credits) / NRSM 101 Natural resources conversation (MUSTI)
This course focuses on the use of current ecological concepts applicable to the conservation of ecosystems through understanding the response of ecosystems change, both natural and human impact. The ecosystems that are the focus of this course are the world's rangelands as related to historical, present, and potential uses.

AG 133 Range plants (N) (1 credit) / NRSM 102 Natural resources conservation lab (co-req/pre-req AG 132)
Laboratory course that accompanies AG 132 natural resources conservation focusing on rangeland management.

AG 137 The horse in Crow Indian history and culture (CS) (3 credits, cross-listed CS 137)
This course examines major events and themes of horse use in the Crow socio-cultural history and in contemporary Crow society. The focus is on the place and impact of the horse in Crow culture through time.

AG 180 Special topics (variable credits)

AG 210 Economics of AG business (3 credits) / AGBE 210 Economics of AG business (prerequisite is BU 101, MUSTI)
This course introduces basic economic principles as they relate to agriculture and farm/ranch management. Topics include finance, operations, strategic planning, resources, marketing, risk concepts, and trade. Native American agriculture economies and issues of relevance to the Crow community will be examined in the class.

AG 230 Range livestock production (3 credits) / ANSC 262 Range livestock production (prerequisite is AG 100, MUSTI)
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 credit) / EQUS 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 credit) / ANSC 234 Livestock management beef I (MUSTI)
Laboratory designed to familiarize students with the principles of beef cattle handling and management.

AG 235 Range and pasture monitoring (1 credit) / 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 resources ecology (N) cross-listed with SC 242 (3 credits) / ARNR 240 – Natural resource ecology, (MUSTI)
This course focuses on the role of the physical and biological processes in ecosystem function, including both natural and managed ecosystems. This course will focus on population, community, and ecosystem ecology. Lab complementary to this lecture is AG 243.

AG 243 Natural resources ecology lab (N) (1 credit, co-requisite/prerequisite is AG 242)
Laboratory course that accompanies AG 242 natural resources ecology. Field experience format.

Anthropology

AN 111 Cultural anthropology (D&SS) (3 credits)
This course examines the development of the sub-discipline of cultural anthropology. 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) (3 credits)
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 (variable credits)

AN 280 Special topics (variable credits)

Building Trades

Building trades (BT) courses are listed under "Trades".

Business

BU 101 Economic way of thinking (D&SS) – formally BU 105 Economic way of thinking (3 credits) / 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) – formally BU 211 Intro to business, (3 credits)
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 credits, prerequisite is CA 101, MUSTI)
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 (variable credits)

BU 201 Principles of macroeconomics – Formerly BU 228 Principles of macroeconomics (3 credits, prerequisite is BU 101, MUSTI)
Introduces the student to the behavior of markets and the national economy, emphasizes macroeconomic theory, theory of national income and employment, economic growth, and stabilization.

BU 202 Principles of microeconomics – formally BU 229 Principles of microeconomics, (3 credits, prerequisite is BU 101, MUSTI)

This course is designed to introduce the tools of the economist as they pertain to microeconomic theory. An introduction to market exchange, pricing policies and resources emphasizes price theory, production theory, theory of economic organizations, and factor markets.

BU 205 Business law – formerly BU 210 Business law (3 credits)

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 credits) / 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 credits, prerequisite is 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 credits, prerequisite is 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 used by accounting practitioners.

BU 230 Introduction to organizational behavior (D&SS) (3 credits)

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 credits)

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 credits, prerequisite is successful completion of math 096 with 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 (variable credits, prerequisite is BU 221 and 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 (variable credits) **/ ACTG 291 Special topics** (MUSTI)

Commercial Driver's License

Commercial driver's license (CDL) courses are listed under "Trades".

