

Little Big Horn College

2015-17 Catalog



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Admissions	638-3116
Archives	638-3182
Bookstore	638-3119
Daycare	638-3102
Financial Aid	638-3141
First-Year Experience	638-3186
Health & Wellness Center	638-3161
Internet Café	638-3134
Library	638-3123
Registrar	638-3124
Student Success Center	638-3189
Title III	638-3154



Welcome from the President

Kahay and Greetings,

Welcome to Little Big Horn College! I welcome you to a new day, a new beginning, the next step in your journey toward reaching your hopes and dreams! Allow Little Big Horn College to assist you in reaching your goals. Come enroll and join our family at LBHC. Together we will discover new paths toward a promising future.



Life presents many challenges. Some more difficult than others. Many of the hopes and dreams are: obtaining a career, having the resources to afford nice things, living comfortably, going and seeing interesting and exotic places, providing for your family, among other things.

At Little Big Horn College, we can't eliminate those challenges for you. What we can do is provide resources and opportunities for you to become better prepared to meet those challenges. Education and training may not be the "fix all" solution, but education and training certainly improves the opportunity for success.

This catalog introduces you to a new world and a new college family, to help you step into the future. We know that the Crow Reservation and the immediate Yellowstone Region is going through dramatic economic growth and change. The rapidly changing economy brings with it a vast number of new career opportunities, from nursing and environmental science, to business and information systems, from human services and education to Crow Studies. The LBHC fields of study at the associate or two-year level and the certificate or one-year level are offered to you as the education and training you will need to become a part of that growth and change.

Little Big Horn College is fully accredited by the Northwest Commission on Colleges and Universities. Our college was chartered by the Crow Tribe of Indians in 1980, for the educational and vocational advancement of Crow tribal members in career areas that reflect the developing economic opportunities and social needs of the Crow Indian Nation. When you take a course from LBHC, it is the same as taking a college course anywhere in Montana or the United States. We are partners in the Montana University System Transferability Initiative. All of our AA and AS programs are designed for transfer into the four year college level.

The associate and certificate programs prepare AA, AS, AAS and Certificate graduates for professional and para-professional opportunities. Every program of study has a unique set of demands, responsibilities and requirements. The college programs of study feature General Education Core courses in Crow culture, language and history. We are especially proud of the highly qualified faculty who instruct our programs, the fine and recently constructed classrooms, labs and health and wellness facilities, the renowned Library and Archives, cutting edge technology and student-centered student services.

You have a special invitation to participate in the LBHC Rams basketball tradition, at the National Junior College Athletic Association level, in our new Health and Wellness Center.

Finally, for most of you, the Crow Reservation is home. And for many, it will be your home by choice for the rest of your life. Please join the family at LBHC and choose a career path that will suit your talents and interests and take you into a promising future.

Diisbaabe litche (I hope your day is good!)

Dr. David Yarlott, LBHC President
Baluxx Xiassash (Outstanding Singer)
(406) 638-3107
davidyarlott@lbhc.edu



LITTLE BIG HORN COLLEGE AT A GLANCE

Mission Statement

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

Core Themes

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

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

Accreditation

Little Big Horn College is accredited by the Northwest Commission on Colleges and Universities.

Degrees offered

Little Big Horn College is a tribal college offering **twenty-three associate degrees** in Arts, Sciences, and Applied Science, as well as five **one-year certificate programs**. The top five majors are Liberal Arts, Science (9 fields), Business, Human Services and Education.

Location

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

Our Facilities

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

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

Water Quality Program offices;

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

Board of Trustees

The Little Big Horn College Board of Trustees consists of 12 elected representatives, two from each district on the reservation. The trustees are elected to staggered 4 year terms.

Our Students

In the fall of 2013, 319 full-time and part-time students attended Little Big Horn College. In that semester 96% were American Indian, 63% were female and 37% were male. Students represented 9 tribal nations, from 4 states, and 3 countries. The LBHC **Retention Rate** for first-time freshman students was 53% in fall 2013.

Graduation and Transfer Out Rates

For the students who entered Little Big Horn College in the fall of 2010, the graduation rate was 38% after four academic years (IPEDS). The transfer-out rate of LBHC 2013 and 2014 associate degree graduates is 45% (National Clearinghouse Research Center).

Our Faculty

In the fall of 2015, Little Big Horn College employed 12 full- and 19 part-time faculty members.

Campus Tours

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

Non-Discrimination

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

TUITION & FEES 2013-2015

TUITION & FEES PER CREDIT BY SEMESTER													
Credit Hours	1	2	3	4	5	6	7	8	9	10	11	12-18	19+
Tuition	\$110	\$220	\$330	\$440	\$550	\$660	\$770	\$880	\$990	\$1100	\$1210	\$1300	\$1300+ \$110 per additional credit
Fees	\$235	\$235	\$235	\$235	\$265	\$265	\$270	\$270	\$300	\$300	\$300	\$300	\$300
Total Cost	\$345	\$455	\$565	\$675	\$815	\$925	\$1040	\$1150	\$1290	\$1400	\$1510	\$1600	\$1600+ \$85 per additional credit
Other possible fees that may be charged to the student account Science Lab Fee: \$20 Art Lab Fee: \$30													

TUITION & FEES

LITTLE BIG HORN COLLEGE TUITION COST	
1 to 11 credits	\$110.00/credit
12 to 18 credits	\$1600.00
19 or more credits	\$1600+\$85 per additional credit over 18

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



Medicine Crow - Apsaroke from The North American Indian; v.04, 1908
 Photo by Edward S. Curtis. The hawk fastened on the head is illustrative of the manner of wearing the symbol of one's tutelary spirit.

LBHC Academic Calendar 2015-2016

Fall 2015

New Student Orientation/Placement Testing
 Registration
 Classes Begin
 Labor Day Holiday – No Classes/Offices Closed
 Last Day to Register: Drop/Add
 Last Day to Withdraw/Drop Classes with Partial Refund
 Midterm Grades due to Registrar
 Veterans Day Holiday – No Classes/Offices Closed
 Last Day to Submit Application for Spring Semester 2016 Graduation
 Thanksgiving Holiday Break – No Classes/Offices Closed
 Last Day to Drop/Withdraw without Grade Penalty
 Classes End
 Pre-Registration for Spring Semester
 Review Day
 Final Examination Dates
 Last Day to turn in Grades
 Winter Break – No Classes

August 25
 August 24-28
 August 31
 September 7
 September 15
 September 22
 October 23
 November 11
 November 13
 November 25-27
 December 11
 December 11
 December 14-18
 December 14-15
 December 16-18
 December 23
 December 19- Jan 3

Spring 2016

Orientation
 Registration
 Classes Begin
 Martin Luther King Day – No Classes/Offices Closed
 Last Day to Register: Drop/Add
 Chief’s Day Holiday – No Classes/Offices Closed
 Midterm Grades Due to Registrar
 Spring Break - No Classes /Offices OPEN
 Mini Break – No Classes/Office Closed
 Last Day to Submit Application for Fall Semester 2016 Graduation
 Last Day to Drop/Withdraw without Grade Penalty
 Last Day of Classes
 Review Days
 Pre-Registration for Fall Semester
 Final Examination Days
 Last Day to turn in Grades
 Graduation

January 5
 January 4-5
 January 6
 January 18
 January 19
 February 15
 February 26
 March 14-18
 March 25 & 28
 March 31
 April 22
 April 22
 April 25-26
 April 25-29
 April 27-29
 May 4
 May 6

Summer 2016

Pre-Registration for Summer
 Orientation
 Registration
 Classes Begin
 Last Day to Register; Drop/Add
 Memorial Day Holiday – No Classes/Offices Closed
 Last Day to Withdraw/Drop Classes with Partial Refund
 Last Day to Drop/Withdraw without Grade Penalty
 Last Day of Classes
 Crow Native Days Holiday – No Classes/Offices Closed
 Last Day to turn in Grades

May 9-13
 May 11
 May 12-13
 May 16
 May 25
 May 30
 June 1
 June 22
 June 23
 June 24
 June 30

CALENDAR

LBHC Academic Calendar 2016-2017

Fall 2016

New Student Orientation/Placement Testing
 Registration
 Classes Begin
 Labor Day Holiday – No Classes/Offices Closed
 Last Day to Register: Drop/Add
 Last Day to Withdraw/Drop Classes with Partial Refund
 Midterm Grades due to Registrar
 Last Day to Submit Application for Spring Semester 2016 Graduation
 Thanksgiving Holiday Break – No Classes/Offices Closed
 Last Day to Drop/Withdraw without Grade Penalty
 Classes End
 Pre-Registration for Spring Semester
 Review Day
 Final Examination Dates
 Last Day to turn in Grades
 Winter Break – No Classes

August 24
 August 25-26
 August 29
 September 5
 September 13
 September 20
 October 21
 November 14
 November 23-25
 December 9
 December 9
 December 12-13
 December 12-13
 December 14-16
 December 21
 December 17- Jan 2

Spring 2017

Orientation
 Registration
 Classes Begin
 Martin Luther King Day – No Classes/Offices Closed
 Last Day to Register: Drop/Add
 Chief's Day Holiday – No Classes/Offices Closed
 Midterm Grades Due to Registrar
 Spring Break - No Classes /Offices OPEN
 Last Day to Submit Application for Fall Semester 2016 Graduation
 Mini Break – No Classes/Office Closed
 Last Day to Drop/Withdraw without Grade Penalty
 Last Day of Classes
 Review Days
 Pre-Registration for Fall Semester
 Final Examination Days
 Last Day to turn in Grades
 Graduation
 Pre-Registration for Summer

January 3
 January 3
 January 4
 January 16
 January 17
 February 20
 February 24
 March 20-24
 March 31
 April 14 & 17
 April 21
 April 21
 April 24-25
 April 24-25
 April 26-28
 May 3
 May 5
 May 8-12

Summer 2017

Orientation
 Registration
 Classes Begin
 Last Day to Register; Drop/Add
 Memorial Day Holiday – No Classes/Offices Closed
 Last Day to Withdraw/Drop Classes with Partial Refund
 Last Day to Drop/Withdraw without Grade Penalty
 Last Day of Classes
 Crow Native Days Holiday – No Classes/Offices Closed
 Last Day to turn in Grades

May 10
 May 11-12
 May 15
 May 24
 May 29
 May 31
 June 21
 June 22
 June 23
 June 30

CALENDAR

LBHC & THE APSÁALOOKÉ PEOPLE

Our Vision

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

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

College Name

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

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

History of Little Big Horn College

To establish a tribal college was a difficult task, but one fueled by the vision of a Crow Indian present and future where Crow people would have full access to training and

post-secondary education. The hope was a brighter future; the hope was to develop Crow Indian professionals whose life work would build the Crow Indian community; the hope was to access Crow adults to positions that would support their families in a respectable way. The hope was to establish a lasting tradition of advanced training and higher education, for a good path into the future for the Crow People.

The idea of curricular control appealed to the Crow people, for the standard approach to higher education always left a void, the scholarship and knowledge of the Crow Indian People. The founding trustees studied a combination of knowledge from the Crow People and the American mainstream, and forged a new tradition in education, Little Big Horn College.

During the Edison Real Bird administration, the Crow Tribal Council authorized and funded the Crow Central Education Commission formation in 1972. The long term influence, leadership and vision of Executive Director Joseph Medicine Crow and Board of Directors Chairman, David



Stewart contributed critical direction to program development and planning for adult and higher education services to the Crow Indian people. In 1975, a forum of Apsáalooké elders and community members convened an educational assessment and designed a Crow Studies course series that later became part of the college curriculum, supported by the Crow Tribe Community Action Program. Incorporated as a state and federal non-profit organiza-

tion, the Crow Central Education Commission created a good path for educational services that led to the development of the College. The Commission projects were the Crow and Northern Cheyenne Teacher Training Program (1975-81), the Crow Educational Research and the Crow Head Start Program. Contributing board members in the 1970's were Robert Bends, Thelma Birdinground, Minnie Ellen Fritzler, Penny Medicine Horse Haukaas, Katie Pretty Weasel, and Donald Stewart. Key faculty and administrators

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

Little Big Horn College received essential training and technical assistance from the American Indian Higher Education Consortium, the organization of the nation's tribal colleges, beginning with associate membership in 1976. The presidents of Salish Kootenai College (chartered in 1976), Sinte Gleska College (chartered in 1972), Oglala Lakota College (chartered in 1972), Blackfeet Community College (chartered in 1976) and Dull Knife Memorial College (chartered in 1974) shared college organization and curriculum development information with LBHC.

Extension center arrangements were made with Eastern Montana College (now MSU Billings), Miles Community College (Miles City) and Dawson Community College (Glendive). Montana State University Bozeman provided substantial help in growth and progress toward full accreditation, personnel development and student science related opportunities. The St. Labre Indian Educational Association contributed initial funding for library organization.

The Crow Tribe of Indians chartered Little Big Horn College in January of 1980. The College is a non-profit corporation under the Crow Tribal Resolution 80-17b. The College Charter authorized Little Big Horn College to establish,



Many pieces of art by Earl Biss are featured in the LBHC Library & Archives, including this metal sculpture of Little People. Biss was of Crow descent.

maintain and operate educational institutions at the post-secondary level on the Crow Indian Reservation, with emphasis on educational, vocational and technical programs leading to degrees and certificates that may be granted. The College began providing higher education and vocational training in 1981, with



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

The all-Crow Indian Board of Trustees published the first catalog in 1983 and began accreditation correspondence. The small faculty and staff moved in to the tribal gym building in 1983 (now the Student Union Building). The initial faculty included a business, printing and nursing instructor. Financial aid programs were begun with the candidacy for accreditation, providing Pell Grant and institutionally supported work-study.

In 1984, the College applied for and received candidacy for accreditation with the Northwest Association of Schools and Colleges. The Trustees, faculty and staff worked diligently over the next six years to acquire accreditation at the community college level. This goal was achieved in June of 1990.

Crow Tribe of Indians

The Crow Tribe of Indians has a membership of approximately 13,400, of whom 7,900 reside on the Crow Indian Reservation, in south central Montana. The tribal members reside in six major towns and in the countryside across the 3,000 square miles of Crow Country (a territory bigger than Rhode Island, yet smaller than Connecticut).

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

wetlands. The *lisiáxpúatahcheeaashisee Aliakáate* (Little Big Horn River)--- (Big Horn River) and *Bilippítshuhke* (Reno Creek) flow through the reservation and create wooded valleys with abundant fish and wildlife. The Crow high country has elk, deer and buffalo herds in some of Montana's richest alpine range land.

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

The nineteenth century Apsáalooké chief, Eelapúash stated circa 1830,

“The Crow Country is good country. The Great Spirit has put it exactly in the right place, while you are in it you fare well; whenever you go out of it; whichever way you travel you fare worse.”

The major employers on the Crow Indian Reservation include: the Crow Tribe of Indians, the public and private schools in all six communities, the Crow and Northern Cheyenne Indian Hospital Indian Health Service, the Crow Indian Agency of the Bureau of Indian Affairs (Dept. of Interior), the Little Bighorn Battlefield (National Park Service), the Yellowtail Dam and Bighorn Canyon National

Recreation Area (U.S. National Park Service and Bureau of Reclamation), Chief Plenty Coups State Park – Pryor, Montana, Big Horn County, ranching, farming, businesses and growing tourism activities, and Little Big Horn College.

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

- Ashshitchite*/the Big Lodge, *Ashhilaalíoo*/ Newly Made Lodge
- Uuwatashe*/ Greasy Mouth, *Ashíiooshe*/ Sore Lip Clan
- Xúhkaalaxche*/ Ties the Bundle Clan
- Biliikóoshe*/ Whistling Waters Clan
- Ashkaámne*/ Piegan Clan
- Ashkápkawiiia*/ Bad War Deeds Clan

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



“Crow Absorkee Apsáalooké Dancers,” from the MSU Bozeman collection of historic photos.



HISTORY



Carries-The-War-Staff, a Crow. By Richard Throssel, 1910.

largest family reunion in the world. Over 10,000 Crow people live in the encampment of over 1,500 teepees and 1,200 tents. Crow families move their households including their horses to camp. The Tepee Capital of the World features a morning parade of the *Apsáalooké*/Crow People and their horses in full regalia, cars and flat bed trucks be decked with beadwork and attire, an afternoon all Indian rodeo and race meet and an evening intertribal powwow. On the banks of the Little Big Horn River the fairgrounds are rich in historic context, for the Little Bighorn Battlefield is only two miles to the south, and a short distance from the Big Horn and Yellowstone Rivers and the Bozeman Trail.

Little Big Horn College Accreditation

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

Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

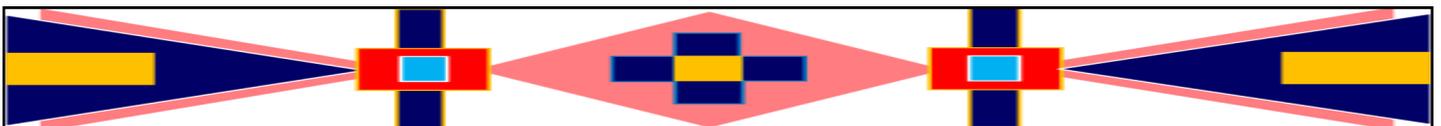
**Northwest Commission on Colleges and Universities,
8060 165th Avenue N.E., Suite 100,
Redmond, WA 98052,
(425) 558-4224,
www.nwccu.org**

Affiliations and Memberships

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

Catalog Disclaimer

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



Campus Facilities

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

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

The College campus in 2015 has seven buildings, organized in a circular pattern, that surround a dance and ceremonial arbor at its center. Of these, **six are newly constructed since 2002:**

- **the Driftwood Lodges**, houses the business, education, information systems, human services, liberal arts, technology, and sciences classrooms, science and technology labs, and faculty offices;
- **Student Union Building** is the home of the student center, student services offices, day-care facility, classrooms, bookstore, seminar rooms and cafeteria;
- **Library/Archives and Administration Building**, completed in 2008, the Library/Archives is centrally located on campus, and features Native American artwork and sculpture, and Crow design in floor masonry and exterior panels;
- **the Cultural Learning Lodge**, of log and stone construction, for the study of tribal history and culture, and featuring photos displays;
- **Rez Protectors Study Hall**, built by local middle school students of straw bale construction,



Driftwood Lodges



Student Union Building



Library & Archives



Arbor

home of the Water Quality Project,

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

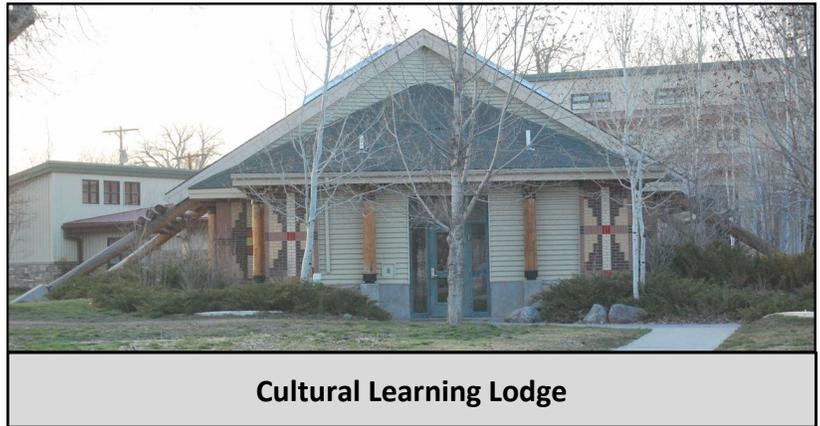
The college campus has developed around the factors of the student and Crow Indian community needs, as well as development of new technology regarding energy fuels exploration and development, and the management of Crow Tribal human and natural resources. Using the Churette Planning process for community-based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

The College has followed the LEED “green” building construction process. The new generation of buildings are environmentally friendly, reduce waste sent to landfills, conserve energy and water, are healthier and safer for occupants, and reduce harmful greenhouse gas emissions. The college has found these processes and methods to respect and fit our Crow Indian tradition and culture. The College will continue to use the LEED “green” building construction process in all future campus expansion.

LBHC is a **commuter campus**. Students travel to campus daily from six reservation towns, the cities of Hardin and Billings (near the Reservation) and rural areas of the entire Reservation, Wyola, Lodge Grass, Pryor, St. Xavier and Fort Smith. Student commutes vary, from a few blocks away in the town to 85 miles one-way from the town of Pryor in the west end of the Reservation. The college partners with the Crow Nation Transit Authority for the transportation of students from all the Reservation towns, Billings and Hardin.



Greenhouse



Cultural Learning Lodge



Administration



Health & Wellness Center

ADMISSIONS

Open Admissions

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

New students must complete and submit an LBHC Application for Admissions.

Applications may be obtained from the LBHC Admissions Office, online at www.lbhc.edu, or by calling (406) 638-3116.