Communication Arts

CA 085 Academic literacy (3 credits) 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 academic 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 (3 credits, MUSTI) Students earning a score of 5 or 6 on the writing Accuplacer test are placed in CA 101. Students must earn a C or better in CA 085 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 credits, 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 (3 credits)

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 (variable credits)

CA 201 College writing II (3 credits, prerequisite is must have passed CA 101 with a grade of "C" or above, MUSTI)

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

CA 211 Fundamentals of interpersonal communication (3 credits) cross-listed as HS 231 Elements of human relations

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

CA 276 Internship (variable credits)

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 (variable credits)

Computer Science

CP 102 Introduction to programming (3 credits)

This introductory programming course serves as a foundational exploration into the principles, concepts, and techniques of computer programming. This course provides a comprehensive introduction to programming logic and problem-solving skills. Students will gain proficiency in fundamental programming concepts, including variables, data types, control structures, functions, and algorithms. The course will primarily focus on the widely used programming language Python, which is known for its simplicity and readability, making it an ideal choice for beginners. Students will learn how to write, debug, and execute basic programs using Python, gaining practical experience in translating algorithmic solutions into code.

CP 180 Special topics (variable credits)

Crow Studies

CS 101 Crow language I (CL) (3 credits)

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 uses 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 credits, prerequisite is CS 101)

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 uses 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 credits)

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 credits, prerequisite is CA 101)

This course is designed to review the vast literature by American Indian people. The course will discuss perspectives 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 use visual media, guest presenters, and will present literature by Crow authors.

CS 125 Montana Indians (3 credits)

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. In addition, history of US and Native interactions and colonization will be examined. This includes, but is not limited to American exploration, the fur trade, discovery of gold, Plains Indian wars, treaties and agreements, and the formation of reservations.

CS 131 Introduction to Native American studies (D&SS) (3 credits)

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 credits)

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 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 credits)

This course is designed to give student an opportunity to survey Crow Indian music and dance. The cultural relevance and history are presented 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. Students will experience the aesthetic qualities of the native dance expression. The historical, philosophical, and social aspect of Crow music and dance represented.

CS 135 Crow oral literature (CS, A&H) (3 credits)

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 credits)

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 credits)

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 importance of the horse in Crow culture through time.

CS 138 History of Crow Chiefs (CS) (3 credits)

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 180 Cultural enrichment (1 credit)

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 the majority being expert Crow elders.

CS 210 Plains Indian sign language (D) (3 credits)

This course is designed to review and learn the aboriginal sign language of the Plains Indians. The Plains Indian Sign Language is primarily based on the Siouan language phylum although tribes of different phyla also used it. Through instruction and practice the student will learn sign vocabulary and how to converse in Plains Indian sign language.

CS 211 American Indian thought and philosophy (A&H) (3 credits)

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 supernatural.

CS 223 Anthropology of American Indians (D&SS) (3 credits)

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

CS 224 Crow history (CS) (3 credits)

This course examines the history of the Crow People from their origins and migrations up to the present. The course will discuss how Crow society and culture operated throughout this time. 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 230 Contemporary issues of American Indians (D&SS) (3 credits)

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 credits)

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 statues, case law and practice will be examined. Tribal law and governmental tribal policy will be presented. The legal rights of American Indians as tribes and individuals will be discussed.

CS 232 American Indian law (3 credits)

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 233 Economics in Indian country (credits)

The purpose of this class is to provide an understanding of tribal economic development for tribal governments, including data inventory, analysis, and how economic development is conducted by planners, economic development specialists, and tribal leaders. The class will review existing literature on tribal economic development, provide students with the skills and expertise to complete economic development analysis of tribal data and develop strategies and plans for economic development of American Indian reservations. The class will also discuss tribal entrepreneurship.

CS 240 Indian education history and issues (3 credits)

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 credits)

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 (variable credits)

Directed Individualized Studies

DI 280 Special topics (3 credits)

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 credit)

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 credits)

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 credits)

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 credits)

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 credits, prerequisite is PY 101)

This course considers the characteristics of children with exceptional learning needs and examines the services required to assist these children in their total development. Special emphasis will be given to providing appropriate services in the least restrictive environment.

ED 210 Educational technology (3 credits)

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 preschool (3 credits)

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 preschool (3 credits)

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 preschool child.

ED 235 Reading and writing across the curriculum (3 credits)

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 storytelling (3 credits)

This course will review a body of literature for children and adolescents and compare past works with devised 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 credits, 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 credits)

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 (variable credits)

Health Education

HE 180 – Special topics (variable credits)

HE 202 Core health concepts (D&SS) (3 credits)

This course provides students with an introductory overview of 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 credits, prerequisite is 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 (variable credit)

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

HE 280 Special topics (variable credits)

HE 276 Practicum (variable credits)

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 credit)

This course will promote health and wellness through walking, jogging, and running and working at each student's level of fitness. Students will 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 credit)

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 students can move up to the next level.

HW 110 Exercise for elders (1 credit)

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 and conditioning (1 credit, prerequisite is HW 106)

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 credit)

This one credit activity course will ad- dress issues of health and wellness through a variety of fitness/physical activity movements. Students will 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 credit)

This one credit activity course will ad- dress issues of health and wellness through a variety of fitness/physical activity movements. Students will 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 credit)

Other athletic courses such as volleyball, badminton, and yoga can be offered on demand.

HW 161, 162, 263, 264 Varsity women's basketball I, II, III & IV (1 credit, prerequisite is permission of instructor and 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 students can move up to the next level. Registration is restricted.

HW 166, 167, 268, 269 Varsity men's basketball I, II, III & IV (1 credit, prerequisite is permission of the instructor and 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 students can move up to the next level. Registration is restricted.

Heavy Equipment Operator

Heavy equipment operator (HEO) courses are listed under "Trades".

History

HI 105 World civilizations (D&SS) (3 credits, 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 (variable credits)

HI 201 US history I (D & SS) (3 credits, 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 credits, 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 (variable credits, prerequisite is permission of the instructor)
Internships provide 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.

HI 280 Special topics (variable credits)

Humanities

HU 101 Survey of humanities (A&H) (3 credit)
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 credits)
This course is a review of European, American, and Native American music, through listening and class experience.

HU 103 Fundamentals of art (3 credits)
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 credits)
This course 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 (variable credits)

HU 227 American Indian representation in film (A&H) (3 credits)
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 (variable credits, prerequisite is 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 (variable credits)

Human Services

HS 230 Introduction to human services (3 credits) 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 credits)
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 Apsáalooke culture.

HS 233 Legal, ethical, and professional issues (3 credits)
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 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 (2 credits) **/ HS 239 Pharmacology** (1 credit)
This course is designed to teach the student about the current information related to use, abuse, dependency, and drug addiction in 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 credits, prerequisite is 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 101 Introduction to computers and applications (3 credits)

This course serves as a foundational exploration into the world of computing and its practical applications in various fields. Designed for students with diverse academic backgrounds, the course provides an overview of essential computer concepts, digital literacy skills, and hands-on experience with popular software applications. Through a combination of lectures, practical exercises, and projects, students will gain the fundamental knowledge and skills necessary to navigate the digital landscape and use computers effectively in academic, professional, and personal contexts.

IS 102 Microsoft Office Suite (3 credits, MUSTI)

This course is designed to provide students with a comprehensive understanding of the essential tools and applications within the Microsoft Office productivity suite. The course focuses on enabling students to harness the full potential of these widely used applications for professional and academic purposes. Students will delve into hands-on practical exercises that cover key concepts, techniques, and best practices for creating, editing, and managing documents, spreadsheets, presentations, and emails. The course aims to equip students with the necessary skills to enhance their productivity, communication, and collaboration in various professional and academic settings through the following topics:

IS 125 Computer hardware and maintenance (3 credits)

This course provides students with a comprehensive introduction to the fundamental principles and components of computer hardware. As the foundation of modern computing, understanding computer hardware is essential for anyone pursuing a career in information technology or computer science.