You can also write and have this information sent to you

Little Big Horn College
Admissions Office
8648 South Weaver Drive,
P.O. Box 370
Crow Agency, MT 59022

Admissions Requirements

All prospective students must apply for admissions. Potential students must have one (1) of the following:

- High School diploma from an accredited school
- A General Education Diploma (G.E.D.) certificate

Applicants are required to submit the following documents:

- Application for Admission
- Official high school transcript **-OR-** G.E.D. scores
- Official transcripts from other institutions of higher education (transfer students only)
- Declaration of major form
- Certificate of Indian blood **-OR-** proof of decendency (if applicable)
- Official immunization records **-OR-** waiver for students born before December 31, 1956
- Signed Zero Tolerance Alcohol and Drug policy agreement
- Copy of social security card

Your admission application will not be complete until the documents listed are submitted to the Admission's office.

American Indian 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 (CIB) or Certificate of Indian Blood Degree (CIBD).



LBHC students participate in a rocket competition.

American Indian Descendent

Students who are American Indian Descendants are required to submit proof of American Indian Decendency by documentation that proves lineage as defined by the Tribal Colleges and Universities Act.

Immunizations

Any student born **AFTER** December 31, 1956, must show proof of immunization that was administered after December 31, 1967. The immunization dates must also be after your first birthday. Requirements include proof of two (2) doses of immunization against measles (Rubella) given at least 30 days apart and one (1) proof of Rubella immunization; include month, day and year.

Any immunizations administered **AFTER** June 11, 1993, must include an MMR &/or MMR II. A physician, health agency or school official must sign the record.



Registration Holds

The Admission's Office will notify students who do not submit all necessary documentation by the fourth week of any given term. Federal Financial Aid and Scholarships will be held pending the submission of the above documents. Students who do not submit the documentation within the first semester of attendance will not be permitted to register until said documentation is submitted. Students who are placed on Academic Suspension will be placed on Registration Hold. (See page 21).

Optional Forms

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

- Free Application for Federal Student Aid (FAFSA)
- Individual Tribe's higher education grant program
- Childcare Application

Transfer of College Level Credits

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

Little Big Horn College is participating in the state-wide program called the "Transfer Initiative" developed by the

59th Montana Legislature and commissioned by the Board of Regents and Montana University System. The MUSTI initiative focuses on the transferability of college credits throughout the state with an emphasis on standardizing course numbering. Faculty Learning Outcomes Councils conducted periodic meetings to meet these objectives and focused on offering comparable learning objectives in the courses discussed.

The outcome and process is similar to a transfer agreement and serves the primary purposes of accepting courses when students transfer to or from other Montana higher education institutions. The department in which a transfer applicant plans to declare a program of study will evaluate transcripts upon the request of the applicant. The student will be informed as to what transfer courses can be accepted toward the program of study and what courses must yet be completed for the degree. The Dean of Students will transfer all accepted credits to the student's official LBHC academic record when the student has completed 10 semester credits.

Students transferring from Little Big Horn College to other Montana institutions under the "Transfer Initiative" are advised to meet with an advisor at the respective institution to review transcripts to develop a plan of study. Other considerations in transferring include the application process, formal acceptance, and financial aid applications or other requirements for attending. The "Transfer Initiative" allows many college credits to be accepted throughout the state that were discussed during the Faculty Learning Outcome Councils.

Re-Admission – Former LBHC Students

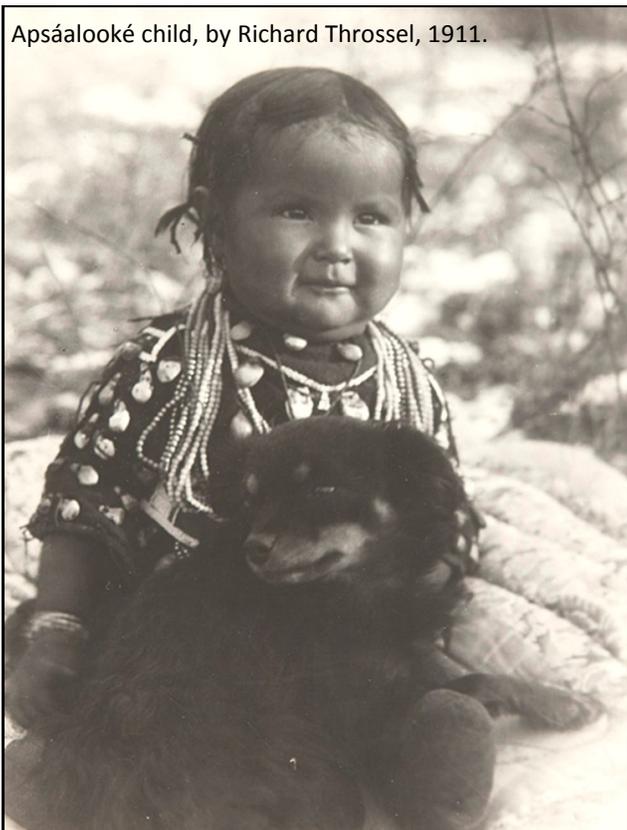
A former student of LBHC who is in good standing and who was not enrolled the preceding term will be eligible for re-admission. The student must contact the Admissions office to verify that they will be returning to attend classes. The admissions staff will notify any returning student if there are any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

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

Arlene Dawes

Admissions Officer
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dawesa@lbhc.edu

Apsáalooké child, by Richard Throssel, 1911.



REGISTRATION

New Student Orientation

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

New Student Registration

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

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

Registration for all Students

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

As students are expected to complete 60 semester credits over a four semester period of time, a minimum of 15 or more credits must be taken each semester. To encourage students to take a full load of 15 or more credits, a tuition package has been created allowing students to register for 12 to 18 credits for the same tuition as 12 credits. Thus, whether one registers for 12, 15 or 18 credits, the same tuition applies. It is clearly to the students' advantage to register for 15 credits, up to 18 credits.

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

Declaration of a Major

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

Changing a Major

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

Credit Overload

Any student in good standing may register for up to 18 credits per term. Students registering for more than 18 credits must complete a Request for Credit Overload Form., which can be found in the Registrar's Office. The request must reflect the student's GPA. The completed Request for Credit Overload Form must be returned to the office of the Registrar. A copy must be given to the Dean of Academics and a copy kept in the student file of the student's advisor.

Placement Testing

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

Dionne Pretty On Top

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prettyontop@lbhc.edu

Julie Hugs

Registrar Clerk
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STUDENT BILLING

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

Textbooks and Learning Materials

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

Outstanding Bills

Students with outstanding bills must make payment arrangements with approval from the Student Billing Office, Chief Finance Officer, and Dean of Student Services. **Students with outstanding bills will not be permitted to register and a AR 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 withdrawal before the 15th day if instructional day. To be eligible for a tuition refund, the student must complete the Little Big Horn College Withdrawal Form and return the completed form to the Registrar's Office before 5:00 p.m. on the 15th day. **No refund for student fees will be made unless they have copy of an official Withdrawal Form.** Refund on books is credited to the student's account based on the condition of the book and a copy of an official Withdrawal Form. No refund will be

made to students who do not officially withdraw or whose misconduct results in suspension or dismissal from the college.

Refund Schedule

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

Refund Charged

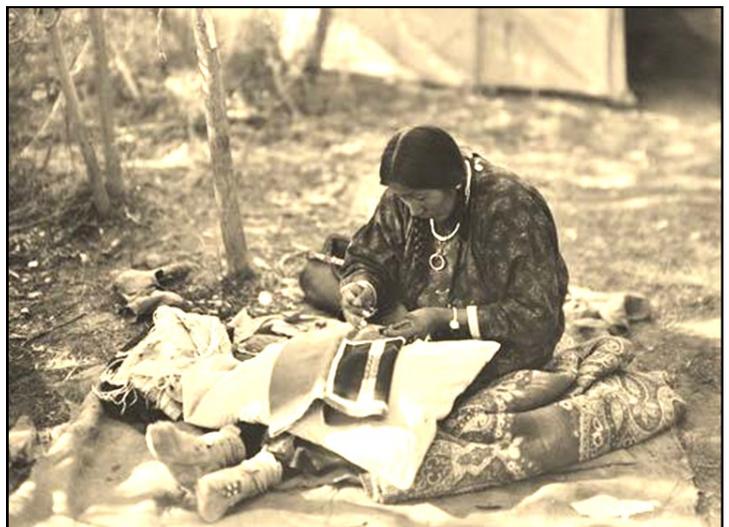
- Prior to first day of classes 100% refund
- 1-5 instructional days 90% refund
- 6-10 instructional days 75% refund
- 11-15 instructional days 50% refund
- After the 15th day of classes **NO REFUND IS MADE TO STUDENTS**

Lorri Not Afraid

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Rudolph Old Crow, Jr.

Bookstore Assistant
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Baaitchiilappeesh (aka Kills Pretty Ones, aka Clara White Hip) the wife of Rides A White Hipped Horse (aka White Hip) beading a mans legging panel, circa 1905. Photo by Richard Throssel

ACADEMIC AFFAIRS

Statement of Academic Freedom

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

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

Statement of Non-Discrimination

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

Academic Year

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

Classification of Students

Students are classified as follows:

Enrollment Status

- A full-time student is any student enrolled in 12 semester hours or more.
- A part-time student is any student enrolled in less than 12 semester hours.
- A part-time student may be eligible for financial aid (see financial aid page 30)

By Class

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

Credit Hour

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

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

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

Student Attendance

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

- All instructors will keep and report daily attendance.
- If a student has not attended a course during the first four (4) days they may be dropped by the instructor to make room for students on a waiting list.
- A student missing four (4) consecutive instructional hours of a class during the course of the semester with-



out prior notification will be referred to the Dean of Student Affairs.

- If a student misses six (6) consecutive hours of a class during the course of the semester without prior notification, the instructor will have the option to withdraw the student from the class. The Dean of Students and the Registrar must be notified. The student may appeal this action through the Dean of Students.
- Instructors may use more rigorous and detailed attendance policies in their courses. These policies will be listed in the course syllabus so students can be aware of and follow these requirements.

Absences due to College Related Special Events

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

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

Class Enrollment List

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

Adding Courses

A student may add courses until the 10th day after registration. The student must have the Instructor's, Advisor's and Dean of Students' written 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 of week of classes.

The student must submit an ADD/DROP card with the Registrar's Office. 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 DROP/ADD card can also be used to ADD courses in the same manner up to the DROP/ADD deadline. This card can be used to withdraw from a course until the 7th calendar day before the last day of classes for the semester. In all courses in which a student fails to complete all requirements and for which no formal withdrawal form has been filed in the Registrar's Office, the final grade for the course shall be an "F".

Students may follow this procedure to formally add



or drop a course:

- Get a DROP/ADD card at the Registrar's Office
- Put the course name and number to drop on the DROP/ADD card
- Return the card the Registrar's Office with the proper signatures included.

Withdrawal from ALL COURSES

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

Repeated Courses

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

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

Final Examinations

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

Independent Study

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

Instructors are encouraged to suggest viable 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 what exactly what is expected for a final product.

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

Individual Research/Study

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

Challenging Courses

Each department determines the courses which may be challenged. A student who chooses to challenge the 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 a comprehensive examination, which must be passed with a grade equivalent to a "C" or better. The Course Instructor will determine the final grade for the challenge test and the course challenged. The final grade for a challenge course is Pass or No Pass.

The student must register in the challenged course by the drop/add deadline in the semester in which the chal-

lenge is made. **FULL TUITION AND FEES** are charged for a challenged course.

Internships

LBHC encourages students to explore the world of work by offering academic internships. On-the-job internships with businesses, government and social service agencies are available through most of the LBHC departments. Students enrolled in internships must have the approval of the Department Head under which the internship is being offered.

Student Evaluations

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

Academic Dishonesty

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

General Education Core Requirements

All students desiring to graduate from LBHC with an Associate's Degree must complete the General Education Core Requirements. These requirements are in addition to courses outlined in the student's Program of Study.

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

Related Instruction Core Requirements

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

Program of Study Requirements

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

Elective Courses

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

Frederica Left Hand

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Timothy McCleary

Academic Department Head
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GRADING

Grading Guidelines

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

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



Mid-term Grade Reports

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

Final Grade Reports

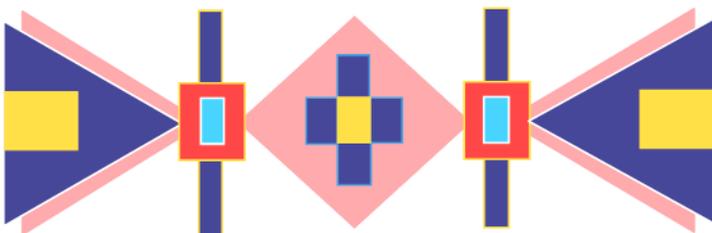
Final grade reports are prepared at the end of each semester, including summer session. Students who wish to have grades mailed to them must leave a self-addressed stamped envelope at the Registrar’s Office. A student may requester to the Registrar’s Office for a no-cost unofficial transcript at the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

Incomplete Grade

Due to an extreme situation, such as hospitalization or illness, a student may be unable to complete the necessary course work by the end of the grading period. The student may initiate a request for an incomplete grade, which means the work must be completed within one semester following the incomplete grade.

In order to receive an incomplete, the student must:

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



GRADING

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

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

Upon completion of the coursework the instructor will fill out a Change of Grade form and submit the new grade and a copy of the contract to the Registrar.

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

Change of Grade

A change of grade may be made for error only. A change of grade may not be made to allow additional time or for additional work once the semester is completed. A change of grade is not meant to substitute for an incomplete when an incomplete cannot be justified.

All change of grade requests must have sufficient documentation to support the requests. All change of grade requests must be made in writing and submitted to the Academic Dean.

The Academic Dean will approve or disallow the request and return the request to the Registrar. Once a grade has been submitted to the Registrar it may not be changed without the written approval of the Dean of Academics.

The Pass-No Pass Option

This option is designed to provide the student with the ability to explore course work outside their program of study. Certain courses are designated Pass/ No Pass by the Department Head of each Department. The student may take up to three courses on a Pass/No Pass basis. The credits are counted in credits earned toward graduation, but may not be within the student's program of study. The student is cautioned to work closely with their academic advisor when deciding to take a course on a Pass-No Pass grading standard. The grade of "P" is given if the work is judged to be the equivalent of "A", "B", or "C". The grade of "NP" is awarded if the work is equivalent to "D" or "F".

Audit

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

Grade Point Average (GPA)

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



Title III tutors offer free tutoring to students at LBHC

Calculating the Grade Point Average (GPA)

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

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

Sample GPA

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

Algebra is 4 credits. Each Credit is worth 4 points because the student received an "A" in the course. Algebra is worth 16 credit points.

College Writing is 3 credits. Each credit is worth 3 points because the student received a "B" in the course. College Writing I is worth 9 credit points.

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

Cumulative Grade Point Average

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

Minimal Academic Progress

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

Academic Honors

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

Academic Probation

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

Academic Suspension

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

Appeal of Suspension

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

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

Reinstatement

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

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

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

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

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Academic Department Head
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STUDENT RECORDS

Academic Records

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

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

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

Transcripts

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

Transcript request forms can be found in the Registrar's Office or on the LBHC website:

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

All official transcript request forms require the student's signature, and a \$3 transcript fee, which can be paid in the Registrar's Office by money order only. Do not send cash in the mail with the transcript request. Transcripts are processed on Tuesdays and Thursdays and can be picked up after 3 p.m. and are mailed out on these designated days.

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

Privacy of Records

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



Long Otter, a Crow by Richard Throssel, 1908



Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable.

Little Big Horn College may provide directory information in accordance with the provisions of the Act to include the following: student name, address, date and place of birth, major field of study, dates of attendance, degrees and awards received, date of completion and other such information as required by the federal government for funding purposes. Any student wanting any or all of this information to remain confidential must inform, within the first two weeks of the current academic year, Registrar's office in writing. A new form for non-disclosure must be completed each year.

Dionne Pretty On Top

Registrar
SUB 116
(406) 638-3185
prettyontopd@lbhc.edu

Julie Hugs

Registrar Clerk
(406) SUB 116
638-3124
hugsja@lbhc.edu

GRADUATION REQUIREMENTS

Degree Candidates

Students are subject to all academic standards and core requirements set forth in this catalog. It is recommended that the student become familiar with all the rules and regulations of Little Big Horn College.

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

Graduation Requirements

The requirements for graduation from Little Big Horn College are:

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



The LBHC Class of 2015 stands for an honor song during the May ceremony.

ry 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.

Frederica Left Hand

Dean of Academics
DL 145
(406) 638-3131
lefthandfv@lbhc.edu



STUDENT SERVICES

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

Te-Atta Old Bear

Dean of Student Services

(406) 638-3106

SUB 134

oldbeart@lbhc.edu



Programs for Students

Community Outreach

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

Alda Good Luck

Community Outreach Coordinator

(406) 638-3144

SUB 169

goodluck@lbhc.edu

First-Year Experience

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

success strategies such as note-taking, test-taking, time management, motivation, use of the catalog and plan of study. The course covers college, community, and family resources.

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

Salena Beaumont Hill

First-Year Experience Coordinator

(406) 638-3186

SUB 117

hills@lbhc.edu

Student Success Center

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

Patricia Whiteman

Student Success Center Director

(406) 638-3189

SUB 147

whitemanp@lbhc.edu



Title III Program

The planning, guidance, and support services provided by Title III promote higher student retention and graduation rates at Little Big Horn College. The Title III program provides support to both students and faculty. Title III offers two types of student employment each academic year: Tutors and Technical Assistants. Tutors are hired for many course subjects and Technical Assistants are hired to assist various LBHC departments with their daily tasks. The Title III program also provides professional development funding for faculty and staff.

Letha Gun Shows

Title III Director

SUB 210

(406) 638-3154

gunshowsl@lbhc.edu

Title III Student Employment Opportunities

Peer Mentors: Qualified students are encouraged to mentor students new to LBHC. Mentors help new students adjust to college and feel connected and familiar with LBHC. Peer Mentors also serve as student liaisons at LBHC. Students interested in becoming mentors will need to complete the Mentor Application Packet. Students hired will need to complete a Mentor Program Orientation. Mentor Application Packets are available in the Student Success Center located on the first floor of the Student Union Building, room 100.

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

Tutor Employment: Qualified students are encouraged to share their academic skills by assisting other students to be successful in all subject areas. Students interested in becoming tutors need to complete the Tutor Employment Packet. Students hired will need to complete the sixteen hour Tutor Training Class which is offered at the beginning of each semester. Tutor Employment Packets are available in the Title III office located on the second floor of the Student Union Building, room 211.



Services for Students

Academic Advising

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



Bookstore

The bookstore handles all college branded merchandise and required course textbooks and supplies. The

Bookstore staff also manages student billing and re-funds.

College Cafeteria

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

Counseling and Student Development

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

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

Daycare Services

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

Disability Support Services

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

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

Process of identifying student with disabilities:

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

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

Non-credit Internships

Non-credit internship positions are offered to qualified

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

Placement Testing

New students, as well as transfer students, are required to take the COMPASS placement test prior to registration. The COMPASS test is given before registration each semester. The COMPASS test is designed to ensure appropriate level of placement in the areas of math, reading, and writing. Students may be placed in developmental courses designed to help students develop the skills necessary to succeed in college-level coursework. Credits earned in developmental courses may be used toward LBHC 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 may require more than two years to complete, so it is imperative that students work closely with their advisors.

Student Transportation Services

The Crow Tribal Transit System is free of charge to all LBHC students. LBHC and the Crow Tribal Transit Authority have a partnership which offers students transportation to and from Billings, Fort Smith, Hardin, Lodge Grass, Pryor, St. Xavier, and Wyola. Students commuting from these towns on and near the Crow Indian Reservation are provided a no-cost transportation option.



Schedules for the Transit System are available in the Student Union Building.

Transfer Assistance

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



Tutoring

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

STUDENT ORGANIZATIONS

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

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

American Indian Higher Education Consortium (AIHEC)

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

American Indian Science and Engineering Society (AISES)

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

Biiluuka Alaaxuuche LBHC Indian Club

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

Advisors are chosen each year and serve on a volunteer basis.

Rodeo Club

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

Range Club

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

Student Government

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



VETERAN'S BENEFITS

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

Standards for Veterans

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

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

- Any veteran whose grade point average is 1.75 or below in any given semester will be placed on scholastic probation and will be required to receive special counseling by the certifying official before registering the next semester.
- VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A "W" will be reported to the Veterans Administration only if it affects a veteran's enrollment status.
- A 2.00 GPA is required at the completion of degree or certificate.

To allow for timely processing, students applying for Veteran's Educational Assistance are encouraged to apply for assistance at least one month prior to registration. The LBHC Financial Aid Officer can assist with the application process and certify students through the VA online. For information that is more detailed or assistance, students may contact their nearest VA regional office, local service

officer, or veteran's organization representative, including the American Red Cross, in their community. Students may access the official website of the Department of Veterans Affairs Educational Service at <http://www.gibill.va.gov>, or call them at 1-88-GIBILL-1 (1-888-442-4551).

Veterans Upward Bound

Veterans Upward Bound is one program under the U.S. Office of Education's TRIO programs designed to prepare and encourage access and participation in post-secondary education among low income and first-generation college students.

Who is eligible for Veterans Upward Bound?

- Any U.S. Military Veteran who served at least 180 days of active duty after January 31, 1955 or released from active duty because of a service connected disability.
- Veterans with Dishonorable Discharges are not eligible for services; all other forms of discharge are eligible.

Veterans must be:

- low-income as verified by a tax form or an individual student statement of income; and/or
- a first-generation college student as defined that neither of the veteran's parents has obtained a four-year college degree.

What services does Veterans Upward Bound provide?

Veterans Upward Bound provides education services to veterans throughout the State of Montana, with the near-

est center at MSU-Billings. For further information on the VUB program, contact the Dean of Student Services.

Te-Atta Old Bear

Dean of Student Services
 (406) 638-3106
 SUB 134
oldbeart@lbhc.edu



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

FINANCIAL AID AND SCHOLARSHIPS

Types of Financial Assistance

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

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

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

- Grants and Scholarships
- Work-Study Opportunities

Loans

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

Grants and Scholarships

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

The majority of scholarship assistance is allocated to students working towards their first Associate's degree. Some scholarship programs may allow scholarship assistance to students holding an Associate's degree and completing coursework toward a Bachelor's Degree. Students must achieve and maintain a 2.50 Grade Point Average to be eligible for scholarships. **Scholarships are not available during summer session.**

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

Federal Pell Grant

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

the semester for those students that have completed their file in the financial aid office and have met all requirements. **Financial Aid disbursements are made after the 7th week of classes.**

Federal Pell Grant will pay for only one (1) repeated course; if a student does not pass a course the first semester and repeats the course the second semester it is payable, however, after the second semester, Federal Pell Grant will not pay for the repeated course.

Students are allowed up to two Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) degrees at Little Big Horn College. After acquiring two degrees at LBHC, students are encouraged to go on to a four-year institution so that they will not exhaust their Federal Pell Grant at Little Big Horn College. **Pell Grant will provide funding for only ten (10) semesters of study.** Students pursuing a second Associate degree at Little Big Horn College will be asked to appeal their Federal Pell Grant so that they understand they may exhaust their federal funding at Little Big Horn College.

Federal Regulations require that students establish attendance/participation in coursework each term to be eligible for Federal Financial Aid. Federal Pell Grant recipients, Pell Grant award amount will be based on the courses he/she is registered AND in attendance. The grant is disbursed based on the number of credits for which attendance has been confirmed. The student will not be eligible for Pell Grant for courses which he/she does not attend and for the full-time Pell amount.

Federal Supplemental Education Opportunity Grant (FSEOG):

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

Montana Higher Education Grant (MHEG)

To qualify for the MHEG, a student must be a resident of the state of Montana, be eligible for financial aid, be enrolled or accepted for enrollment as an undergraduate student for a minimum of twelve (12) credits per semester, and have substantial financial need.

Acce\$\$ Grant

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

Merit-Based Scholarships

This scholarship is based on academic performance. A 3.30 minimum cumulative grade point average is required. An exception may be made if there are not enough students with the above cumulative GPA, then students with a 3.00 cumulative GPA will be considered. Students must have unmet need.

American Indian College Fund (A*CF)

American Indian Higher Education Consortium member colleges determine student eligibility for the scholarships provided through A*CF. In some cases donors may place restrictions on scholarships (i.e. A scholarship may only be available for female nursing students).

LBHC has the discretion to place additional restrictions on the scholarships, such as number of credits taken or grade point average. A*CF scholarships must be awarded only to those students currently enrolled at a tribal college. In addition, Canadian citizens are not eligible to receive A*CF scholarships, however, those students with dual U.S./Canadian citizenship are eligible.

Examples of scholarships granted through A*CF are the tuition scholarship for students who have a high Expected Family Contribution (EFC), and the first-time freshman scholarship for those students who have not attended college before.



Tuition Scholarship

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

Crow Nation Education Department

The Crow Nation Education Department provides funding through the Crow Higher Education Grant, Adult Vocational Training Program, and Crow Tribal Grant. Students should contact the Crow Nation Education Department for additional information at (406) 638-3744 or (406) 638-3746.

Veterans Benefits

The Department of Veterans Affairs administers several education programs. They have specific names and are also referred to by Chapter numbers. Each program provides different benefits for different groups of individuals. For VA Education Program forms are available in the Financial Aid Office. See section on Veteran's Benefits on page 29.

Work-Study

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

•**Federal College Work-Study (FCWS)** is a federally funded need-based program. Students who answered "yes" to question 28 on the FAFSA form and have need may be awarded FCWS. FCWS is available in various areas on campus and with off-campus community service jobs as reading and math tutors. Although every effort is made to provide students with FCWS jobs, the College cannot guarantee a student will be able to earn the amount of money initially awarded. FCWS will be part of the student's financial aid package if they are awarded.

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

Verification

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

Return of Federal Student Aid, Title IV Funds

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

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

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

General Eligibility Requirements

To be eligible for federal student aid, a student must:

- Be enrolled/accepted for enrollment in a degree or certificate program.
- Not be enrolled in elementary or secondary school.
- Have high school diploma or GED.
- Be a citizen or eligible non-citizen.



- Maintain satisfactory academic progress (see section on academic progress).
- Not** be in **default** on Perkins, Stafford, Unsubsidized Stafford or PLUS loans at any other institution.
- Not owe the U.S. Department of Education on an over-payment.
- If required, must register with the Selective Service via <http://www.sss.gov>.

Transfer Students

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

When a student transfers from another college/university, the student will start out on good academic status at Little Big Horn College, regardless of the student's academic status at the previous college/university.

A student who has left LBHC in poor academic standing will be considered for re-enrollment at LBHC if the student can show proof of credits attempted and passed with a grade point average of 2.00 or higher from another accredited college/university.

Duration of Eligibility

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

Satisfactory Academic Progress

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

Satisfactory academic progress is measured in two categories:

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

Financial Aid Probation

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

A student placed on probation **IS** still eligible for federal and state aid funding.

If a student is placed on probation he/she is **NOT** eligible for Little Big Horn College scholarships and Institutional Work Study.

Financial Aid Suspension

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

Incomplete Grade

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

Reinstatement of Financial Aid

In order to be considered for any financial aid, the student must complete a credit load at the same enrollment status as the semester they were placed on suspension.

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

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

Federal Aid Appeal Process

Every student has the right to appeal if he/she is on probation, suspension, has repeated courses or has exceeded his/her duration of eligibility.

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

The appeals committee will make the final decision on the appeal; the committee is comprised of the Dean of Students, Dean of Academics, Dean of Administration, Chief Finance Officer, Registrar, President, Department Heads, and Financial Aid Staff.

Beverly Snell

Financial Aid Director

SUB

(406) 638-3141

snellb@lbhc.edu

COST OF ATTENDANCE

How much does it cost to attend LBHC? This is an important question for all students to consider. Below is an example of an estimated cost of attendance budget. The cost of attendance budget allows students to better understand the overall cost to attend Little Big Horn College. This is an estimate as actual costs depend on individual needs and resources. Little Big Horn College recognizes two categories of students in relation to financial aid, the dependent and independent student.

A **Dependent** student is a student living at home with parent(s) or adopted parents. An **Independent** student is a self-supporting student maintaining a household.

Cost of Attendance at LBHC		
Full-Time Student	One Semester	Full Academic Year
Tuition 12-18 Credits	\$1,300.00	\$2,600.00
Registration	\$50.00	\$100.00
Activity Fee	\$50.00	\$100.00
Building	\$100.00	\$200.00
Tech Fee	\$50.00	\$100.00
Science Lab Fee	\$30.00	\$60.00
Art Lab Fee	TBD	TBD
Library fee	\$20.00	\$40.00
TOTAL	\$1600.00	\$3,200.00

Sample Budget for a Full-Time Independent Student from Pryor with One Dependent Attending LBHC:			
One Semester		Full Academic Year	
Tuition & Fees	\$1,600.00	Tuition & Fees	\$3,200.00
Travel	\$6,007.50	Travel	\$12,015.00
Housing	\$3,217.50	Housing	\$6,435.00
Childcare	\$1,890.00	Childcare	\$3,780.00
Books and Other Expenses	\$800.00	Books and Other Expenses	\$1,600.00
TOTAL	\$13,514.50	TOTAL	\$27,029.00

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

Sample Budget for a Full-Time Dependent Student from Crow Agency			
One Semester		Full Academic Year	
Tuition & Fees	\$1,600.00	Tuition & Fees	\$3,200.00
Travel	\$1,201.50	Travel	\$2,403.00
Housing	\$3,217.50	Housing	\$6,435.00
Books and Other Expenses	\$600.00	Books and Other Expenses	\$1200.00
TOTAL	\$6,619.00	TOTAL	\$13,238.00



2014-15 LBHC Rams Men's and Women's teams.



RAMS BASKETBALL

Eligibility requirements for athletes are posted on the

Little Big Horn College website, <http://www.lbhc.edu>.

The college sponsors two intercollegiate sports, women's and men's basketball. The college is a member of the National Junior College Athletic Association (NJCAA), with in Region IX. NJCAA regulations require intercollegiate athletic programs to be designed as an integral part of the educational system and to be an active part of the student body.

The core foundation of the Athletic program at LBHC is to provide outstanding athletes a quality two-year degree level of post-secondary education, and the opportunity for Crow Indian athletes to compete in regional and national basketball competition.

All prospective student-athletes can apply for admission through the Admission's Office. Little Big Horn College has an open admissions policy. (See page 12).

The Office of Financial Aid awards athletic scholarships. Athletes receive a scholarship up to, but no more, than room, board, fees, other fees, books, tuition, and one round trip travel to and from home per academic year.

Students participating in athletics at LBHC are held to academic and behavioral standards of accountability. Students who participate in the basketball programs are held to the same academic standards as all other LBHC students, including full-time enrollment in the General Education Core Program, Associate Degree program requirements, and respective and acceptable academic progress measures. On a continuous basis and prior to athletic travel, the college athletic department receives academic progress reports on the athletes. Coaches notify the college faculty members of required travel time that causes class absence.

The athletic department is committed to uphold the policies and procedures set in place by both LBHC and the NJCAA. Twice annually, the college submits eligibility certification for all athletes to NJCAA.

Tana Stewart

Athletic Director/Health & Wellness Manager
HWC
(406) 638-3660
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David Small

Dean of Administration/Title IX Coordinator
(406) 638-3110
ADMIN
smalld@lbhc.edu



LITTLE BIG HORN COLLEGE LIBRARY

Little Big Horn College Library

The Little Big Horn College Library provides students and faculty with access to information resources and instruction in information skills critical to their educational programs of study and instructional needs. Instruction sessions are made for the various classes in curriculum, particularly in the Skills for Success course and the writing classes in Communication Arts. The Library also serves as the Crow Tribal Public Library.

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

Services and Collections

The Library provides students, faculty and the public access to **23,000 print volumes, nearly 12,000 periodical titles** both print and electronic, general **Internet access**, and a collection of approximately **3,500 audiovisual materials**, much of which is video recordings related to the

Crow people and Little Big Horn College. The audiovisual recordings also cover topics taught in course work and titles for general recreational use.

The children's collection contains nearly 1,500 books and other materials in addition to two computers for the use of children 3 to 13.

Resource areas of particular strength are Crow and Native American Studies,

early childhood education, natural resources, nursing and health, and the history of the American West.

Crow materials are held in a special collection, including rare and out of print books, government documents, reports, and video recordings. There is also a large collection of circulating Crow materials. In addition, there is a collec-



tion of digital Crow materials which are located on the library web page (<http://lib.lbhc.edu/>) under the Crow Resources tab. Crow and Native American materials comprise approximately 30% of the print collections.

The LBHC Library is a part of the OMNI (Outreach Montana: Networked Information) Consortium which consists of ten college libraries in Montana. The LBHC Library catalog gives access to the materials of both LBHC and the other ten libraries via **interlibrary loan**. The catalog can also be accessed via the library web page (<http://lib.lbhc.edu/>) under the LBHC Library tab. The holdings of OCLC WorldCat can also be accessed for interlibrary loan, giving access to the holdings of libraries throughout the world.

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



The LBHC library Serves students, staff and the public.

LITTLE BIG HORN COLLEGE ARCHIVES

Crow Indian Historical and Cultural Collections

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

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

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

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

One of the exceptional aspects of the collections in the Archives is the hundreds of **recordings of Crow oral history and oral literature** which contain the infinite wisdom of the elders of the Crow Nation. Many of these recordings are in the Crow language.

A more complete description of the Archives and several of its collections can be found on the library web page (<http://lib.lbhc.edu/>) under the LBHC Library tab.

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

Tim Bernardis

Library Director
LIB
(406) 638-3113
tim@lbhc.edu

Edwin Springfield

Assistant Librarian
LIB
(406) 638-3160
springfielde@lbhc.edu

Jon Ille

Archivist
LIB
(406) 638-3182
illej@lbhc.edu

Library & Archives Learning Objectives

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



HEALTH AND WELLNESS

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

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



Guiding Statement

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

Philosophy

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

Goals

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

Programs

- 1 credit physical education classes
- 3 credit comprehensive courses in fitness and wellness
- Drop-in hours in the Health and Wellness Center
- Intramural Sports events and leagues
- Special events, such as 5K runs

Facilities

Cardio-Physical Conditioning Room

This room houses cardiovascular machines and strength training machines.

Strength & Power Training Room

This room houses strength machines (free weights) and plate loaded machines.

Group Fitness

This room houses group exercise classes.

The Center

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

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

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

Fitness Training Center Fees

Students can utilize HWC facility for free as part of the athletic fee they pay upon registration at LBHC. Non-students please see the registration desk for fee information.

HWC Learning Outcomes

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

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

Tana Stewart

Health & Wellness Manager/Athletic Director

HWC

(406) 638-3661

stewartt@lbhc.edu

INFORMATION TECHNOLOGY

Technology Access on Campus

The **computer labs for student use** located in the Driftwood Lodges Learning Center rooms, 152, 214, and 215,



are open daily for LBHC students to access when classes are not in session. Computer lab hours are 8 a.m. to 5 p.m. Monday through Friday. Each lab has 15 to 25 computers for student use. Additional computer workstations are available to LBHC Students in the Student Union Building and the Library/Archives

building:

- Title III tutor lab has several computer workstations available, open daily for student use, located in the SUB, second floor.
- The library has workstations exclusively for student use, Library and Archives Building.
- The library also has laptop computers available to LBHC students for checkout at the Library front desk, for in-library use only.

WiFi Access

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

Classroom Technology

There are several portable multimedia carts. Three classroom computer labs are configured with the necessary software to support the classes that are taught in each room. The three science labs also have computers setup in them for students to use with their science related studies.

Student ID Cards

Students may obtain their individual ID cards from the technology department which is currently located in room 151 of the Driftwood Lodges Learning Center. Students

will be issued an ID card after registering for classes. Students need to present their class schedule document as proof of registration. There is no additional charge for the initial issuance of the student ID. There will be a \$5 fee for reprinting IDs.

Email Addresses

Email addresses will be created for the students and should be used to communicate with the faculty during the semester concerning course related studies. Email addresses will be issued when students pickup their Student IDs.

Advice

Technology advice is available from Little Big Horn College's technology staff who are here on campus to serve the students, faculty, and staff. Please feel free to stop by the technology department and discuss technology related subjects such as reporting a problem on the network or getting ideas on how to move forward on a project. The Little Big Horn College technology department **DOES NOT** repair personal technology devices such as laptop computers, smartphone devices and printers.



will be issued an ID card after registering for classes. Students need to present their class schedule document as proof of registration. There is no additional charge for the initial issuance of the student ID. There will be a \$5 fee for reprinting IDs.

VisionNet

Little Big Horn College subscribes to VisionNet technologies which allows the college access to videoconferencing communication technologies that enables the college access to information from distant regions across the state, nation and the world. This is a vital tool for educational and economic development opportunities on campus and the Crow reservation community. The video conferencing equipment is stationed on a mobile cart which allows for a dynamic setup of broadcasting and receiving video conference and distant learning.

Technology Learning Outcome

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

Franklin Cooper

Chief Information Officer

DL 133

(406) 638-3161

cooperf@lbhc.edu

SPONSORED PROGRAMS

Little Big Horn College, a 1994 Land Grant Institution

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

Land Grant Extension Service, Youth and Agricultural Development

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

Land Grant Extension Service, Community Training

Little Big Horn College Extension Program organizes and provides training and technical assistance for the Crow Reservation community members on the Keeps Eagle and Cobell Settlements. The Keeps Eagle Case is a \$760 million settlement with the United States Department of Agriculture (USDA) that resulted from agency discrimination against Native American farmers and ranchers, by denying them equal access to credit in the USDA Farm loan programs. The college provides training to Crow Indian community members. The Cobell Settlement of Individual Indian Monies resolved a class action lawsuit that found the federal government violated its duties by mismanaging trust accounts and individual Indian trust lands. The college assists Crow Tribal members with information seminars on the Cobell Settlement.

Little Big Horn Conservation Education

The Little Big Horn Conservation Education Program is to

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

Little Big Horn College Project

The Little Big Horn College Project is to implement tasks associated with the American Indian Education Consortium (AIHEC) American Indian Farmers, Ranchers and Communities. The project would provide a series of informational webinars in conjunction with AIHEC and United States Department of Agriculture (USDA)-Natural Resource Conservation Service (NRCS). The project will also conduct outreach workshops to provide information to local farmers and ranchers about available NRCS (and other USDA agencies) resources and programs as well as the 1200 application process. Developing a climate change vulnerability analysis is an objective of the project. Lastly, the project will provide one-on-one to individual farmers and ranchers to develop proposal applications.



Healthy Living through Gardening Project

The primary purpose of the Healthy Living through Gardening Project is to increase knowledge and access to fresh produce through gardening while increasing physical activity and awareness of nutrition as the communities develop a step forward to food sovereignty. The program also aims towards the improvement of overall health such as restoring the Crow consanguineous culture by re-connecting youth and elders by re-connecting with the land/nature. Community members will gain knowledge of where food comes from thus increasing trend of respect for efforts in growing your own food and a community responsibility to maintain food sovereignty will result. Activities will include a hands-on gardening workshops, cooking demonstrations, canning trainings, nutrition outreach, and various trainings, pertaining to gardening. The project will serve primarily members of the Crow Tribe on the 2.1 million acre reservation. The project is funded by First Nations Development Institution-Seeds of Native Health Grant.

Green House

LBHC Green House promotes and assists in creating, preparation, and maintain a successful garden in conjunction with Healthy Living through Gardening Project. Tours and speaking engagements are available upon request. The green house helps with starting and growing plants such as tomatoes, peppers, lettuce, watermelons, cucumbers etc. The green house will be a learning center for community members to start their own plants for their own gardens. The project incorporates traditional foods, medicines, and plants. The green house will help the HLTG project by improving the health of the Crow People, while educating Indians and non-Indians alike about Crow culture and philosophy related to plants and gardening.

Range Club

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

Healing Gardens

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

value of gardening, nutrition and traditional foods to build on the healthy family pilot project.

Water Quality Project

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

Environmental Health Literacy Project

This program is collaborating with the Crow Community, Crow Elementary School, Little Big Horn College and Montana State University-Bozeman to improve health by utilizing Community-based participatory research (C.B.P.R.) and educating Crow children about the relationship between the environment and human health. This will be accomplished by introducing students to lessons grounded in Apsaalooke culture, thereby increasing culturally based environmental health literacy of children and in turn, their social networks also. This will increase our children's appreciation and knowledge skills not just in environmental issues about our water systems on the reservation, but their science literacy will increase also.

Guardians of the Living Water (GOLW) Project

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

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

CAMPUS SAFETY AND SECURITY

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

Annual Crime Report

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

www.lbhc.edu/cleryactcrimereport

Violent and Sexual Offenders

The "Campus Sex Crimes Prevention Act", section 1601 of Public Law 106-386 is a federal law enacted on October 28, 2001 that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. The act amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act which requires sex offenders, already required to register in a State, to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vocation, **or is a student**. The law requires that state procedures ensure that this registration information is promptly made available to law enforcement agencies with jurisdiction where the institutions of higher education are located and that it is entered into appropriate State records or data systems. These changes took effect October 28, 2002.

If a student answers yes to the sexual/violent offender question on the **admissions application** the student will be required to submit to a background check at his/her own expense, and the student will be required to complete the Disclosure of Information Form. This form is an opportunity for the student to explain the circumstances of the ar

Building	Contact Person	Phone
Administration Building	David Small, Dean of Administration	638-3110
Cultural Center	David Small, Dean of Administration	638-3110
Driftwood Lodges	David Small, Dean of Administration	638-3110
Health & Wellness Center	Tana Stewart, Health & Wellness Manager	638-3660
Library and Archives	David Small, Dean of Administration	638-3110
Student Union Building	Te-Atta Old Bear, Dean of Student Services	638-3106
After hours	Sharon Bear Don't Walk, Security	638-3135

rest, indictment or conviction as well as any court action. The disclosure form must be completed by the student for review. Throughout the process of review, the student will be notified of his or her status.