IS 130 Cybersecurity (3 credits)

This course provides students with a foundational understanding of cybersecurity principles, practices, and technologies. In an increasingly digital world, the need for skilled cybersecurity professionals has never been greater. This course serves as an essential entry point for individuals interested in exploring the dynamic field of cybersecurity.

IS 165 Operating systems (3 credits, prerequisite is IS 101**)**

This course provides a comprehensive examination of operating systems, delving into their fundamental principles, functionalities, and architectures. Designed for students pursuing careers in computer science or related fields, the course covers a wide range of topics including process management, memory management, file systems, device management, and security. Students will gain a deep understanding of how operating systems interface with hardware, manage resources, and facilitate efficient computing environments.

IS 180 Special topics (variable credits, on demand)

IS 225 Project management (3 credits)

This course introduces the disciplined approaches to project management. The course will give students an understanding of the most common processes, tools, techniques, and theories that are necessary to manage IT and other business projects. Managing projects that follow multiple development methods, tools and applications will be covered.

IS 231 Website design & online marketing (3 credits)

This course offers a comprehensive exploration of website design and online marketing strategies, targeting individuals interested in crafting effective web presences for personal or business use. Covering essential concepts in web design, UX design, and digital marketing, students will learn fundamentals such as layout, navigation, typography, color theory, and graphic elements, gaining proficiency through hands-on exercises with popular web design tools. Additionally, the course delves into online marketing strategies, including SEO, social media, email, and content marketing, teaching students to develop campaigns, analyze website traffic, and optimize for enhanced visibility and engagement.

IS 250 Introduction to networking (3 credits, prerequisite is IS 101)
This course covers topics on multi-user operating systems with emphasis on computer local area networks (LAN). Emphasis is placed on LAN architectures and hardware, network administration tools, communication protocols, elements of networks and network administration considerations.

IS 260 Geographic information systems (3 credits)
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 (variable credits)
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 objectives.

IS 280 Special topics (variable credits)

Mathematics

Developmental/college preparation classes

MA 061 Basic mathematics (4 credits, prerequisite is 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 credits, prerequisite is MA 061 with grade of "C" or better or test score on math Accuplacer, MUSTI)
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, graphing, polynomials, and rational expressions.

MA 096 Survey of algebra (4 credits, prerequisite is MA 065 with a grade of "C" or better or math placement test score on math Accuplacer, MUSTI)
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.

College-level classes

MA 111 Construction math – see under "Trades".

MA 121 College algebra (Q) (4 credits, prerequisite is MA 096 with a grade of "C" or better or consent of the instructor based on test score on the math Accuplacer, MUSTI)
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 teachers I (Q) (4 credits, prerequisite is MA 121 or equivalent or recent high school graduates must have earned a mathematics score on the math Accuplacer score, MUSTI)
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, non-decimal 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 credits, prep-requisite is MA 130 or equivalent, MUSTI) 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 credits, prerequisite is MA 096 with a grade of "C" or better or equivalent on math Accuplacer, MUSTI)
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 credits, prerequisite is MA 121 with a grade of "C" or better or better or equivalent on math Accuplacer, MUSTI)
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 credits, prerequisite is MA 151 or equivalent, MUSTI)
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 credits, prerequisite is MA 171 or equivalent or instructor approval, MUSTI)
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 (variable credits)

MA 216 Introduction to statistics (Q) (3 credits, prerequisite is MA 121 with a grade of "C" or better or equivalent on math Accuplacer, MUSTI)
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 (variable credits**)**

MA 298 Math internship (variable credits, prerequisite is 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 credits)

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 metal processes are internal, subjectively experienced phenomena (e.g., sensations, perceptions, dreams, thoughts, beliefs, feelings, emotions, moods). 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 (3 credits)

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 Apsáalooke beliefs and ways will be incorporated within the course material and discussions.

PY 201 Developmental psychology / Lifespan development (3 credits, 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 throughout the lifespan are explored.