Felony Convictions

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

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

Commitment to Title IX

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

Discrimination, Harassment and Unacceptable Behavior

LBHC is committed to maintaining an environment conducive to learning for all students and a professional workplace for its em



employees; we take active measures against all discrimination, discriminatory harassment, and sexual harassment, including any type of violence or misconduct. **If you believe you are a victim of sexual discrimination, including sexual harassment, sexual misconduct, sexual assault, stalking, dating violence, or rape at LBHC, immediately contact:**

Title IX Director

David Small

Dean of Administration
638-3110
ADMIN
smalld@lbhc.edu

Title IX Coordinators

Shaleen Old Coyote

Human Resources
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ADMIN
oldcoyotes@lbhc.edu

Te-Atta Old Bear

Dean of Student Services
638-3106
SUB 134
oldbeart@lbhc.edu

CONTROLLED SUBSTANCES

Alcohol and Drug Policy

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

The LBHC goal is to create an alcohol and drug free educational and community environment. The college recognizes the use of alcohol and drugs as a major barrier to academic success and has adopted an inclusive Alcohol and Drug-Free Policy, and mandates all students and employees sign the Zero Tolerance Agreement Forms. The College supports those who choose an alcohol and drug free lifestyle and those who are in recovery.

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

- **use, manufacture, sell, give away, barter, exchange, or distribution** of alcohol, controlled substances or drug paraphernalia.
- **possession** of alcohol or illicit drugs while on campus,

involved in college activities, service projects, programs or work situations off campus

- **presence at work, in the classrooms and campus facilities** and events **under the influence** of alcohol or illicit drugs, that affect alertness, coordination, reaction, response, judgment, decision-making or safety.

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

Smoking and Chewing Tobacco

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

Te-Atta Old Bear

Dean of Student Services
(406) 638-3106
SUB 134
oldbeart@lbhc.edu

ORIENTATION & ADVISING

Orientation

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

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

Advising

During new student orientation each student will be assigned an advisor. Students who must take developmental courses will be assigned an advisor in the First-Year Experience Program. Students who are able to register for 100-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 pro-

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

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

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

- Two weeks into the semester to create their plan of study,
- At Mid-term to discuss academic progress,
- Before Finals to discuss their status and work on their concurrent semester's potential course load.



CHECKLIST FOR NEW STUDENT

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

CHECKLIST FOR RETURNING STUDENT

- _____ 1. Review Plan of Study before registration with Advisor; record this on your record of discussion.
- _____ 2. Revise Plan of Study as necessary.
- _____ 3. Get copy of new Plan of Study, if needed.
- _____ 4. Review Plan of Study with Advisor.
- _____ 5. Potential graduates 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.

LITTLE BIG HORN COLLEGE LEARNING OUTCOMES

General Education Core Requirements

The General Education Core Requirements coursework requirements are designed to provide a broad educational foundation by preserving, perpetuating and protecting the Crow culture and language while advancing individuals in scholarship and higher education.

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

test-taking, and time management.

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

Technology Learning Outcome

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

Library Learning Outcomes

- The student will be able to find, evaluate and use resources in all formats effectively, both as college students and for lifelong learning.
- The student will acquire research skills that they can use successfully throughout their years in higher education and for life.
- The student will acquire technology skills that will enable them to succeed in college and throughout their lives.
- The student will attain skills to use databases, interlibrary loan and the library's own online and hard copy collections for success in their LBHC classes and beyond.
- The student will be able to use their library/information skills in their papers and assignments at LBHC and beyond.



Related Instruction Core – One-Year Certificate Programs

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

- **Communications-Writing:**

Students will demonstrate and apply the ability to communicate effectively in writing.

- **Computation:**

Students will be able to apply quantitative (mathematical

and statistical) concepts and operations to solve problems, interpret data and communicate ideas.

- **Human Relations/Interpersonal Communication:** Students will demonstrate and apply the ability to communicate effectively in written and spoken forms.

The courses align in the certificate program, for a credit total of nine (9) related instruction core credits.

Developmental Program Learning Outcomes

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

- **Reading:** Students will demonstrate the ability to comprehend and summarize texts, as well as utilize proper grammar and sentence structure.

- **Writing:** Students will demonstrate the ability to compose a multi-paragraph essay utilizing the essential elements of writing-voice, sentence fluency, content, word choice, organization and convention.

- **Computation:** Students will demonstrate the quantitative procedural competence to solve a variety of types of equations, as well as use multiple representations of mathematical ideas in order to build quantitative literacy.



Student Services Learning Outcome

- To understand and apply student success strategies.

Health & Wellness Center Learning Outcomes

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

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

DEGREES

All students seeking Associate of Arts, Science, or Applied Science Degrees are required to complete thirty-one or thirty-three (31-33) General Education Core Requirement credits as well as their Program of Study's required credits. **All students must declare a Program of Study or Major at the time of admission.** Students will then be assigned an advisor. The student should meet with their advisor on a regular basis for additional information and assistance.

See Registration section for information concerning changing a Program of Study.

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

Frederica Left Hand

Dean of Academics

DL 145

638-3131

lefthandfv@lbhc.edu



The following is a list of degree programs offered:

Associate of Arts in Business Administration

- Business Administration
- Small Business Management

Associate of Arts in Crow Studies

- Crow Studies
- Native American Studies

Associates of Arts in Education

- Elementary Education
- Early Childhood Education

Associate of Arts in Human Services

- Human Services
- Addiction Studies
- Psychology

Associate of Applied Science in Information Systems:

- Information Technology

Associates of Science in Mathematics

- Mathematics
- Pre-Engineering

Associate of Arts in Liberal Arts

Associate of Arts in Directed Individualized Studies

Associate of Science

- Science: Community Health
- Science: Environmental Health
- Science: Natural Resources-Environmental Science
- Science: Tribal Natural Resources-Environmental Science
- Science: Biology
- Science: Pre-Medical
- Science: Life Science/Pre-Nursing
- Agriculture: Rangeland Ecology and Management
- Agriculture: Livestock Management (PILOT PROGRAM)

One Year Certificate:

- Business: Accounting Assistant (PILOT PROGRAM)
- Education: Early Childhood (PILOT PROGRAM)
- Crow Studies: Tribal Management
- Information Systems: Information Technology Assistant
- Information Systems: Office Assistant
- Highway Construction (PILOT PROGRAM)
- Welding Technology & Fabrication (PILOT PROGRAM)

"Baaishtashiiile ammaaéhche iiwaa awássahchee-wailuuk Ammaaéhche éwahkuulak baaawássahcheewiolak baleetáak"

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

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

GENERAL EDUCATION CORE REQUIREMENTS

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

STUDENTS MUST TAKE COURSES FROM EACH OF THE FOLLOWING CATEGORIES:

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

CS 101, Crow Language I F/S/Su
*CS 102, Crow Language II F/S
CS 103, Conversational Crow F/S

Crow Studies (CS) 3 credits

CS 136, Crow Socio-Familial Kinship S/Su
AG 137/CS 137, Horse in Crow Culture S
CS 138, History of Crow Chiefs F
CS 124, Crow History F

Quantitative Reasoning (Q), 3-4 credits

*MA 121, College Algebra F/S
*MA 145, Math for Liberal Arts F/S/Su
*MA 151, Pre-Calculus S
*MA 171, Calculus I F
*MA 172, Calculus II S
*MA 216, Intro to Statistics F/S/Su

College Writing (W), 3 credits

CA 101, College Writing I F/S/Su

College Seminar (S), 3 credits

BU 122, Introduction to Business Writing F
CA 112, Public Speaking F/S/Su
*CA 201, College Writing II F/S/Su

Skills for Success (SK), 1 credit

ED 100, Skills for Success F/S

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

Natural Science (N), 7-8 credits

AG 132/133 /SC 132/133, Nat Res Conser/Lab S
AG 242/243 /SC242/243 Nat Res Ecology/Lab F
SC 101, Mysteries of the Sky F
SC 104/105, Intro. to Geology/Lab F
SC 114 /115 Survey of Biology F/S
SC 116/117, Physical World Around Us/Lab F
SC 121/125, Intro. to General Chemistry/Lab F/S
SC 160/161, Principles of Living Systems/Lab F/S
SC 170/171, Princ. of Biological Diversity/Lab S
SC 201, Soils S
SC 244, Environmental Science F/S

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

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

Diversity & Social Science (D & SS) 3 credits

AN 111, Cultural Anthropology S
AN 120, Environment & Culture S
BU 101, Economic Way of Thinking F/Su
BU 111, Introduction to Business F/Su
*BU 201, Principles Macroeconomics F/Su
*BU 202, Principles Microeconomics S
BU 230, Intro. to Organizational Behavior S
CS 103, Conversational Crow F/S
CS 131, Intro. to Native Amer. Studies F/Su
CS 210, Plains Indian Sign Language S
CS 223, Anthropology of Amer. Indians F
CS 225, Montana Indians Prior to 1851 F
CS226, Montana Indians 1851 to present S
CS 230, Contemp. Issues of American Indians F
CS 231, Amer. Indian Political Science S
ED 250, Psychology of Learning/Lab F
HE 202, Core Health Concepts F
*HE 214/SC 214, Nutrition S
HI 105, World Civilization S/SU
HI 201, U.S. History I F/Su
HI 202, U.S. History II S
HU 136, Introduction World Religions F
PY 101, Introduction to Psychology F/S/Su
PY 203, Abnormal Psychology S
SS 101, Intro. to Sociology F/Su

Arts & Humanities (A& H), 3 credits

CA 106, Introduction to Literature S
*CA 206, Fundamentals of Creative Writing S
*CS 108, Literature of the American Indian F
CS 133, Crow Indian Art S
CS 134, Music & Dance of the Crow Indians F
CS 135, Crow Oral Literature S
CS 211, American Indian Thought & Phil. F
HU 101, Survey of Humanities S
HU 103, Foundations of Art S
HU 227, American Indian Representation in Film F
*IS 211, HTML and Web Page Design F

Courses marked with an asterisk (*) have prerequisites.

BUSINESS DEPARTMENT**ASSOCIATES OF ARTS IN BUSINESS ADMINISTRATION**

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

Business Administration Program Learning Outcomes:

- The students should be able to demonstrate knowledge of how businesses operate: Prepare accurate reports for decision making and regulatory compliance; make effective business decisions using a systematic, evaluative, and information-based approach; analyze specific economic markets to explain and predict changes in price and economic behavior; formulate and evaluate various policy options using business terminology.
- The students should be able to demonstrate use of business concepts and terms, and effectively communicate using business language.
- The students should be able to demonstrate and exhibit standards of professional practice, demonstrate awareness of ethical behaviors and social responsibilities in the rapidly-changing environment.
- The students should be able to obtain and successfully compete for associate level business employment within the marketing environment upon program completion.

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: Business Administration

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

Program of Study Requirements

Business Administration Option			
Course	Credits	Semester	Grade
BU 205 Business Law	3	S	
BU 101 Econ Way of Thinking	3	F	
BU 111 Introduction to Business	3	F	
BU 221 Principles of Financial Accounting	3	F	
BU 222 Principles of Managerial Accounting	3	S	
BU 201 Principles of Macroeconomics	3	F	
BU 202 Principles of Microeconomics	3	S	
BU 230 Introduction to Organizational Behavior	3	S	
BU 243 Contemporary Business Mathematics	3	F	
Required Electives : (3 credits required) choose one			
BU 224 Computerized Accounting	3	F	
BU 241 Small Business Management	3	S	
BU 276 Internship- Options; Governmental organizations, educational institutions, & service industry or by design	3	OD	
IS 103 Microsoft Word	3	F/S	
TOTAL PROGRAM REQUIREMENTS	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				Natural Sciences (N) 7-8 cr			
CS 101 Crow Language I	3	F/S		SC 101 Mysteries of the Sky	3	F	
CS 102 Crow Language II	3	F/S		SC 104/105 Intro to Geol/Lab	3/1	F	
CS 103 Conversational Crow	3	F		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
Quantitative Reasoning (Q) 3 cr				SC 170/172 Prin of Biodiversity/Lab	3/1	S	
MA 216 Intro to Statistics	3	F/S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Phys World And Us	3/1	F	
ED 100 Skills for Success	1	F/S		SC 120/119 Botany/Lab	3/1	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 121/125 Intro to Chem/Lab	3/1	F/S	
CS 210 Plains Indian Sign Language	3	S		AGSC132/133Nat Res Con/Lab	3/1	F	
Crow Studies (CS) 3 cr				SC 201 Soils	3	S	
CS 136 Crow Socio –Familial Kinship	3	S		AGSC242/243Nat Res Eco/Lab	3/1	F	
CS 138 History of Crow Chiefs	3	F		SC 244 Environmental Sci.	3	S	
CS 224 Crow History	3	F		Arts & Humanities (A & H) 3 cr			
AG/CS 137 Horse in Crow Culture	3	S		CS 108 Lit of the Amer. Indian	3	F	
College Writing (W) 3 cr				CS 133 Crow Art	3	S	
CA 101 College Writing I	3	F/S		CS 134 Music & Dance of the Crow	3	F	
College Seminar (S) 3 cr				CS 135 Crow Oral Literature	3	S	
BU 122 Intro to Bus Writing	3	F		CS 211 Am Indian Thought & Phil	3	F	

BUSINESS

BUSINESS DEPARTMENT**ASSOCIATES OF ARTS IN BUSINESS ADMINISTRATION
SMALL BUSINESS MANAGEMENT OPTION**

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

Business Administration, Small Business Management Option, Program Learning Outcomes:

- The students should be able to demonstrate knowledge of how businesses operate: Prepare accurate reports for decision making and regulatory compliance; make effective business decisions using a systematic, evaluative, and information-based approach; analyze specific economic markets to explain and predict changes in price and economic behavior; formulate and evaluate various policy options using business terminology.
- The students should be able to demonstrate use of business concepts and terms, and effectively communicate using business language.
- The students should be able to demonstrate and exhibit standards of professional practice, demonstrate awareness of ethical behaviors and social responsibilities in the rapidly-changing environment.
- The students should be able to obtain and successfully compete for associate level business employment within the marketing environment upon program completion.

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: Business Administration: Small Business Management Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
BU 101 Economic Way of Thinking (D&SS)	3	BU 205 Business Law	3
BU 111 Introduction to Business	3	BU 230 Intro to Organizational Behavior	3
ED 100 Skills for Success (SK)	1	CS 210 Plains Indian Sign Language (D&SS)	3
Crow Language Core Elective (CL)	3	MA 216 Introduction to Statistics (Q)	3
CA 101 College Writing I (W)	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 222 Principles of Managerial Account.	3
BU 221 Principles of Financial Accounting	3	BU 202 Principles of Microeconomics	3
BU 201 Principles of Macroeconomics	3	BU 241 Small Business Management	3
BU 243 Contemporary Business Mathematics	3	Art & Humanities Core Elective (A&H)	3
Science Core Elective (N)	3-4	Crow Studies Core Elective (CS)	3
Total Credits	15-16	Total Credits	15

Program of Study Requirements

Small Business Management Option			
Course	Credits	Semester	Grade
BU 205 Business Law	3	S	
BU 101 Econ Way of Thinking	3	F	
BU 111 Introduction to Business	3	F	
BU 221 Principles of Financial Accounting	3	F	
BU 222 Principles of Managerial Accounting	3	S	
BU 201 Principles of Macroeconomics	3	F	
BU 202 Principles of Microeconomics	3	S	
BU 230 Introduction to Organizational Behavior	3	S	
BU 243 Contemporary Business Mathematics	3	F	
BU 241 Small Business Management	3	S	
TOTAL PROGRAM REQUIREMENTS	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				Natural Sciences (N) 7-8 cr			
CS 101 Crow Language I	3	F/S		SC 101 Mysteries of the Sky	3	F	
CS 102 Crow Language II	3	F/S		SC 104/105 Intro to Geol/Lab	3/1	F	
CS 103 Conversational Crow	3	F		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
Quantitative Reasoning (Q) 3 cr				SC 170/172 Prin of Biodiversity/Lab	3/1	S	
MA 216 Introduction to Stats	3	F/S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 116/117 Phys World Arnd Us	3/1	F	
ED 100 Skills for Success	1	F/S		SC 120/119 Botany/Lab	3/1	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 121/125 Intro to Chem/Lab	3/1	F/S	
CS 210 Plains Indian Sign Language	3	S		AGSC132/133Nat Res Con/Lab	3/1	F	
Crow Studies (CS) 3 cr				SC 201 Soils	3	S	
CS 136 Crow Socio –Familial Kinship	3	S		AGSC242/243Nat Res Eco/Lab	3/1	F	
CS 138 History of Crow Chiefs	3	F		SC 244 Environmental Sci.	3	S	
CS 224 Crow History	3	F		Arts & Humanities (A & H) 3 cr			
AG/CS 137 Horse in Crow Culture	3	S		CS 108 Lit of the Amer. Indian	3	F	
College Writing (W) 3 cr				CS 133 Crow Art	3	S	
CA 101 College Writing I	3	F/S		CS 134 Music & Dance of the Crow	3	F	
College Seminar (S) 3 cr				CS 135 Crow Oral Literature	3	S	
BU 122 Intro to Bus Writing	3	F		CS 211 Am Indian Thought & Phil	3	F	

BUSINESS

CROW STUDIES DEPARTMENT**ASSOCIATE OF ARTS DEGREE IN CROW STUDIES**

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

Crow Studies Program Learning Outcomes:

- Research subject matters relevant to Native Americans and Crow Indians.
- Write effectively on subject matters of Native America and the Crow Indian community.
- Expand their knowledge of Native America and the Crow Indian community in the areas that have gained their interest by applying the learned concepts.
- Research and create programs that will benefit their workplaces and communities.
- Enter into a four-year higher degree program related to Crow or Native American Studies at a Bachelors of Arts or Science level.
- Enter into and successfully function in positions that require said degree.

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

Sample Plan of Study: Crow Studies

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

Program of Study Requirements

Crow Studies Option			
Course	Credits	Semester	Grade
CS 102 Crow Language II	3	F/S	
CS 131 Intro to Native American Studies	3	F	
CS 133 Crow Indian Art	3	F	
CS 134 Music & Dance of the Crow Indians	3	F	
CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F	
CS 231 American Indian Political Science	3	S	
CS 233 Economics in Indian Country	3	S	
CS 240 American Indian Ed. Hist & Issues	3	F	
Required Electives : (3 credits required) choose one			
CS 137 Horse in Crow Indian History & Culture	3	S	
CS 225 Montana Indians Prior to 1851	3	F	
CS 232 American Indian Law	3	F	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-61		

CROW STUDIES

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		SC 101 Mysteries of the Sky	3	F	
MA 145 Math for Liberal Arts	4	F/S		SC 101 Mysteries of the Sky	3	F	
MA 151 Pre-Calculus	4	S		SC 160/161 Prin of Living sys/Lab	3/1	F/S	
MA 171 Calculus I	4	F		SC 170/172 Prin of Biodiversity/ Lab	3/1	S	
MA 172 Calculus II	4	S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 216 Intro to Statistics	3	F/S		SC 116/117 Phys Wrld Arnd Us	3/1	F	
Skills for Success (SK) 1cr				SC 120/119 Botany/Lab	3/1	S	
ED 100 Skills for Success	1	F/S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				AGSC132/133Nat Res Con/Lab	3/1	F	
CS 210 Plains Indian Sign Language	3	S		SC 201 Soils	3	S	
Crow Studies (CS) 3 cr				AGSC242/243Nat Res Eco/Lab	3/1	F	
CS 136 Crow Socio –Familial Kinship	3	S		SC 244 Environmental Sci.	3	S	
College Writing (W) 3 cr				Arts & Humanities (A & H) 3 cr			
CA 101 College Writing I	3	F/S		CS 108 Lit of the Amer. Indian	3	F	

CROW STUDIES DEPARTMENT**ASSOCIATE OF ARTS DEGREE IN CROW STUDIES:
NATIVE AMERICAN STUDIES OPTION**

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

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

- Research subject matters relevant to Native Americans and Crow Indians.
- Write effectively on subject matters of Native America and the Crow Indian community.
- Expand their knowledge of Native America and the Crow Indian community in the areas that have gained their interest by applying the learned concepts.
- Research and create programs that will benefit their workplaces and communities.
- Enter into a four-year higher degree program related to Crow or Native American Studies at a Bachelors of Arts or Science level.
- Enter into and successfully function in positions that require said degree.

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

Sample Plan of Study: Crow Studies: Native American Studies

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

Program of Study Requirements

Native American Studies Option			
Course	Credits	Semester	Grade
CS 131 Intro to Native American Studies	3	F	
CS 223 Anthropology of American Indians	3	F	
Select eight courses from the following:			
CS 102 Crow Language II	3	F/S	
CS 103 Conversational Crow	3	F/S	
CS 137 Horse Crow Indian History & Culture	3	S	
CS 138 History of Crow Chiefs	3	F	
CS 210 Plains Indian Sign Language	3	S	
CS 211 American Indian Thought & Philosophy	3	F	
CS 230 Contemporary Issues of Am. Indian	3	F	
CS 231 American Indian Political Science	3	S	
CS 232 American Indian Law	3	F	
CS 233 Economics in Indian Country	3	S	
CS 240 Indian Education History & Issues	3	F	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-61		

CROW STUDIES

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
Quantitative Reasoning (Q) 3-4 cr				SC 101 Mysteries of the Sky	3	F	
MA 121 College Algebra	4	F/S		SC 104/105 Intro to Geol/Lab	3/1	F	
MA 145 Math for Liberal Arts	4	F/S		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
MA 151 Pre-Calculus	4	S		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
MA 171 Calculus I	4	F		SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 172 Calculus II	4	S		SC 116/117 Phys World Arnd Us	3/1	F	
MA 216 Intro to Statistics	3	F/S		SC 120/119 Botany/Lab	3/1	S	
Skills for Success (SK) 1 cr				SC 121/125 Intro to Chem/Lab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 201 Soils	3	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 244 Environmental Science	3	S	
CS 225 MT Indians Prior to 1851	3	F		AGSC132/133 Nat Res Con/Lab	3/1	F	
Crow Studies (CS) 3 cr				AGSC242/243 Nat Res Eco/Lab	3/1	F	
CS 136 Crow Socio –Familial Kinship	3	S		Arts & Humanities (A & H) 3 cr			
College Writing (W) 3 cr				CS 108 Lit of the Amer Indian	3	F	
CA 101 College Writing I	3	F/S					

EDUCATION DEPARTMENT**ASSOCIATE OF ARTS DEGREE IN EDUCATION:
ELEMENTARY EDUCATION OPTION**

This two year program of study is designed to ensure students acquire the requisite skills for obtaining employment as a paraprofessional educators and/or transfer to a four-year institution to obtain a Bachelor's degree in Elementary Education and/or Special Education. The program of study provides students opportunities for classroom observations and/or presentations 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.

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

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

Note: if placement test scores indicate refresher 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 2.0 GPA and transfer students a 2.50 GPA to enter the School of Education at a 4 year institution. It is imperative that students work closely with their advisors.

Sample Plan of Study: Elementary Education

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

Program of Study Requirements

Elementary Education Option			
Course	Credits	Semester	Grade
CS 240 Indian Education Issues	3	F	
ED 120 Schools and Society	3	F	
ED 205 Exceptional Learner/Lab	3	S	
ED 210 Educational Technology	2	F	
ED 235 Reading & Writing Across Curriculum	3	F	
ED 250 Psychology of Learning/Lab	3	F	
HE 202 Health Core Concepts	3	S	
HI 105 World Civilization	3	S	
HI 201 or 202 U.S. History I or II	3	F/S	
PY 101 Introduction to Psychology	3	F/S	
PY 201 Developmental Psychology	3	S	
Total Program of Study Credits	32		
TOTAL PROGRAM CREDITS (32) + Core =	64-65		

EDUCATION

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 6 cr				Natural Sciences (N) 7-8 cr			
MA 130 Math for Elem Teach I	3	F		SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 131 Math for Elem Teach II	3	S		SC 116/117 Phys World Around Us	3/1	F	
Skills for Success (SK) 1 cr				AN 120 Environ and Culture	3	S	
ED 100 Skills for Success	1	F/S		Arts & Humanities (A & H) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				HU 103 Foundations of Art	3	S	
CS 131 Intro to Nat Amer Stud	3	F		Crow Studies (CS) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S					
CS 138 History of Crow Chiefs	3	F					
CS 224 Crow History	3	F					

EDUCATION DEPARTMENT

**ASSOCIATE OF ARTS DEGREE IN EDUCATION:
EARLY CHILDHOOD EDUCATION OPTION**

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

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

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

Note: if placement test scores indicate refresher 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 2.0 GPA and transfer students, a 2.50 GPA to enter the School of Education at a 4 year institution. It is imperative that students work closely with their advisors.

Sample plan of Study – Early Childhood

Year 1

Semester- Fall	Credits	Semester- Spring	Credits
ED 100 Skills for Success (SK)	1	CS 136 Crow Socio-Familial Kinship	3
PY 101 Introduction to Psychology	3	HE 202 Health Core Concepts	3
CS 224 Crow History (CS)	3	HU 101 Survey of Humanities (A&H)	3
Crow Language Core Elective (CL)	3	CA 201 College Writing II (S)	3
CA 101 College Writing I (W)	3	SC 114/115 Survey of Biology/Lab (N)	4
Total	13	Total	16

Summer Session	Credits
ED 232 Creative Expression in Pre-School	2
ED 233 Math & Science for Pre-School	2
Total	4

Year 2		Spring Semester	Credits
Fall Semester	Credits	ED 205 Exceptional Learners/Lab	3
Ma 130 Math for Elem Teach I (Q)	4	HE 214 Nutrition	3
CS 131 Intro to Native Amer. Stud. (D&SS)	3	Crow Oral Literature	3
ED 210 Ed Technology	2	PY 201 Developmental Psychology	3
ED 276 Internship	3	Science Core Elective (N)	3-4
Total	12	Total	15-16

Program of Study Requirements

Early Childhood Option			
Course	Credits	Semester	Grade
ED 205 Exceptional Learner/Lab	3	S	
ED 210 Educational Technology	2	F	
ED 232 Creative Expression in Pre-School	2	S/Su	
ED 233 Math/Science for Pre-school	2	S/Su	
ED 235 Reading and Writing Across Curriculum	3	F/Su	
ED 276 Internships in Early Childhood	3	F	
HE 202 Health Core Concepts	3	S	
HE 214 Nutrition	3	S	
PY 101 Introduction of Psychology	3	F/S	
PY 201 Developmental Psychology	3	S	
CS 136 Crow Socio –Familial	3	S	
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	59-60		

EDUCATION

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
CS 103 Conversational Crow	3	F		SC 104/105 Intro to Geol/Lab	3/1	F	
Quantitative Reasoning (Q) 4 cr				SC 114/115 Survey of Bio/Lab	3/1	F/S	
MA 130 Math for EI Teach I	3	F		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 170/172 Prin of Biodiversity/Lab	3/1	S	
				SC 116/117 Phys World Arnd Us/Lab	3/1	F	
ED 100 Skills for Success	1	F/S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				AGSC132/133Nat Res Con/Lab	3/1	F	
CS 131 Intro to Nat Am. Stud.	3	F		SC 201 Soils	3	S	
Crow Studies (CS) 3 cr				AGSC242/243Nat Res Eco/Lab	3/1	F	
CS 224 Crow History	3	F		SC 244 Environmental Science	3	S	
College Writing (W) 3 cr				Arts & Humanities (A & H) 3 cr			
CA 101 College Writing I	3	F/S		HU 101 Survey of Humanities	3	S	
				CS 135 Crow Oral Literature	3	S	

HUMAN SERVICES DEPARTMENT

ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES

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

Human Services Program Learning Outcomes:

- Apply their knowledge and understanding of professional ethics to their areas of employment.
- Discuss the implications and dynamics of cross-cultural aspects concerning societies, history, traditions, ceremonies, values, and behavior of the Crow Reservation and surrounding communities.
- Write more effectively on matters concerning societal and cultural problems of local communities and surrounding communities.
- Research subjects concerning behaviors, their causes, their treatments, and their prevention.
- Expand their knowledge of human services in the areas that have gained their interest by applying the learned concepts of educational acquisition.

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

Year 1			
Fall Semester	Credits	Spring Semester	Credits
PY 101 Introduction to Psychology	3	HS 232 Fundamentals of Counseling	3
ED 100 Skills for Success (SK)	1	PY 201 Developmental Psychology	3
HS 230 Introduction to Human Services	3	SC 114115 Survey of Biology (N)	3/1
CA 101 College Writing I (W)	3	Crow Studies Core Elective (CS)	3
SS 101 Introduction to Sociology (D&SS)	3	Arts & Humanities Core Elective (A&H)	3
Total Credits	13	Total Credits	16
Year 2		Spring Semester	Credits
Fall Semester	Credits	HS 233 Legal Ethical and Prof. Issues	3
CA 201 College Writing II (S)	3	PY 203 Abnormal Psychology	3
HS 231 Human Relations	3	HS 276 Clinical Practicum	6
Quantitative Reasoning Core Elective (Q)	3-4	Crow Language Core Elective (CL)	3
PY 102 American Indian Psychology	3	Total Credits	15
Science Core Elective (N)	3		
Total Credits	15-16		

HUMAN SERVICES

Program of Study Requirements

Human Services Option			
Course	Credits	Semester	Grade
HS 230 Introduction of Human Services	3	F	
HS 231 Human Relations	3	F	
HS 232 Fundamentals of Counseling	3	S	
HS 233 Legal Ethical and Professional Issues	3	S	
HS 236 Drugs and Society/HS 239 Pharmacology	2/1	S	
HS 276 Clinical Practicum	6	OD	
PY 101 Introduction of Psychology	3	F/S	
PY 102 American Indian Psychology	3	F	
PY 201 Developmental Psychology	3	S	
PY 203 Abnormal Psychology	3	S	
Total Program of Study Credits	33		
TOTAL PROGRAM CREDITS (33) + Core =	59-61		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		SC 101 Mysteries of the Sky	3	F	
MA 216 Intro to Statistics	3	F/S		SC 104/105 Intro to Geo/Lab	3/1	F	
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 114/115 Survey of Bio/Lab	3/1	F/S	
SS 101 Intro to Sociology	3	S		SC 116/117 Phys World Around Us	3/1	F	
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Lit of the Amer Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Art	3	S	
CS 224 Crow History	3	F		CS 134 Music & Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

HUMAN SERVICES

HUMAN SERVICES DEPARTMENT**ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES
PSYCHOLOGY OPTION**

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

Human Services, Psychology Option, Program Learning Outcomes:

- Apply their knowledge of the biopsychosocial concepts of human services necessary for entry level employment or transfer to a four-year university.
- Talk about the benefits of their personal growth through introspection and understanding of behavior as it relates to biological, psychological, and sociological concepts.
- Write about and talk about the bicultural social problems and interactions concerning their communities.
- Research and create programs that will benefit their workplaces and communities.

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
PY 101 Introduction to Psychology	3	CA 201 College Writing II (S)	3
ED 100 Skills for Success (SK)	1	SS 101 Introduction to Sociology (D&SS)	3
PY 230 Introduction to Human Services	3	PY 201 Developmental Psychology	3
CA 101 College Writing I (W)	3	SC 114 Survey of Biology (N)	3
Crow Studies Core Elective (CS)	3	SC 115 Survey of Biology Lab	1
PY 102 American Indian Psychology	3	Total Credits	13
Total Credits	16		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
Crow Language Core Elective (CL)	3	HS 233 Legal Ethical and Prof. Issues	3
HS 231 Human Relations	3	HS 236 Drugs and Society/239 Pharm	2/1
PY 250 Psychology of Learning	3	HS 276 Clinical Practicum	6
Arts & Humanities Core Elective (A&H)	3	Quantitative Reasoning Core Elective (Q)	3-4
Science Core Elective (N)	3	Total Credits	15-16
Total Credits	15		

Program of Study Requirements

Psychology Option			
Course	Credits	Semester	Grade
HS 231 Human Relations	3	F	
HS 233 Legal Ethical and Professional Issues	3	S	
PY 101 Introduction to Psychology	3	F/S	
PY 102 American Indian Psychology	3	F	
PY 201 Developmental Psychology/Lifespan	3	S	
PY 203 Abnormal Psychology	3	S	
PY 230 Introduction to Human Services/Metal Health	3	F	
PY 250 Psychology of Learning	3	F	
HS 236 Drugs and Society/239 Pharmacology	2/1	S	
PY 276 Clinical Practicum	6	OD	
Total Program of Study Credits	33		
TOTAL PROGRAM CREDITS (33) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3-4 cr				Natural Sciences (N) 7-8 cr			
MA 121 College Algebra	4	F/S		SC 101 Mysteries of the Sky	3	F	
MA 216 Intro to Statistics	3	F/S		SC 104/105 Intro to Geo/Lab	3/1	F	
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 114/115 Survey of Bio/Lab	3/1	F/S	
SS 101 Intro to Sociology	3	S		SC 116/117 Phys World Around Us	3/1	F	
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Lit of the Amer Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Art	3	S	
CS 224 Crow History	3	F		CS 134 Music & Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

HUMAN SERVICES

HUMAN SERVICES DEPARTMENT

ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES ADDICTION STUDIES OPTION

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

Human Services, Addiction Studies Option Program Learning Outcomes:

- Conduct interviewing, assessments and evaluations, treatment planning, therapy, and follow up.
- Make presentations about the issues of concern in their communities as to identification, cause, prevention, remediation, and stabilization of addictions.
- Talk about counseling theory as it pertains to bicultural similarities and differences.
- Participate and conduct field experiences with various community organizations using knowledge of theory and personal understanding for healthy growth and wellness development.
- Demonstrate their knowledge and skills by passing the State of Montana exam for certification as a Licensed Addiction Counselor.
- Perform skilled and knowledgeable counseling and therapy in the addictions field.

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

Sample Plan of Study: Human Services: Addiction Studies Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
PY 101 Intro to Psychology	3	MA 216 Introduction to Statistics (Q)	3
CA 101 College Writing I (W)	3	CA 201 College Writing II (S)	3
PY 102 American Indian Psych (D & SS)	3	SS 101 Intro to Sociology	3
AC 105 Fund & Theory of Group Counseling	3	SC 160 Principles of Living Systems (N)	3
ED 100 Skills for Success (SK)	1	SC 161 Principles of Living Systems Lab	1
Crow Language Core Elective (CL)	3	HS 236 Drugs and Society/HS 239 Pharmacology	2/1
Total Credits	16	Total Credits	16
Year 2			
Fall Semester	Credits	Spring Semester	Credits
AC 202 Addiction Assessment/AC 203 Treatment	2/1	HS 233 Legal, Ethical, and Prof. Issues	3
HS 232 Fund & Theory of Counseling	3	AC 204 Multicultural Competency	3
Science Core Elective (N)	3-4	Arts & Humanities Core Elective (A&H)	3
AC 205 Group Counseling Models and Dynamics	3	Crow Studies Core Elective (CS)	3
AC 201 Addiction Counseling	3	PY 203 Abnormal Psychology	3
Total Credits	15-16	Total Credits	15

Program of Study Requirements

Addiction Studies Option			
Course	Credits	Semester	Grade
PY 101 Intro to Psychology	3	F/S	
SS 101 Intro to Sociology	3	S	
AC 105 Fundamentals & Theory of Group Counseling	3	F	
AC 201 Addiction Counseling	3	F	
AC 202 Addiction Assessment & Appraisal/ AC 203 Treatment Planning and Documentation	2/1	S	
PY 203 Abnormal Psychology	3	S	
AC 204 Multi-Cultural Competency	3	S	
AC 205 Group Counseling Models & Dynamics	3	F	
HS 232 Fundamentals and Theory of Counseling	3	F	
HS 233 Legal Ethical And Professional Issues	3	F	
HS 236 Drugs & Society/ HS 239 Pharmacology	2/1	S	
Total program of Study Credits	33		
TOTAL PROGRAM CREDITS (30) + Core =	62-63		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 201 College Writing II			
Quantitative Reasoning (Q) 3 cr				Natural Sciences (N) 7-8 cr			
MA 216 Intro to Statistics	3	F/S		SC 104/105 Intro to Geo/Lab	3/1	F	
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
Diversity & Social Sciences (D & SS) 3 cr				SC 114/115 Survey of Bio/Lab	3/1	F/S	
PY 102 American Indian Psych	3	S		SC 116/117 Phys World Arnd Us	3/1	F	
Crow Studies (CS) 3 cr				Arts & Humanities (A & H) 3 cr			
CS 136 Crow Socio –Familial Kinship	3	S		CS 108 Lit of the Amer Indian	3	F	
CS 138 History of Crow Chiefs	3	F		CS 133 Crow Art	3	S	
CS 224 Crow History	3	F		CS 134 Music & Dance of the Crow	3	F	
AG/CS 137 Horse in Crow Culture	3	S		CS 135 Crow Oral Literature	3	S	

INFORMATION SYSTEMS DEPARTMENT

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

The Information Systems – Information Technology curriculum is designed to prepare a student for entry level employment in the local and regional office and small business environment. The Information Technology program of study prepares a student with in depth knowledge and demonstrated applications of specific Microsoft applications, and computerized accounting software. This 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.

Information Technology Program Learning Outcomes:

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

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:		Information Systems: Information Technology	
Fall 1		Spring 1	
IS 101 Intro to Computers & Applications	3	SC Science Core (N)	4
IS 050 Keyboarding	3	IS 104 Microsoft Excel (Spreadsheet)	3
ED 100 Skills for Success (SK)	1	IS 120 Microsoft Access (dBase)	3
IS 102 Microsoft Office Suite	3	CS 101 Crow Language I	3
BU 243 Business Math (Q)	3	Diversity & Social Science Core (D&SS)	3
CA 101 College Writing I (W) OR BU 122	3	Total Credits	16
Total Credits	16		

Fall 2		Spring 2	
IS 103 Microsoft Word	3	BU 224 Computerized Accounting	3
IS 211 HTML and Web Page Design	3	IS 221 Advanced HTML & eCommerce OR IS	3
CA 112 Public Speaking (S)	3	IS 225 Project Mgmt	3
BU 221 Principles of Accounting I	3	Humanities Core (H)	3
Science Core (N)	4	Crow Studies (CS)	3
Total Credits	16	Total Credits	14/15

INFO SYSTEMS

Program of Study Requirements

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

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101	Crow Language I	3	F/S	CS 136	Crow Social –Familial	3	S
CS 102	Crow Language II	3	F/S	CS 138	History of Crow Chiefs	3	F
CS 103	Conversational Crow Language	3	F/S	CS 224	Crow History	3	F
Quantitative Reasoning (Q) 3-4 cr				AG/CS 137	Horse in Crow Culture	3	S
BU 243	Business Math	3	F/S				
Skills for Success (SK) 1 cr				College Writing (W) 3 cr			
ED 100	Skills for Success	1	F/S	CA 101	College Writing I OR BU 122 Introduction to Business Writing	3	F/S
Diversity & Social Sciences (D & SS) 3 cr				College Seminar (S) 3 cr			
AN 111	Cultural Anthropology	3	S	CA 112	Public Speaking	3	F/S
BU 111	Introduction to Business	3	F	Natural Sciences (N) 7-8 cr			
CS 225	MT Indians Prior to 1851	3	F	SC 104/105	Intro to Geology/lab	3/1	F
CS 226	MT Indians 1851 to pres	3	S	SC 160/161	Prin of Living Systems/lab	3/1	F/S
HE 201	Personal Health/Well/Safety	3	F	SC 114/115	Survey of Bio/lab	3/1	F/S
HE 202	Core Health Concepts	3	S	SC 116/117	Physical World Around Us	3/1	F
HE/SC 214	Nutrition	3	F/S	SC 121/125	Intro to Chemistry/lab	3/1	F/S
PY 101	Intro to Psychology	3	F/S	Arts & Humanities (A & H) 3 cr			
SS 101	Intro to Sociology	3	S	CS 108	Lit of the American Indian	3	F
				CS 133	Crow Art	3	S
				CS 134	Music & Dance of the Crow	3	F
				CS 135	Crow Oral Literature	3	S
				CS 211	Am Indian Thou & Phil	3	F
				HU 101	Survey of Humanities	3	S
				HU 227	Am Indian Rep in Film	3	F

INFO SYSTEMS

LIBERAL ARTS DEPARTMENT**ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS**

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

Liberal Arts Program Learning Outcomes:

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

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: Liberal Arts

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

Program of Study Requirements

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

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial Kinship	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 4 cr				AG/CS 137 Horse in Crow Cult	3	S	
MA 121 College Algebra	4	F/S		College Writing (W) 3 cr			
MA 145 Math for Liberal Arts	4	F/S		CA 101 College Writing I	3	F/S	
Skills for Success (SK) 1 cr				College Seminar (S) 3 cr			
ED 100 Skills for Success	1	F/S		CA 201 College Writing II	3	F/S	
Diversity & Social Sciences (D & SS) 3 cr				Natural Sciences (N) 7-8 cr			
AN 120 Environment & Culture	3	S		SC 104/105 Intro to Geol/Lab	3/1	F	
BU 101 Econ Way of Thinking	3	F		SC 160/161 Prin of Living System/Lab	3/1	F/S	
BU 111 Intro to Business	3	F		SC 170/172 Prin of Biodiversity/Lab	3/1	S	
CS 210 Plains Indian Sign Lang	3	S		SC 114/115 Survey of Bio/Lab	3/1	F/S	
CS 223 Anthro of Amer Indians	3	F		SC 116/117 Phys World Around Us/Lab	3/1	F	
CS 225 MT Indians Prior to 1851	3	F		SC 244 Environmental Sci	3	S	
CS 226 MT Indians 1851 to pres	3	S		Arts & Humanities (A & H) 3 cr			
CS 230 Cont Issues of Am Indian	3	F		CS 108 Lit of the Amer Indian	3	F	
CS 231 Amer Ind Pol Science	3	S		CS 133 Crow Art	3	S	
HE 202 Core Health Concepts	3	S		CS 134 Music & Dance of the Crow	3	F	
HE/SC 214 Nutrition	3	F/S		CS 135 Crow Oral Literature	3	S	
HI 202 U.S. History II	3	S		CS 211 Am Indian Thought & Phil	3	F	
SS 101 Intro to Sociology	3	S		HU 227 Am Indian Represent in Film	3	F	