PY 203 Abnormal psychology (D&SS) (3 credits, 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 credits, 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 (D&SS) (3 credits, 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 form 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 to contemporary educational programs today.

PY 251 Psychology of learning lab (co-requisite is PY 250)
PY 251 includes laboratory exercises related to different areas of the psychology of learning.

PY 276 Clinical practicum (6 credits, prerequisite is PY 101)
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. Apsáalooke cultural perspective will be emphasized in aspects of the experience. Students will keep clinical practicum hours logs of their experience.

PY 280 Special topics (variable credits)

Science

SC 101 Mysteries of the sky (N) (3 credits)
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 114 Survey of biology (N) (3 credits)
This course is an overview of foundational concepts in biology. Topics covered include cells (structure and physiology), genetics, (cellular reproduction, genes, the nature of heredity, and evolution), and the diversity of life (three domains of life). General education core courses for non-science majors. A lab associated with this course (SC 115) is available but not required.

SC 115 Survey of biology lab (N) (1 credit, co-req/pre-req is SC 114)
Laboratory course that accompanies SC 114 survey of biology. Elementary education program students are required to take this course.

SC 116 Physical world around us (N) (3 credits)
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 (SC 117) to add practical experience to the lecture.

SC 117 Physical world around us lab (N) (1credit, co-req/pre-req is SC 116)
Laboratory course that accompanies SC 116 physical world around us.

SC 121 Introduction to general chemistry (N) (3 credits, co-req SC 125)
This is an introductory chemistry course designed for pre-nursing students and students lacking a strong background in chemistry. This course will cover general chemistry including atomic structure, periodicity, chemical bonding, chemical reactions, acid-base systems, thermodynamics, and the behavior of gasses, liquids, solids, and solutions. This course will also cover selected topics in organic chemistry including nomenclature, functional groups, organic synthesis, and the structure and role of organic molecules. A mandatory lab experience (SC 125) is included as part of this course.

SC 122 Organic & biochemical principles (3 credits)
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 (SC 123) is included as part of this course.

SC 123 Organic and biochemical principles lab (N) (1 credit, co/prerequisite is SC 122)
This lab includes laboratory procedures and experiments related to the topics in SC 122 as listed in the course description of SC 122.

SC 125 Introduction to general chemistry lab (N) (1 credit, co/prerequisite is SC 121)
This lab includes laboratory procedures and experiments related to the topics in SC 121 as described in the course description of SC 121.

SC 132 Natural resources conservation (N) (3 credits)
This course focuses on the use of current ecological concepts applicable to the conservation of ecosystems, on a global scale. Ecological concepts will be taught through use of current examples of conservation projects to build an understanding of the responses of ecosystems to change, whether natural or human impact. A lab associated with this course (SC 133) is available, but not required.

SC 133 Range plants (N) (1 credit)
Laboratory course that accompanies SC 132 natural resources conservation focusing on rangeland management.

SC 141 + 142 Chemistry I (3 credits + 1 credit lab, prerequisite MA 121 with grade of "C" or higher)
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 (3 credits + 1 credit lab, prerequisite is SC 141 with grade of "C" or higher)
The second semester of the two-semester general chemistry sequence.

SC 160 Principles of living systems (N) (3 credits)
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 livings systems lab (N) (1 credit, co-req/pre-req is 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 170 Principles of biodiversity (3 credits)
This course examines biology, ecology, and evolutionary relationships between the biodiversity on earth. The course will survey the three domains of life. The course will focus on evolutionary relationships between the living organisms present on earth today, focusing on evolutionary adaptations acquired by organisms of today as individuals moved into new niches over time. A laboratory course (SC 171) is available.

SC 171 Principles of biodiversity lab (1 credit)
Laboratory to accompany SC 170. This lab will cover topics that align with the lecture course SC 170 as described in the catalog.