MATH DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN MATHEMATICS**

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

Mathematics Program Learning Outcomes:

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

Note: if placement test scores indicate 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: Mathematics

Year 1			
Semester- Fall	Credits	Semester- Spring	Credits
BU 101 Economic Way of Thinking	3	CA 101 College Writing I (W)	3
CP 101 Intro to Computer Science	3	CP 102 Foundations of Programming	3
ED Skills for Success (SK)	1	IS 102 MS Office Suite	3
MA 121 College Algebra *	3	MA 151 Precalculus *	4
SC 116/117 Physical World Around Us/Lab	3	SC 160/161 Prin of Living Systems/Lab (N)	4
Arts & Humanities Core Elective (A&H)	3	Total Credits	17
Total Credits	16	*Pre-requisite courses for MA 172	
Year 2			
Semester- Fall	Credits	Semester –Spring	Credits
CA 112 Public Speaking (S)	3	BU 202 Microeconomics (D&SS)	3
MA 171 Calculus I (Q)*	4	CA 201 College Writing II	3
SC 121/125 General Chemistry/Lab (N)	4	MA 172 Calculus II	4
MA 216 Introduction to Statistics	3	SC 122/123 Intro to Organic & Biochem/Lab	4
Crow Language Core Elective (CL)	3	Crow Studies Core Elective (CS)	3
Total Credits	17	Total Credits	17

Program of Study Requirements

Mathematics Option			
Course	Credits	Semester	Grade
BU 101 Economic Way of Thinking	3	F	
CA 201 College Writing II	3	F/S	
CP 101 Introduction to Computer Science	3	F	
CP 102 Foundations of Programming	3	S	
IS 102 Microsoft Office Suite	3	F/S	
MA 172 Calculus II	4	S	
MA 216 Introduction to Statistics	3	F/S	
SC 116/117 Physical World Around Us/Lab	3/1	F	
SC 122/123 Intro to Organic & Biochem/Lab	3/1	S	
Total program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	61-63		

MATHEMATICS

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F					
Quantitative Reasoning (Q) 3-4 cr				CA 112 Public Speaking	3	F/S	
MA 171 Calculus I	4	F		Natural Sciences (N) 7-8 cr			
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
ED 100 Skills for Success	1	F		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
BU 201 Macroeconomics	3	F		CS 108 Lit of the Amer Indian	3	F	
BU 202 Microeconomics	3	S		CS 133 Crow Art	3	S	
Crow Studies (CS) 3 cr				CS 134 Music & Dance of the Crow	3	F	
CS 136 Crow Socio –Familial Kinship	3	S		CS 135 Crow Oral Literature	3	S	
CS 138 History of Crow Chiefs	3	F		CS 211 Am Indian Thought & Phil	3	F	
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Cult	3	S					

MATH DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN MATHEMATICS
PRE-ENGINEERING OPTION**

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

Mathematics, Pre-Engineering option, Program Learning Outcomes:

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

Note: if placement test scores indicate 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: Mathematics: Pre-Engineering Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
CP 101 Intro to Computer Science	3	Crow Studies Core Elective (CS)	3
ED 100 Skills for Success (SK)	1	CP 102 Foundations of Programming	3
MA 121 College Algebra *	4	IS 102 MS Office Suite	3
Crow Language Core Elective (CL)	3	MA 151 Precalculus*	4
CA 101 College Writing I (W)	3	Diversity & Social Science Core Elective (D&SS)	3
Total Credits	14	MA 216 Introduction to Statistics	3
*Prerequisites for MA 172		Total Credits	19
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 112 Public Speaking (S)	3	CA 201 College Writing II	3
MA 171 Calculus I (Q)*	4	IS 211 HTML & Webpage Design (A&H)	3
SC 121/125 General Chemistry/Lab (N)	4	MA 171 Calculus II	4
Program Elective	3-4	SC 160/161 Prin of Living Systems (N)	3/1
Program Elective	3-4	SC 122/123 Intro to Organic & Biochem	3/1
Total Credits	17-19	Total Credits	17

Program of Study Requirements

Pre-Engineering Option			
Course	Credits	Semester	Grade
CA 201 College Writing II	3	F/S	
CP 101 Introduction to Computer Science	3	F	
CP 102 Foundations of Programming	3	S	
IS 102 Microsoft Office Suite	3	F/S	
MA 172 Calculus II	4	S	
MA 216 Introduction to Statistics	3	F/S	
SC 122/123 Intro to Organic & Biochemistry /Lab	3/1	S	
Select 7 or more additional credits from:			
BU 101 Economic Way of Thinking	3	F	
IS 260 GIS	3	F	
SC 104 Geology/Lab	3/1	F	
SC 116/117 Physical World Around Us/Lab	3/1	F	
SC 132/133 Nat Resource Conservation/Lab	3/1	F	
SC 201 Soils	3	S	
SC 210 Anatomy and Physical I/Lab	4	F	
SC 211 Anatomy and Physical II/Lab	4	S	
SC 250/251 Microbes and Disease/Lab	3/1	S	
SC 242/243 Nat Res Ecology/Lab	3/1	F	
SC 244 Environmental Science	3	S	
Or other related courses w/prior approval of advisor			
Total Program of Study Credits	30		
TOTAL PROGRAM CREDITS (30) + Core =	60-61		

MATHEMATICS

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 4 cr				AG/CS 137 Horse in Crow Culture	3	S	
MA 171 Calculus I	4	F					
Skills for Success (SK) 1 cr				College Writing (W) 3 cr			
ED 100 Skills for Success	1	F/S		CA 101 College Writing I	4	F/S	
Diversity & Social Sciences (D & SS) 3 cr				College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F/S		CA 112 Public Speaking	3	F/S	
CS 131 Intro to Nat Amer Stud	3	F		Natural Sciences (N) 7-8 cr			
CS 210 Plains Indian Sign Lang	3	S		SC 160/161 Prin of Living Sys/Lab	3/1	F/S	
CS 223 Anthro of Amer Indians	3	F		SC 121/125 Intro to Chem/Lab	3/1	F/S	
CS 225 MT Indians Prior to 1851	3	F		Arts & Humanities (A & H) 3 cr			
CS 226 MT Indians 1851 to pres	3	S		IS 211 HTML & Web Page Des	3	F	
CS 230 Cont Issues of Am Indian	3	F					
CS 231 Amer Ind Pol Science	3	S					

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN SCIENCE COMMUNITY HEALTH OPTION

The Community Health option is concerned with improving health and well-being for the promotion of healthful 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.

Community Health Option, Program Learning Outcomes:

- Community Health Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation of health sciences and its role in the community.
- Critical Analysis and Problem Solving Skills: Develop the ability to critically analyze and formulate possible solutions to complex public issues that includes consideration of social, economic, and political as well as scientific issues.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in the health field as it applies to the complexity of society and community
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in health studies, including project design, sampling, measurement, statistical and graphical analysis, and other computational skills.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects the health of individual Crow Tribe members and the communities in which they live.

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: Science: Community Health Option

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

Program of Study Requirements

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

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F					
Quantitative Reasoning (Q) 3 cr				CA 201 College Writing II	3	F/S	
MA 216 Intro to Statistics	3	F/S		Natural Sciences (N) 7 cr			
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/Llab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 244 Environmental Science	3	S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
PY 101 Intro to Psychology	3	F/S		CS 108 Lit of the Amer Indian	3	F	
Crow Studies (CS) 3 cr				CS 133 Crow Art	3	S	
CS 136 Crow Socio –Familial	3	S		CS 134 Music & Dance of Crow	3	F	
CS 138 History of Crow Chiefs	3	F		CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F		CS 211 Am Indian Thought & Phil	3	F	
AG/CS 137 Horse in Crow Culture	3	S					

SCIENCE

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN SCIENCE ENVIRONMENTAL HEALTH OPTION

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

Science, Environmental Health Option, Program Learning Outcomes:

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

Note: if placement test scores indicate 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: Science: Environmental Health Option

Year 1			
Fall Semester	Credit	Spring Semester	Credit
ED 100 Skills for Success (SK)	1	Crow Language Core Elective (CL)	3
SC 121/125 General Chemistry (N)	3-4	SC 160/161 Principles of Living Systems/Lab	3/1
MA 121 College Algebra (Q)	4	SC 244 Environmental Science (N)	3
CA 101 College Writing I (W)	3	Arts & Humanities Core Elective (A&H)	3
Crow Studies Core Elective (CS)	3	Science Elective.	3
Total Credits	14-15	Total Credits	16
Year 2			
Fall Semester	Credit	Spring Semester	Credit
CA 201 College Writing II(S)	3	SC 122/123 Organic & Biochem Prin/Lab	3/1
PY 101 Introduction to Psychology	3	SC 211/216 Anatomy and Physiology II/Lab	3/1
MA 216 introduction to Statistics	3	SC 250/251 Microbes & Disease/Lab	3/1
SC 210/215 Anatomy and Physiology I/Lab	3/1	SS 101 Introduction to Sociology (D&SS)	3
Total Credits	13	Total Credits	15

Program of Study Requirements

Environmental Health Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
PY 101 Intro to Psychology	3	F/S	
SC 160/161 Principles of Living Systems/lab	3/1	F/S	
SC 122/123 Organic & Biochem Prin/lab	3/1	F/S	
SC 210/215 Anatomy & Physiology I/lab	3/1	F/S	
SC 211/216 Anatomy & Physiology II/lab	3/1	F/S	
SC 250/251 Microbes & Disease/lab	3/1	S	
Science Elective	3	F/S	
Total program of Study Credits	29		
TOTAL PROGRAM CREDITS (26) + Core =	59-60		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
Quantitative Reasoning (Q) 4 cr				CA 201 College Writing II	3	F/S	
MA 121 College Algebra	4	F/S		Natural Sciences (N) 7-8 cr			
MA 145 Math for Liberal Arts	4	F/S		SC 121/125 Intro to Chem/lab	3/1	F/S	
MA 151 Pre-Calculus	4	S		SC 244 Environmental Sci	3	F/S	
MA 171 Calculus I	4	F		Arts & Humanities (A & H) 3 cr			
MA 172 Calculus II	4	S		CS 108 Lit of the Amer Indian	3	F	
Skills for Success (SK) 1 cr				CS 133 Crow Art	3	S	
ED 100 Skills for Success	1	F/S		CS 134 Music & Dance of the Crow	3	F	
Diversity & Social Sciences (D & SS) 3 cr				CS 135 Crow Oral Literature	3	S	
SS 101 Intro to Sociology	3	S		CS 211 Am Indian Thou & Phil	3	F	
Crow Studies (CS) 3 cr							
CS 136 Crow Socio –Familial	3	S					
CS 138 History of Crow Chiefs	3	F					
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Cult	3	S					

SCIENCE

SCIENCE DEPARTMENT

**ASSOCIATE OF SCIENCE DEGREE IN SCIENCE
NATURAL RESOURCES/ ENVIRONMENTAL SCIENCE OPTION**

This degree program is for students wanting to become natural resource managers or environmental science professionals, and who intend to go on to earn a bachelor’s degree. Natural resource management is a broad field where professionals work to preserve, conserve and manage natural resources. Careers may be in wildlife, forestry, range management, agriculture, outdoor recreation, fisheries or many other areas. Environmental science careers focus on environmental protection and rehabilitation from harmful human impacts, such as overgrazing, mining and pollution. Careers may be in protection or cleanup of land, water or air resources.

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

- Environmental Science Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the natural resource, biological, environmental sciences.
- Critical Analysis and Problem Solving Skills: Develop the ability to critically analyze and formulate possible solutions to complex environmental issues in addition to develop the ability to apply those solutions into management policies and practices for the preservation of natural resources. To develop skill in the natural resource field including the consideration of social, economic and political as well as scientific issues and to conduct field and laboratory investigations that will culminate in data analysis to include statistical hypothesis testing.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in field of environmental science and to demonstrate competency in presenting the results of field and laboratory investigations.
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in environmental studies, including project design, sampling, measurement, statistical and graphical analysis, and other computational skills.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies both on and off traditional Crow land.

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: Science: Natural Resource/ Environmental Science Option

Year 1			
Fall Semester	Credits	Spring Semester	Credit
ED 100 Skills for Success (SK)	1	Crow Language Core Elective (CL)	3
SC 121/125 Intro to Gen Chemistry/Lab (N)	3/1	Quantitative Core Elective (Q)	4
MA 096 Survey of Algebra	4	SC 122/123 Org & Bio Principles/lab	3/1
CA 101 College Writing I (W)	3	Crow Studies Core Elective (CS)	3
Program Elective	3-4	Total Credits	14
Total Credits	15-16		
Year 2			
Fall Semester	Credits	Spring Semester	Credit
CA 201 College Writing II (S)	3	SC 170/171 Princ. of Biodiversity /Lab	3/1
Arts & Humanities Core Elective (A&H)	3	SC 236 Current Topics in Biology	2
MA 216 Introduction to Statistics	3	SC 242/243 Nat Res Conservation/Lab	3/1
SC 244 Environmental Science (N)	3	Diversity & Social Science Core Elective (D&SS)	3
SC 160/161 Principles of Living Syst./Lab	3/1	Program Elective	3-4
Total Credits	16	Total Credits	16-17

SCIENCE

Program of Study Requirements

Natural Resources/Environmental Science Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
SC 160/161 Principles of Living Systems/lab	3/1	F/S	
SC 170/171 Principles of Biodiversity/lab	3/1	S	
SC 122/123 Org & Biochem Principles/lab	3/1	S	
SC 242/243 Nat Res Ecology/lab	3/1	F	
SC 236 Current Topics in Biology	2	F/S	
7 or more credits selected from:			
AG 100 Intro to Animal Science	3	F	
IS 260 GIS	3	F	
SC 104/105 Geology/lab	3/1	F	
SC 201 Soils	3	S	
SC 132/133 Nat Res Conservation/lab	3/1	S	
SC 224/225 Biochemistry/lab	3/1	S	
SC 230 Forest Fire Management	2	S	
SC 276 Science Internship	1-4	OD	
Total program of Study Credits	28		
TOTAL PROGRAM CREDITS (28) + Core =	59-62		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 4 cr				Natural Sciences (N) 7 cr			
MA 121 College Algebra	4	F/S		SC 121/125 Intro to Chem/lab	3/1	F/S	
MA 145 Math for Liberal Arts	4	F/S		SC 244 Environmental Sci	3	S	
MA 151 Pre-Calculus	4	S		Arts & Humanities (A & H) 3 cr			
MA 171 Calculus I	4	F		CA 106 Intro to Literature	3	S	
MA 172 Calculus II	4	S		CA 206 Creative Writing	3	S	
Skills for Success (SK) 1cr				CS 108 Lit of the Amer Indian	3	F	
ED 100 Skills for Success	1	F/S		CS 133 Crow Art	3	S	
Diversity & Social Sciences (D & SS) 3 cr				CS 134 Music & Dance of the Crow	3	F	
BU 101 Econ Way of Thinking	3	F		CS 135 Crow Oral Literature	3	S	
BU 202 Microeconomics	3	S		CS 211 Am Indian Thought & Phil	3	F	
CS 131 Intro to Nat Amer Stud	3	F		HU 101 Survey of Humanities	3	S	
Crow Studies (CS) 3 cr				HU 103 Foundations of Art	3	S	
CS 136 Crow Socio-Familial Kinship	3	S		HU 227 Am Indian Rep in Film	3	F	
CS 138 History of Crow Chiefs	3	F		IS 211 HTML & Web Page Des	3	F	
CS 224 Crow History	3	F					
AG/CS 137 Horse in Crow Culture	3	S					

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

SCIENCE

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN 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’s Degree. Students who later decide to go on to a Bachelor’s degree are strongly encouraged to take an additional semester of Chemistry, Cell Biology and Math prior to transferring. Tribal Natural Resources Management is a broad field where professionals work to preserve, conserve and manage natural resources. Careers may be in wildlife, forestry, range management, agriculture, outdoor recreation, fisheries or many other areas. Environmental Science careers focus on environmental protection and rehabilitation from harmful human impacts, such as overgrazing, mining and pollution. Careers may be in protection or clean up of land, water or air resources.

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

- Environmental Science Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the natural resource, biological, environmental sciences.
- Critical Analysis and Problem Solving Skills: Develop the ability to critically analyze and formulate possible solutions to complex environmental issues that includes consideration of social, economic, and political influences on tribal lands as well as considering broad scientific issues and to conduct field and laboratory investigations that will culminate in data analysis to include statistical hypothesis testing.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in the field of environmental science and to demonstrate competency in presenting the results of field and laboratory investigations.
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in environmental studies, including project design, sampling, measurement, statistical and graphical analysis, and other computational skills.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies both on and off traditional Crow land.

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: Science: Tribal Natural Resource/ Environmental Science Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	MA 216 Statistics (Q)	3
SC 121/125 Intro to Gen Chemistry (N)	4	Crow Language Core Elective (CL)	3
SC 132/133 Nat Res Ecology/Lab	3/1	Arts & Humanities Core Elective (A&H)	3
CA 101 College Writing I (W))	3	Diversity & Social Sciences Core Elective (D&SS)	3
Program Elective	3-4	SC 242/243Nat Res conservation/Lab	3/1
Total Credits	14	Total Credits	16
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	CA 112 Public Speaking	3
CS 131 Native American Studies	3	SC 201 Soils	3
CS 224 Crow History (CS)	3	SC 236 Current Topics in Biology	2
IS 260 GIS	3	Program Elective	3
SC 244 Environmental Science (N)	3	Program Elective	3-4
Total Credits	15	Total Credits	17

Program of Study Requirements

Tribal Natural Resources/Environmental Science Option			
Course	Credits	Semester	Grade
CA 112 Public Speaking	3	F/S	
CS 131 Intro to Native American Studies	3	F	
IS 260 GIS	3	F	
SC 132/133 Nat Res Ecology/lab	3/1	F	
SC 201 Soils	3	S	
SC 242/243 Nat Res Conservation/lab	3/1	F	
SC 236 Current Topics of Biology	2	F/S	
9 or more credits selected from:			
MA 121 College Algebra	4	S	
MA 151 Pre-Calculus	3	S	
MA 171 Calculus I	4	F	
SC 122/123 Org & Biochemistry/lab	3/1	S	
SC 222/223 Organic Chemistry/lab	3/1	F	
SC 224/225 Biochemistry/lab	3/1	S	
SC 230 Forest Fire Management	3	S	
SC 276 Science Internship	1-4	OD	
Total program of Study Credits	29		
TOTAL PROGRAM CREDITS (29) + Core =	62		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
CS 103 Conversational Crow	3	F		CA 201 College Writing II	3	F/S	
Quantitative Reasoning (Q) 3 cr				Natural Sciences (N) 7-8 cr			
MA 216 Intro to Statistics	3	F/S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
Skills for Success (SK) 1 cr				SC 244 Environmental Science	3	S	
ED 100 Skills for Success	1	F/S		Arts & Humanities (A & H) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				CS 108 Lit of the Amer Indian	3	F	
BU 101 Econ Way of Thinking	3	F		CS 133 Crow Art	3	S	
BU 202 Microeconomics		S		CS 134 Music & Dance of the Crow	3	F	
Crow Studies (CS) 3 cr				CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F		CS 211 Am Indian Thought & Phil	3	F	

SCIENCE

SCIENCE DEPARTMENT

ASSOCIATE OF SCIENCE DEGREE IN SCIENCE BIOLOGY OPTION

This degree program is for students wanting to get base knowledge in the Biology field, and who intend to go on to earn a bachelor's degree. Biology is a broad field where professionals work in all fields including environmental sciences, medical, nursing, lab technicians, veterinarians, and other related fields. Graduates in this degree will be able to attend four year schools to major in medical, nursing, veterinarian, and lab technician fields.

Science, Biology Option, Program Learning Outcomes:

- **Biological Science Knowledge Base:** Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the biological sciences as all as support in the physical sciences that lay a foundation for the complete understanding of the processes found in the biological world, cellular to ecological.
- **Critical Analysis and Problem Solving Skills:** Develop the ability to critically analyze and formulate possible solutions to complex associated with biological studies and research. Develop the ability to conduct field and laboratory investigations that will culminate in data analysis to include statistical hypothesis testing that will lead to the contribution of new biological knowledge in the broad field of study.
- **Communication Skills:** Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in the field of environmental science and to demonstrate competency in presenting the results of field and laboratory investigations.
- **Technical Skills:** Develop a working knowledge of techniques used to gather and analyze information in environmental studies, including project design, sampling, measurement, statistical and graphical analysis, and other computational skills.
- **Human and Cultural Perspective:** Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies both on and off traditional Crow land.

Note: if placement test scores indicate refresher classes are needed, the student's program of study will require more than

two **Sample Plan of Study: Science: Biology Option**

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Crow Studies Core Elective (CS)	3
Quantitative Core Elective (Q)	4	SC 160/161 Principles of Living Syst/Lab	3/1
SC 121/125 Intro to Gen Chemistry/Lab (N)	3/1	Science Core Elective	3-4
CA 101 College Writing I (W)	3	Arts & Humanities Core (A&H)	3
Program Elective	3	Total Credits	13-14
Total Credits	15		
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	SC 170-171 Principles of Biodiversity/Lab	3/1
MA 216 Statistics	3	SC 224/225 Biochemistry/Lab	3/1
SC 222/223 Intro Organic Chem/Lab	3/1	SC 236 Current Topics in Biology	2
Crow Language Core (CL)	3	Diversity & Social Science Core (D&SS)	3
Program Elective	4	Program Elective	3
Total Credits	17	Total	15

years to complete. It is imperative that students work closely with their advisors.

Program of Study Requirements

Biology Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
SC 160/161 Principles of Living Systems/lab	3/1	F/S	
SC 170/171 Principles of Biodiversity/lab	3/1	S	
SC 222/223 Intro to Organic Chemistry/lab	3/1	F	
SC 224/225 Intro to Biochemistry/lab	3/1	S	
SC 236 Current Topics in Biology	2	S	
9 or more credits selected from:			
AG 100 Intro to Animal Science	3	F	
SC 132/133 Nat Res Conservation/lab	3/1	F	
SC 210/215 Anatomy & Physiology I/lab	3/1	F	
SC 211/216 Anatomy & Physiology II/lab	3/1	S	
SC 250/251 Micro & Disease/lab	3/1	S	
SC 242/243 Nat Res Ecology/lab	3/1	F	
SC 244 Environmental Science	3	S	
SC 276 Science Internship	1-4	OD	
Total program of Study Credits	30		
TOTAL PROGRAM CREDITS (27) + Core =	60-61		

General Education Core Requirements

Crow Language (CL) 3 cr				College Seminar (S) 3 cr			
CS 101 Crow Language I	3	F/S		CA 201 College Writing II	3	F/S	
CS 102 Crow Language II	3	F/S		Natural Sciences (N) 7-8 cr			
Cs 103 Conversational Crow	3	F		SC 104/105 Intro to Geol/lab	3/1	F	
Quantitative Reasoning (Q) 4 cr				SC 114/115 Survey of Bio/lab	3/1	F/S	
MA 121 College Algebra	4	F/S		SC 116/117 Phys World Around Us/lab	3/1	F	
MA 151 Pre-Calculus	4	S		SC 121/125 Intro to Chem/lab	3/1	F/S	
MA 171 Calculus I	4	F		SC 201 Soils	3	S	
MA 172 Calculus II	4	S		SC 244 Environmental Sci	3	S	
Skills for Success (SK) 1 cr				Arts & Humanities (A & H) 3 cr			
ED 100 Skills for Success	1	F/S		CA 106 Intro to Literature	3	S	
Diversity & Social Sciences (D & SS) 3 cr				CA 206 Creative Writing	3	S	
BU 101 Econ Way of Thinking	3	F		CS 108 Lit of the Amer Indian	3	F	
BU 202 Microeconomics	3	S		CS 133 Crow Art	3	S	
CS 131 Intro to Nat Amer Stud	3	F		CS 134 Mus & Dance of the Crow	3	F	
Crow Studies (CS) 3 cr				CS 135 Crow Oral Literature	3	S	
CS 136 Crow Socio-Familial Kinship	3	S		CS 211 Am Indian Thought & Phil	3	F	
CS 138 History of Crow Chiefs	3	F		HU 101 Survey of Humanities	3	S	
AG/CS 137 Horse in Crow Culture	3	S		HU 103 Foundations of Art	3	S	
CS 224 Crow History	3	F		HU 227 Am Indian Rep in Film	3	F	
College Writing (W) 3 cr				IS 211 HTML & Web Page Des	3	F	
CA 101 College Writing I	3	F/S					

SCIENCE

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

SCIENCE DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN SCIENCE
PRE-MEDICINE OPTION**

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

Science, Pre-Medicine Option, Program Learning Outcomes:

- Medical Science Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the medical sciences.
- Critical Analysis and Problem Solving Skills: Develop the ability to critically analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in the field of medical sciences.
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in the health setting and to apply the correct techniques as related to the health of the individual.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of health issues and problems both on and off traditional Crow land.

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: Science: Pre Medicine Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Arts & Humanities Core Elective (A&H)	3
Crow Studies Core Elective (CS)	3	SC 160/161 Principles of Living Syst./Lab (N)	3-4
SC 121/125 Intro to Gen Chemistry/Lab (N)	3/1	CA 201 College Writing II (S)	3
CA 101 College Writing I (W)	3	MA 151 Pre-Calculus (Q)	4
Total Credits	14	Total Credits	13-14
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 112 Public Speaking	3	SC 250/251 Microbes and Disease/Lab	3/1
MA 216 Introduction to Statistics	3	SC 236 Current Topics in Biology	2
SC 210/215 Anatomy and Physiology I/Lab	3/1	SC 211/216 Anatomy and Physiology II/Lab	3/1
SC 218 Medical Terminology	3	SC 224/225 Biochemistry/Lab	3/1
SC 222/223 Organic Chemistry/Lab	3/1	Crow Language Core Elective (CL)	3
Total Credits	17	Total Credits	17

Program of Study Requirements

Pre-Medicine Option			
Course	Credits	Semester	Grade
MA 216 Introduction to Statistics	3	F/S	
SC 210/215 Anatomy & Physiology I/Lab	3/1	F/S	
SC 211/216 Anatomy & Physiology II/Lab	3/1	F/S	
SC 250/251 Microbes and Disease/Lab	3/1	S	
SC 218 Medical Terminology	3	F	
SC 222/223 Organic Chemistry/Lab	3/1	F	
SC 224/225 Biochemistry/Lab	3/1	S	
SC 236 Current Topics of Biology	2	F/S	
CA 112 Public Speaking	3	F/S	
Total program of Study Credits	31		
TOTAL PROGRAM CREDITS (28) + Core =	61-65		

General Education Core Requirements

Crow Language (CL) 3 cr				Crow Studies (CS) 3 cr			
CS 101 Crow Language I	3	F/S		CS 136 Crow Socio –Familial Kinship	3	S	
CS 102 Crow Language II	3	F/S		CS 138 History of Crow Chiefs	3	F	
CS 103 Conversational Crow	3	F		CS 224 Crow History	3	F	
Quantitative Reasoning (Q) 4 cr				AG/CS 137 Horse in Crow Culture	3	S	
MA 151 Pre-Calculus	4	S		College Writing (W) 3 cr			
Skills for Success (SK) 1 cr				CA 101 College Writing I	3	F/S	
ED 100 Skills for Success	1	F/S		College Seminar (S) 3 cr			
Diversity & Social Sciences (D & SS) 3 cr				BU 122 Intro to Bus Writing	3	F	
AN 111 Cultural Anthropology	3	S					
AN 120 Environment & Culture	3	S		CA 221/HS231 Interpersonal Com	3	F	
BU 101 Econ Way of Thinking	3	F/Su		CA 201 College Writing II	3	F/S	
BU 111 Intro to Business	3	F/Su		IS 102 Microsoft Office Suite	3	F/S	
BU 201 Macroeconomics	3	F/S		Natural Sciences (N) 7-8 cr			
BU 202 Microeconomics	3	S		SC 121/125 Intro to Chem/Lab	3/1	F/S	
BU 230 Intro to Organ Behavior	3	S		SC 160/161 Prin of Living Systems/Lab	3/1	F/S	
CS 131 Intro to Nat Amer Stud	3	F		Arts & Humanities (A & H) 3 cr			
CS 210 Plains Indian Sign Lang	3	S		CA 106 Intro to Literature	3	S	
CS 223 Anthro of Amer Indians	3	F		CA 206 Creative Writing	3	S	
CS 225 MT Indians Prior to 1851	3	F		CS 108 Lit of the Amer Indian	3	F	
CS 226 MT Indians 1851 to pres	3	S		CS 133 Crow Art	3	S	
CS 230 Cont Issues of Am Indian	3	F		CS 134 Music & Dance of the Crow	3	F	
HE 202 Core Health Concepts	3	S		CS 135 Crow Oral Literature	3	S	
HE/SC 214 Nutrition	3	F/S		CS 211 Am Indian Thought & Phil	3	F	
HI 201 U.S. History I	3	F		HU 101 Survey of Humanities	3	S	
HU 136 World Religion	3	F		HU 103 Foundations of Art	3	S	
PY 101 Intro to Psychology	3	F/S		HU 227 Am Indian Rep in Film	3	F	
SS 101 Intro to Sociology	3	S		IS 211 HTML & Web Page Des	3	F	

SCIENCE DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN SCIENCE
LIFE SCIENCE/PRE-NURSING OPTION**

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

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

- Medical Science Knowledge Base: Demonstrate a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the medical sciences.
- Critical Analysis and Problem Solving Skills: Develop the ability to critically analyze and formulate possible solutions to health problems both in patient settings and within medical laboratories.
- Communication Skills: Demonstrate the ability to access, to comprehend, and communicate information to and from the many audiences required by a practitioner in the field of medical sciences.
- Technical Skills: Develop a working knowledge of techniques used to gather and analyze information in the health setting and to apply the correct techniques as related to the health of the individual.
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of health issues and problems both on and off traditional Crow land.

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: Science: Life Science/Pre Nursing Option

Year 1			
Fall Semester	Credits	Spring Semester	Credits
ED 100 Skills for Success (SK)	1	Crow Studies Core Elective (CS)	3
SC 114/115 Survey of Biology/Lab	4	Crow Language Core Elective (CL)	3
SC 121/125 Intro to Gen Chemistry (N)	4	SC 160/161 Principles of Living Syst. (N)	3/1
CA 101 College Writing I (W)	3	SC 250/251 Microbes and Disease/Lab	3/1
MA 216 Introduction to Statistics (Q)	3	Arts & Humanities Core Elective (A&H)	3
Total Credits	15	Total Credits	17
Year 2			
Fall Semester	Credits	Spring Semester	Credits
CA 201 College Writing II (S)	3	PY 201 Developmental Psychology/lab	3
SC 210 Anatomy and Physiology I/Lab	4	SC 211 Anatomy and Physiology II/Lab	4
SC 218 Medical Terminology	3	SC 214 Nutrition	3
SC 122/123 Org & Biochemistry/lab	4	PY 101 Introduction to Psychology (D&SS)	3
SS 101 Intro to Sociology	3	Total Credits	14
Total Credits	17		

Program of Study Requirements

Life Science/Pre-Nursing Option			
Course	Credits	Semester	Grade
PY 201 Developmental Psychology/lab	3	S	
SC 210 Anatomy & Physiology I	4	F/S	
SC 211 Anatomy & Physiology II	4	F/S	
SC 114/115 Survey of Biology/Lab	3/1	F/S	
SC 214 Nutrition	3	S	
SC 218 Medical Terminology	3	F	
SC 122/123 Org & Biochemistry/lab	3/1	F/S	
SC 250/251 Microbiology & Disease/lab	3/1	S	
SS 101 Introduction to Sociology	3	F/S	
Total program of Study Credits	32		
TOTAL PROGRAM CREDITS (32) + Core =	65		

General Education Core Requirements

Crow Language (CL) 3 cr				College Writing (W) 3 cr			
CS 101 Crow Language I	3	F/S		CA 101 College Writing I	3	F/S	
CS 102 Crow Language II	3	F/S		College Seminar (S) 3 cr			
Quantitative Reasoning (Q) 3 cr				CA 201 College Writing II	3	F/S	
				Ca 112 Public Speaking	3	F/S	
MA 216 Intro to Statistics	3	F/S		Natural Sciences (N) 7-8 cr			
Skills for Success (SK) 1 cr				SC 160/161 Prin of Living Sys/lab	3/1	F/S	
ED 100 Skills for Success	1	F/S		SC 121/125 Intro to Chem/lab	3/1	F/S	
Diversity & Social Sciences (D & SS) 3 cr				Arts & Humanities (A & H) 3 cr			
PY 101 Intro to Psychology	3	F/S		CS 108 Lit of the Amer Indian	3	F	
Crow Studies (CS) 3 cr				CS 133 Crow Art	3	S	
CS 136 Crow Socio-Familial Kinship	3	S		CS 134 Music & Dance of the Crow	3	F	
CS 138 History of Crow Chiefs	3	F		CS 135 Crow Oral Literature	3	S	
CS 224 Crow History	3	F		CS 211 Am Indian Thought & Phil	3	F	
AG/CS 137 Horse in Crow Cult	3	S					

SCIENCE

SCIENCE DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:****AGRICULTURE: RANGELAND ECOLOGY AND MANAGEMENT OPTION**

Rangeland Ecology focuses on applied plant and animal sciences and allows students to gain an understanding of grazing and other agricultural land uses within the framework of natural resource management. This program is designed for those students, who wish to obtain a B.S. degree in Natural Resources and Rangeland Ecology, and/or prepares students for career opportunities with land management agencies, in range livestock production, land resource consulting and general agriculture.

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

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

Sample Plan of Study: Agriculture: Rangeland Ecology and Management Option**Year 1**

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

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

Year 2

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

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

Program of Study Requirements

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

General Education Core Requirements

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

SCIENCE

SCIENCE DEPARTMENT**ASSOCIATE OF SCIENCE DEGREE IN SCIENCE:****AGRICULTURE: LIVESTOCK MANAGEMENT AND INDUSTRY OPTION**

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

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

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

Note: if placement test scores indicate refresher (remedial or 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

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

Program of Study Requirements

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

General Education Core Requirements

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

SCIENCE

Directed Individualized Studies Program (DIS)

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

Program learning outcomes:

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

To declare an Individualized Major, students must:

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

Course Requirements for Individualized Majors

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

Program of Study Requirements

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

General Education Core Requirements

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

INDIVIDUALIZED STUDIES

ONE YEAR CERTIFICATES

CROW STUDIES

TRIBAL MANAGEMENT

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

Tribal Management One Year Certificate Program Learning Outcomes:

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

Year 1

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

BUSINESS

ACCOUNTING ASSISTANT

This one-year, 34-credit Accounting Assistant certificate program is for students interested in immediate job preparation and placement. Students are required to successfully complete the entire course listed in the Certificate Program but are not required to complete the Core Requirements. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*BU 122, *MA 096 and *CA 112).

Information Systems, One Year Certificate, Program Learning Outcomes:

- Prepares a student for a position as an accounting assistant at an entry level for understanding and applications of accounting applications in business and office software.

Year 1

Fall Semester		Spring Semester	
*CA 211 Fund of Interpersonal Comm	3	BU 224 Computerized Accounting	3
BU 101 Econ Way of Thinking	3	*CA 112 Public Speaking	3
BU 111 Intro to Business	3	IS 103 MS Word	3
BU 121 Accounting Procedures I	3	IS 104 MS Excel	3
*BU 122 Intro to Business Writing	3	MA 096 Survey of Algebra or above	4
IS 102 Microsoft Office Suite	3	Total	16
Total	18		

ONE YEAR CERTIFICATES

EDUCATION

EARLY CHILDHOOD

This is one-year, 39-credit Early Childhood Education certificate program is for students who are interested in immediate job preparation and placement in an early childhood setting. It is design to meet minimal requirements for licensure. Students are required to successfully complete the entire course listed in the Certificate Program but are not required to complete the Core Requirements. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*CA 101, *MA 233 and *CA 112).

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

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

Year 1

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

INFORMATION SYSTEMS

INFORMATION TECHNOLOGY ASSISTANT

The 31-credit Certificate Program in Information Systems - Information Technology Assistant is designed for students interested in workforce preparation for immediate job placement, upon program completion. Students are required to successfully complete the entire course series listed in the Certificate Program Plan of Study. The **Related Studies Requirements*** of writing (*BU 122), computation (*MA 296), and human relations (*CA 112) are included in the Plan of Study. The course work in the Certificate Program may be used to complete course work in the Associate of Applied Science in Information Systems - Information Technology Program of Study, should the student wish to pursue the associate level degree.

The One Year Certificate, Information Systems-Information Technology Assistant, Program Learning Outcomes are:

- Technical Skills: Students will build knowledge and apply technical skills in the operation of commonly utilized office software and office technology.

- Critical Analysis and Problem Solving Skills: Majors will conceptualize, design and implement information systems solutions, and apply knowledge to problem solving and decision-making, and,.
- Communications and Human Relations Skills: Students will demonstrate knowledge of written (computer assisted) and oral communications appropriate to entry-level business and office contexts on and near the Crow

Fall Semester		Spring Semester	
BU 121 Accounting Procedures I	3	*CA 211 Fund. of Interpersonal Comm./HS 231 Human Relations	3
*BU 122 Intro to Business Writing	3	IS 103 MS Word	3
IS 102 Microsoft Office Suite	3	IS 104 MS Excel	3
IS 211 HTML and Web Page Design	3	IS 120 MS Access	3
*MA 096 Survey of Algebra or above	4	IS 221 Advanced HTML/ eCommerce - OR- BU 224 Computerized Accounting	3
Total	16	Total	15

Reservation.

INFORMATION SYSTEMS OFFICE ASSISTANT

The one-year, 30- or 31-credit Certificate Program - Information Systems, Office Assistant is designed for students interested in immediate job preparation and placement in entry level positions in local and regional businesses and offices. Students are required to successfully complete the entire list of courses in the plan of study for the One-Year Certificate Program Information Systems - Office Assistant. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*BU 122, *MA 096 and *CA 211). The course work in the Certificate Program may be used to complete course work in the Associate of Applied Science in Information Systems - Information Technology Program of Study.

The One Year Certificate, Information Systems-Office Assistant, Program Learning Outcomes are:

- Technical Skills: Students will build knowledge and apply skills in the operation of commonly utilized office and accounting software.
- Critical Analysis and Problem Solving Skills: Majors will conceptualize, design and implement information systems solutions, and apply knowledge to problem solving,.
- Communications and Human Relations Skills: Students will demonstrate knowledge of written (computer assisted) and oral, and interpersonal communications appropriate to entry-level business and office contexts on and near the Crow Reservation.

Year 1

Fall Semester		Spring Semester	
*BU 122 Intro to Business Writing	3	*CA 112 Public Speaking	3
IS 101 Introduction to Computers and Applications	3	IS 103 MS Word	3
IS 102 Microsoft Office Suite	3	IS 104 MS Excel	3
IS 211 HTML /Web Design OR IS 106 MSPowerPoint	2/3	IS 120 MS Access	3
*MA 096 Survey of Algebra or above	4	IS 221 Adv. HTML/eCommerce OR IS GIS	3
Total	15/16	Total	15

HIGHWAY CONSTRUCTION (PILOT PROGRAM)

This one-year, 30-credit certificate in Highway Construction has limited enrollment. The program is designed to help prepare students for successful employment in the construction industry. The Truck Driving program follows the industry-wide standards and curriculum. The Heavy Equipment program is designed to provide students with an overview of the industry, laws, regulations, qualifications, preventative maintenance, controls, and basic experiences/skills in the operation of heavy equipment. Students are required to successfully complete the entire course listed in the Certificate Program. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*CA 101, *MA 233 and *CA 211).

Highway Construction, One Year Certificate, Program Learning Outcomes: Students will:

- Demonstrate practical knowledge of the trucking, commercial passenger industries, as well as highway construction industry, including requisite laws, regulations, operator qualifications, preventative maintenance, controls and basic operational experiences/skills.
- Be well prepared to pass the necessary state licensure exams in order to attain a Class "A" Commercial Driver's License (CDL) — as well as other Classes of commercial vehicle operations licenses.
- Be well-versed in work-site safety procedures.

Fall Semester		Spring Semester	
*CA 050 Reading for College	3	HEO Introduction to Heavy Equipment	6
CDL 101 Introduction to Truck Driving	6	HEO 102 Equipment Operations Lab	3
CDL 102 Vehicle Operations Lab	3	TRD 100 OSHA 10	1
TRD 1-4 Work Place Safety	1	*CA 211 Fund. Of Interpersonal Comm	3
*MA 061 Basic Mathematics	4	TOTAL	13
TOTAL	17		

WELDING TECHNOLOGY & FABRICATION (PILOT PROGRAM)

The Welding program is a limited enrollment program. It is intended to provide the necessary instruction to enable students to enter the welding profession in an entry level position. Students who complete the first semester of courses are eligible for the NCCER Welding & Fabrication Tier 1 Certificate of Technical Studies degree. Students are required to successfully complete the entire course listed in the Certificate Program. The **Related Studies Requirements*** of writing, computation and human relations are included in the Plan of Study (*CA050, *MA061, *CA101).

Welding Technology & Fabrication, One Year Certificate, Program Learning Outcomes: Students will:

- Demonstrate knowledge in welding and technology as it pertains to assembly, manufacturing, energy, structural construction testing.
- Demonstrate skills in common cutting and welding processes, CNC plasma cutting, AWS welding standards, OXYFUEL, SMAW, GMAW, GTAW, AND FCAW processes, structural, pipe and plate welding, and inspection testing, blueprint reading and communications and math competencies.
- Demonstrate competency based upon module tests and hands-on performance.
Be well-versed in work-site safety procedures.

Fall Semester			Spring Semester		
CA 050	Reading for College	3	CA 101	College Writing	3
MA 061	Basic Mathematics	4	IS 101	Introduction to Computers	3
WLDG 170	Welding Fabrication I	4	WLDG 270	Welding Fabrication II	4
WLDG 171	Welding Fabrication II Lab	4	WLDG 271	Welding Fabrication II Lab	4
TRD 104	Workplace Safety	1	WLD 111	Welding Safety	1
			TRD 100	OSHA 10	1
	Total Credits	16		Total Credits	16

COURSE DESCRIPTIONS

Semester Designations:

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

All summer (SU) session class offerings are contingent on funding.