SC 201 Soils (N) (3 credits)
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 focuses 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 with lab (3+1 credits, prerequisite is SC 160)
This course is the first in the A&P sequence. 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 with lab (3+1 credits)
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 (3 credits, prerequisites are SC 110 and 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 credits, co-requisites/prerequisites are SC 210 and 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 used to define the meaning of many other medical words.

SC 222 Introduction to organic chemistry (3 credits, prerequisites are SC 141 - 144)
This one-semester course covers selected areas of organic chemistry: the unique character of the carbon atom, hydrocarbons, functional group chemistry, properties of aliphatic and aromatic hydrocarbons and nomenclature. Mandatory lab experience is included as part of this course (SC 223).

SC 223 Introduction to organic chemistry lab (1 credit, co-requisite is 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 credits, prerequisites are SC 222/223, co-requisite is SC 225)
This class focuses on the fundamental 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 credit, co-requisite is SC 224)
Introduction to Biochemistry and includes the laboratory experiments and procedures related to course work in 224.

230 Forest fire management (2 credits)
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 decisions will all be addressed.

SC 236 Current topics in biology (2 credits) Must be a 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.

SC 242 Natural resources ecology (N) (3 credits)
This course focuses on the role of the physical and biotic processes in ecosystem function, including natural and managed ecosystems. This course focuses on population, community, and ecosystem ecology. Laboratory complimentary to this lecture is SC 133.

SC 243 Natural resources ecology lab (N) (1 credit, co-req/pre-req is SC 242)
Laboratory course that accompanies SC 242. Field experience format.

SC 244 Environmental science (N) (3 credits)

This course focuses on understanding the impact of human activity on ecological systems and biodiversity. Topics covered during this course include ecosystem services, environmental risk assessment, energy use, land use practices, pollution, global climate change, and ecological sustainability.

SC 250 Microbes & disease (3 credits, prerequisite is 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 credit, co/prerequisite is 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 credits)
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 wastewater, irrigation, dams, water law, aquatic biology, emerging issues and solutions.

SC 276 Science internship (variable credits)
Registration in this course is restricted.

SS 280 Special topic (variable credits)

Social Science

SS 101 Introduction to sociology (D&SS) (3 credits, 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 (variable credits)
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 workplace placement and development of course objectives. Registration in this course is restricted.

Trades

BT 130 Building Maintenance - Fall (3 cr)
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
Fall (3 cr)

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 Deign 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.

BT 276 Carpentry Internship
6 cr
Summer
The Internship program will provide the skills, knowledge, confidence, and support needed to begin your career as a skilled carpenter. Will be working on different projects around the community. Build structural frames and concrete forms, install drywall and acoustical ceilings, and install insulation, and complete interior and exterior finishing. Interns will get comfortable using a variety of hand and power tools and techniques to safely and efficiently produce high-quality work.

TRD 100 OSHA 10
1 cr
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.

CDL 101 Introduction to truck driving (6 credits)
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 credits)
In CDL 101, students will have gained the required skills to drive a truck. After CDL 102, students will be well prepared to pass the necessary state licensure exams to obtain a class “A” commercial driver’s license (CDL). They will also understand the industry wide standards and regulations.

HEO 101 Introduction on heavy equipment (6 credits)
This course introduces students to industry, laws, regulations, qualifications, preventative maintenance, controls, and basic operation of heavy equipment.

HEO 102 Equipment operations lab (3 credits)
This course provides advanced skills and hands-on training for safe and efficient operations of various types of heavy equipment for heavy equipment industry.

MA 111 Construction math (3 credits)
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 (1 credit)
Montana Department of Labor and Industry provides OSHA 10-hour training in construction and general industry, which covers topics like personal protective equipment, hazard communication, fall protection, electrical safety, and material handling.

Ram Nation

Little Big Horn College

List of Full-Time Faculty and Administrators

Faculty

Name	Job title	Degrees held
Amber Cummins	Mathematics/ Science Instructor	BS Nursing (Montana State University Bozeman) AAS Pre-nursing (Little Big Horn College) AAS Community health (Little Big Horn College)
Shonna Dillion	Mathematics / Science Instructor	AAS Biology Pre-medicine (Little Big Horn College) BS Biology Pre-medicine (Rocky Mountain College)
Dorcella Eastman	Mathematics Instructor	MA Teaching MS mathematics (University of Montana) BS Anthropology/sociology (Rocky Mountain College) AA Science pre nursing option (Little Big Horn College)
R. Eric Tiner	Human Services Instructor	MS Counseling psychology (Abilene Christian University) BAS Psychology (Abilene Christian University)
Gretchen N. Brien	Communication Arts Instructor	BS Secondary education – social science (Montana State U Billings)
Jacinta Stewart	Early Childhood Education Instructor	MS Early childhood studies (Walden University) – in progress BS Early childhood education (Montana State U Bozeman) AA in early childhood education (Little Big Horn College)
Jamie Zingg	Business Instructor	BS Business administration (University of Montana Western) AS Equine business management (Miles Community College)
Jennifer Morsette	Adult & Continuing Education Coordinator	MS Environmental science (Montana State University) – in progress BS Nursing (Montana State University) AS Pre-nursing (Little Big Horn College)
Lewis Yellowmule	Crow Studies & Human Services Instructor	MA Native American studies (Montana State University Bozeman) – in progress BS Liberal studies (Montana State University Billings) AA Human services (Little Big Horn College)
Robert Stewart	Carpentry Instructor	BS Civil engineer (Montana State University AA Drafting (Montana State University)
Ryan Schoppe	Information Systems & Information Technology Instructor	BS Mathematics – computer science emphasis (Montana State University Billings) BA Biblical studies (Indiana Bible College)

Name	Job title	Degrees held
Sara Plaggemeyer	Science Instructor	MEd Curriculum and instruction (MSU Bozeman) BS Biological science, ecology, and evolution (MSU Bozeman)
Sharon S. Peregoy	Education Instructor	MEd Curriculum & instruction (Seattle City University) BS Elementary education (Montana State University Bozeman)
Tucker Zingg	Highway Construction and CDL Training Instructor	BS Business admin (University of Montana Western) Certificate of automotive mechanics (WyoTech) Certificate of electrical theory (Bismarck State College)
Vance Crooked Arm	Crow Studies Instructor	MA Native American studies (Montana State University Bozeman) – in progress BS Elementary education (University of Montana Western)

Administrators

Name	Job title	Degrees held
Neva Tall Bear	President	PhD Indigenous rural health (Montana State U) – in progress Master of legal studies – Indigenous law (University of Oklahoma – Norman) BS Nursing (MSU Bozeman)
Aldean Good Luck	Dean of Administration	EdD Higher education (University of Mary) – in progress MBA (University of Mary) BS Management (Rocky Mountain College) AA Business administration (LBHC)
Frank Cooper	Chief Information Officer	MBA American Indian entrepreneurship (Gonzaga University) BS Business administration with options in information systems (Montana State University-Billings)
Patricia Whiteman	Dean of Students	BS Family consumer science with a secondary education option (Montana State University)
Tim McCleary	Dean of Academics	BA Anthropology (Montclair State University) MA Anthropology (University of Montana) PhD Anthropology (University of Illinois Urbana-Champaign)
Kimmy Walks	Accreditation Liaison Officer / Data Coordinator	BS Management 2012 (University of Mary) MS Management (University of Mary)

Library

Name	Job Title
Tim Bernardis	Library Director
Jon Ille	Archivist
Jane Holds	Audio Visual Tech
Roberta Walks	Technical Library Asst.
John Baken	Asst. Librarian
Chrislyn Red Star	Library Aide
Mary Bright Wings	Library Aid

Health & Wellness

Name	Job Title
Cheryl Polacek – Birdhat	H&W Director
Theodore R. Little Light	Men's Basketball Coach
Darrin Williams	Women's Basketball Coach
Laura Plainbull	

Computer generated geometrical Crow designs by;

Melodee Reed and Helen Caplette