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

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

Developmental/College Preparation classes are designated with a double asterisk (**)

MUSTI is the Montana University System Transferability Initiative. Courses with this note are accepted by the Montana University System Transferability Initiative for transferring into the Montana University System.

ADDICTION COUNSELING

AC 105 Fundamentals & Theory of Group Counseling

3 cr

F
This course is an introduction to the function of groups in society; group dynamics as a helping process and a means of giving and receiving information. Problem solving within the group setting will be highlighted. This course covers brief therapy in groups from the values and group start up to termination. The major stages in group development, with their unique challenges for leaders, co-leaders and members, are learned.

AC 201 Addiction Counseling

3 cr

F
This course will examine the various theories, principles, and applications of therapies that are used in the counseling and rehabilitation of chemical abuse and dependency. It will also cover theories applicable to Crow Culture.

AC 202 Addiction Assessment and

Appraisal

3 cr

F

This course will examine methods and techniques in assessing clients for chemical dependency with emphasis on testing and training.

AC 202 Addiction Assessment/ AC 203 Treatment Planning and Documentation

2 cr/1 cr

F

This course will examine methods and techniques used in assessing clients for chemical dependency with emphasis on testing and evaluation methods. This class also provides the latest methods for developing a variety of treatment plans and means of documenting treatment activities, progress, recovery, and relapses concerning chemical dependency counseling.

AC 203 Treatment Planning and Documentation

3 cr

F

This Class provides students with the latest methods for developing a variety of treatment plans and means of documenting treatment activities, progress, recovery, and relapses concerning chemical dependency counseling. Techniques for managing cases and writing case notes will be practiced and discussed. Case histories, social histories, genographs, cultural histories, and treatment plans will be developed and discussed. Cultural aspects as they pertain to the planning of treatment modalities and documentation will be provided and discussed. This course provides information and practice in the treatment planning and documentation of alcohol addiction programs. Students will learn record keeping skills, treatment planning, documenting client and counselor interactions, and report writing. Legal and professional standards of record keeping applicable to chemical dependency will be covered.

AC 204 Multi-Cultural Competency

3 cr

S

This course provides students with the latest information and methods in cross-cultural and multicultural counseling for chemical dependency. Discussions will center on the differences in cultural approaches to chemical abuse issues. Discussions will also take into consideration such aspects as cultural values, oral traditions, modeling behaviors, cultural educational models, cultural approaches to wellness, cultural respect issues. Dependency will be reviewed with re-

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

AC 205 Group Counseling Models and Dynamics

3 cr

Pre-requisite: AC 105 Fund & Theory of Group Counseling

F

This course will provide experience with different models of group psychotherapy within the classroom setting. Students will learn the pro-development needs of group members with a focus on helping members to appropriately self-disclose and give and receive feedback to enhance the therapeutic value of the group experience. Role playing and field trips to group settings will be part of the course requirements.

AGRICULTURE

AG 100 Introduction to Animal Science

3cr

F

(ANSC 100 – Introduction to Animal Science, MUSTI)

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

AG 132 Natural Resources Conservation (N)

3cr

S

Cross-listed as SC 132

(NRSM 101 – Natural Resource Conservation, MUSTI)

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

AG 133 Range Plants Lab (N)

1 cr

S
(NRSM 102 – Natural Resource Conservation Lab, MUSTI)
Co-requisite or pre-requisite: AG 132
Cross-listed as SC 133
 Lab accompanying AG 132 Natural Resources Conservation

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

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
OD

AG 210 Economics of AG Business

3cr
S/F
(AGBE 210IS Economics of Ag Business, MUSTI)
Prerequisite: BU 101, Economic Way of Thinking

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

AG 230 Range Livestock Production

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

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

AG 233 Applied Techniques in Livestock Management – Horses

1cr
F
(EQU 233 – Horse Science and Management Lab, MUSTI)

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

AG 234 Applied Techniques in Livestock Management –Beef Cattle
1cr
S

(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

1cr
F
(NRSM 235 – Range and Pasture Monitoring, MUSTI)
 Students will revise be exposed to different monitoring methods to identify site potential, inventory forage resources, evaluate range and pasture condition, estimate stocking rates, and measure forage utilization by wildlife and livestock.

AG 242 Natural Resource Ecology (N)
3 cr

F
Cross-listed with SC 242 Natural Resource Ecology
(ARNR 240 – Natural Resource Ecology, MUSTI)

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

AG 243 Natural Resource Ecology Lab (N)

1cr
F
Co-requisite or pre-requisites: AG 242
 Accompanies AG 242 Ecology. Students learn primarily outdoor field skills in ecology, and field trips are included.

ANTHROPOLOGY

AN 111 Cultural Anthropology (D&SS)
3 cr

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

ture change.

AN 120 Environment and Culture (D&SS)

3cr
S
 This course focuses on the interaction between culture and the environment from a geographic perspective. Course topics include the following: an introduction to the concept of culture, the shaping of cultural landscapes in the United States and around the world, population and human migration, the global mosaic of languages, religions worldwide, patterns of rural and urban land use, international development and environment, political geography, global patterns of health & disease, and coping with a rapidly changing world.

AN 180 Special Topics
OD
Variable cr

AN 280 Special Topics
OD
Variable cr

BUSINESS

BU 101 Economic Way of Thinking (D&SS)

3 cr
F/Su
Formerly BU 105 Economic Way of Thinking
(ECNS 101 – Economic Way of Thinking, MUSTI)

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

BU 111 Introduction to Business (D&SS)

3 cr
F/Su
Formerly BU 211 Introduction to Business

This course is an overview of the business world and its environment, which includes economic, regulatory and social aspects. Topics covered include business systems, business structures including forms of business owner-



LBHC Faculty stand for Honor song during graduation.

ship, entrepreneurship and franchising. The management process will be used to develop the students' understanding of the organization and workings of a firm. The students will be introduced to the major areas of business study: human resource management, marketing, finance, organizational theory and management. Where applicable, case studies will be used.

BU 121 Accounting Procedures I

3cr

S

(ACTG 101 - Accounting Procedures I, MUSTI)

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

BU 122 Introduction to Business Writing (S)

3 cr

F

(MUSTI)

Pre-requisite: CA 101 College Writing

This course provides instruction in the

preparation of written communication, business memos, letters, reports, presentations, and computer assisted writing in business contexts.

BU 180 Special topics

OD

Variable cr

BU 201 Principles of Macroeconomics (D&SS)

3 cr

F/S

Formerly BU 228 Principles of Macroeconomics

Prerequisite: BU 101 Economic Way of Thinking

(ECNS 201 – Principles of Macroeconomics, MUSTI)

BU 201 introduces the student to the behavior of markets and the national economy, emphasizes macroeconomic theory, theory of national income and employment, economic growth and stabilization.

BU 202 Principles of Microeconomics (D&SS)

3 cr

S

Formally BU 229 Principles of Microeconomics

Prerequisites: BU 101 Economic Way of Thinking.

(ECNS 202 Principles of Microeconomics, MUSTI)

This is the beginning course designed

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

BU 205 Business Law

3 cr

S

Formerly BU 210 Business Law

BU 205 covers the nature, origin and philosophy of business law and civil procedure. It introduces the law of sales and provides a comprehensive treatment of contracts. Where time permits wills and trusts will be introduced as complimentary material to real and personal property.

BU 221 Principles of Financial Accounting

3 cr

F

(ACTG 201 - Principles of Financial Accounting; MUSTI)

This introductory course covers the principles of financial accounting and reporting for students of all business curricula. Specific topics include analyzing and interpreting accounting concepts, recording transactions, worksheet and financial statement preparation, accounting systems, cash, receivables, inventory, long-term assets, liabilities, corporations, and

analysis of financial statements through methods of problem solving, critical thinking, and effective communication skills.

BU 222 Principles of Managerial Accounting
3 cr

S

Prerequisite: BU 221 (ACTG 202 - Principles of Managerial Accounting, MUSTI)

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

BU 224 Computerized Accounting

3 cr

F

Prerequisites: BU 221 (ACTG 205 – Computerized Accounting, MUSTI)

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

BU 230 Introduction to Organizational Behavior (D & SS)

3 cr

S

BU 230 introduces various concepts and tools that will assist the student in understanding the individual and group behavior, the structure and design of organizations and in improving organization effectiveness. The topics include: roles of the manager, goals, environment/structure/design, motivation and leadership, individual and group decision making and group dynamics and conflict.

BU 241 Small Business Management

3 cr

S

BU 241 is an advanced course focusing on the owner-management firm, its differentiating characteristics, strengths and weaknesses, relationship to the environment, and the strategic problems it faces. Accounting and inventory systems, financial analysis, means of raising capital, manage-

ment and marketing techniques and guidelines for writing a business plan are presented.

BU 243 Contemporary Business Mathematics

3 cr

F/Su

Prerequisite: Successful completion of Math 096, Survey of Algebra, with a grade of "C" or better.

Contemporary Business Mathematics prepares students interested in business careers or for practical consumers interested in understanding mathematical concepts in the business world. Students will become familiar with mathematical applications in accounting, banking, practical corporate applications, budgeting, investing, and small business math fundamentals.

BU 276 Internship

OD

Variable cr

Prerequisite: BU 221 & BU 222 (ACTG 298 – Internship, MUSTI)

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

BU 280 Special topics

OD

Variable cr

(ACTG 291 – Special Topics, MUSTI)

COMMUNICATION ARTS

**** CA 050 Reading for College**

3 cr

F/S

Students earning a reading score of 0-39 or a writing score of 0-60 on the COMPASS placement test will place into this class.

The course is designed to improve student's reading and study skills. Specific emphasis will be placed on improving vocabulary, critical thinking, reading comprehension and time management. Students will also be exposed to library skills and computer-based research skills. Student placement in this course is based on placement exam reading scores. Must have a "C" or

better to pass this course.

****CA 095 Developmental Writing**

4 cr

F/S

(MUSTI)

Students earning a writing score of 40-59 on the COMPASS placement test will place into this class OR a grade of "C" or better in CA 050 Reading for College.

This is a preparatory course designed to help students develop the writing, reading and critical thinking skills necessary to succeed in college-level coursework. Special emphasis will be placed on techniques for developing paragraphs, and the multiple-paragraph essay. Students are introduced to the steps in writing, including pre-writing, organizing, drafting, and revising, and to computer-based composition. Students are placed based on placement exam scores. Must have a "C" or better to pass this course.

CA 101 College Writing I (W)

3 cr

F/S/Su

(MUSTI)

Students earning a score of 60 or higher on the COMPASS placement test will place into this class OR a grade of "C" or better in CA 095 Developmental Writing.

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

CA 106 Introduction To Literature (A&H)

3 cr

S

(MUSTI)

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

CA 107 Introduction to Journalism

3 cr

OD

Students in this course will learn the basics of working in a newsroom including hard news reporting such as feature and sports writing, column

and editorial work. Top students in this class have the opportunity to attend a journalism conference and/or a summer program.

CA 112 Fundamentals of Public Speaking (S)

3 cr
F/S/Su

This course is designed to develop the student's public speaking abilities. The student acquires an understanding of basic rhetorical theory and its application by preparing formal speeches and readings, and learning how to present ideas both in small and large group settings, and in and out of the classroom.

CA 180 Special Topics

OD
Variable cr

CA 201 College Writing II (S)

3 cr
F/S/Su
(MUSTI)

Prerequisite: Must have passed CA 101 with a grade of "C" or above.

This course is designed to further develop the research and writing skills learned in CA 101. Emphasis is placed on advanced research skills including multiple-library searches, 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 will be covered.

CA 206 Fundamentals of Creative Writing (A&H)

3cr
S

Prerequisite: CA 101. DOES NOT REPLACE CA 201.

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

CA 211 Fundamentals of Interpersonal Communication (S)

3 cr
F/S

Cross listed as HS 231 Elements of Human Relations

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

CA 276 Internship

OD
Variable cr

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

CA 280 Special Topics

OD
Variable cr

COMPUTER SCIENCE

CP 101 Introduction to Computer Science

3 cr
F

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

CP 102 Introduction to Programming

3 cr
S
(MUSTI)

This course is designed to provide the student with an overview of the many disciplines within computer science and information technology. Although many students are familiar with computers, they are often unaware of the broad field of computer science and information technology. Topics include: computer terminology, systems architect, the fundamental issues of algorithms, hardware design,

computer organization, system software, language models, theory of computation, and social and ethical issues of computing. The student will have a broad perspective of the field and will be better prepared for future courses.

CP 180 Special Topics

OD
Variable cr

CROW STUDIES

CS 101 Crow Language I (CL)

3 cr
F/S/Su

This course is designed to introduce the Crow writing system, vocabulary, the orthography, the grammatical system, and the phonemic and phonetic rules of the Crow language. The students will be exposed to principles of speaking Crow through examination of the Crow value system as it is expressed through oral language. The course utilizes oral, aural, and visual techniques. A second semester of Crow Language is required for transfer to the Montana University System.

CS 102 Crow Language II

3 cr
F/S

Prerequisite: CS 101 (CL)

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

CS 103 Conversational Crow (D&SS)

3 cr
F/S

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

CS 108 Literature of the American Indian (A&H)

3 cr

F**Prerequisite: CA 101**

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

CS 124 Crow History (CS)**3 cr****F**

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

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

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

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

This course investigates the artistic and aesthetic applications of visual arts of the Crow Indians. The study will commence in prehistory and conclude with contemporary Crow Indian artists and their work. The course focuses on several topics including environmental and economic resources that determine the mediums used and the physical and spiritual needs that dictate the forms produced. The renaissance of Crow Indian Art is discussed.

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

This course is designed to give students an opportunity to survey Crow Indian Music and Dance. The cultural relevance and history is presented in order to convey knowledge of the

origin, social value, musicology and general appreciation of Crow Indian Music. The art expression of Crow Indian Dance is presented with the knowledge of the ideology and its use in the social structure of the Crow Indian culture. The student is given the opportunity to experience the aesthetic qualities of the native dance expression. The historical, philosophical and social aspect of Crow Music and Dance is presented.

CS 135 Crow Oral Literature (CS, A&H)**3 cr****S**

This course examines the style, content and performance of 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.

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

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

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

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

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

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

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

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

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

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

CS 210 Plains Indian Sign Language (D&SS, CL)**3 cr****S**

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

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

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

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

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

CS 225 Montana Indians Prior to 1851**3 cr (D&SS)****F**

This course provides a description and

analysis of Indian tribes and groups which lived in, used, or migrated through the area which is now Montana from at least 10,000 B.C. to 1851 A.D. Attention is given to the basic characteristics of Montana Indian groups, intercultural relations, and culture change, including prehistory and protohistory, the impact of Euro-American exploration, the fur trade, and early Westward expansion. Attention is paid to methods and findings derived from archaeology, oral traditions, ethnographic studies, and historical sources.

CS 226 Montana Indians 1851 to present (D&SS)

3 cr
S

This course provides a description and analysis of Indian tribes and groups which lived in, used, or migrated through the area which is now Montana from 1851 to the present. Attention is given to the basic characteristics of the Montana Indian groups, intercultural relations, culture change, and the persistence and revival of Indian culture, including the impact of Euro-American expansion in connection with gold discovery, Indian wars, development of the reservation system, World Wars I and II, citizenship, the New Deal, the War on Poverty, civil rights movement, urbanization, and other contemporary issues. Attention is paid to methods and findings derived from oral traditions, ethnographic studies, historical sources, and contemporary media.

CS 230 Contemporary Issues of American Indians (D&SS)

3 cr
F

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

CS 231 American Indian Political Science (D&SS)

3 cr
S

This course is designed to study the systems that American Indian governments have established. The process of leadership selection and the roles of these leaders will be examined. Studies of different tribal governmental structures are presented.

CS 232 American Indian Law

3 cr
F

This course is designed to give the stu-

dents an opportunity to study the unique legal status, problems and issues of the American Indians in the United States. Basic legal concepts and the historical review of Federal Indian Policy including statutes, case law and practice will be examined. Tribal law and governmental processes in the promulgation of tribal policy will be presented. The legal rights of American Indians as tribes and individuals will be discussed.

CS 233 Economics in Indian Country (D&SS)

3 cr
S

This Course is designed to study the economic development and potential of American Indians in their individual and tribal state. Topics such as natural resource development, agriculture, retailing and economic advantages of cultural events will be discussed.

CS 240 Indian Education History and Issues

3 cr
F

This course is designed to review historical and present issues in Indian education. Topics covered include, culture, bilingualism, values and ethics, lifestyles and expectations of Native communities in academic and extracurricular activities.

CS 276 Internships

OD
Variable cr

CS 276 provides students with the opportunity to apply theoretical knowledge in a work placement experience. The Academic Advisor will assist student with work site placement and the development of course objectives. Registration in this course is restricted.

CS 280 Special Topics

OD
Variable cr

DIRECTED INDIVIDUALIZED STUDIES

DI 280 Special Topics

3cr
OD

This class can only be taken by Directed Individualized Studies majors with consent of the advisor. The course will address the particular topic/focus of the Directed Individualized Studies student. This independent study will result in a major research

paper or project that will be submitted to the advisor at the end of the semester.

EDUCATION

ED 100 Skills for Success (SK)

1 cr
F/S

This course provides students the framework for success in their college courses by covering fundamentals such as note-taking, test-taking, time management, motivation, as well as college, community and family resources. Students also study the catalog and develop a plan of study.

ED 120 Schools and Society

3cr
F

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

ED 180 Special Topics

OD
Variable cr

ED 205 Exceptional Learners/Lab

3 cr
S

Prerequisite: PY 101, Introduction to Psychology.

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

ED 210 Educational Technology

2 cr
F

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

ED 232 Creative Expression in the Pre-School

2 cr
S/Su

Emphasizes the importance of developmentally appropriate practice and enhancement of the pre-school 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 child-



A delegation of Crows at Fort Parker, the first Crow Indian Agency headquarters. Photo courtesy of www.fortparker.org.

hood classroom.

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

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

ED 235 Reading and Writing Across the Curriculum
3 cr
F

Provides comprehensive coverage of Pre-K; K-8 literacy development, first and second language acquisition theory as it relates 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 250 Psychology of Learning/Lab (D&SS)
3 cr
F
(MUSTI)

This course is cross listed with PY 250 Psychology of Learning/Lab. Provides comprehensive coverage of the principles, concepts and implications of Human learning from classical, operant, social learning and cognitive paradigms. Explores the historical and theoretical background of learning, motivation and memory. Covers measurement and evaluation, diverse learners, and learners with exceptionalities. Examines effective learning environments, discipline and manage-

ment 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 Internships
3 cr
F

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

ED 280 Special Topics
OD
Variable cr

HEALTH EDUCATION

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

This course provides student with an introductory overview of the contemporary health issues and the importance of individual responsibility for personal health care. It reviews the health and safety issues of children and adolescents. The course also teaches student to live healthier lives in the physical, emotional, mental. Social, environmental and spiritual realms by promoting a comprehensive understanding of the issues involved.

HE 207 Wellness for Indigenous Culture**3 cr****F**

This course will explore Native American Practices of Health and Wellness. Each student will study and be exposed to Ancestral Food practices of both the past and present of the Indigenous peoples of the Americas. Field research and "hands-on" cooking will be required bi-weekly along with gathering of herbs/food/natural remedies. Student will design a research project on location specific indigenous cuisine/lifestyle. Research will also be conducted on modern day Native American diet, diseases, and issues.

HE 214 Nutrition (D&SS)**3 cr****S****Prerequisites: SC 110**

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

HE 221 Introduction to Coaching**2 cr****F**

This course is a physical education course designed to teach the administration, organization, management, and instructional skills necessary in coaching a successful high school or college athletic program.

HE 222 Theory of Coaching: Volleyball**2 cr****S**

This is a course in coaching the game of volleyball. The methods of coaching the game through the study of the skill analysis, strategy and training involved will be explained. On court demonstrations and classroom

presentations will be used for learning experiences.

HE 223 Theory of Coaching: Basketball**2 cr****S**

This is a course in coaching the game of basketball. The methods of coaching the game through strategies for offense and defense, styles of play, training and diet, and rules of interpretation will be explained. On court demonstrations and classroom presentations will be used for learning experiences.

HE 231 Field Experience (Physical Education)**1 cr****Prerequisite: Permission of the instructor.**

HE 230 is thirty hours per credit of hands-on experience observing/assisting/instructing in various physical education activities: fitness, adaptive physical education, elementary physical education and coaching.

HE 261 Sports Psychology**3 cr****F**

This is a science based course designed to focus on sport and exercise psychology. Students will enhance their understanding of sport psychology for optimal sport training and performance. Topics will cover sport psychology knowledge associated with the basic concepts, behavioral principles, and history of sport psychology; anxiety, arousal and intervention; motivation, leadership, cohesion and audience effects; aggression and violence in sport. Research will take place on the differential factors in ethnicity, gender, high risk, youth geographical location and elite performance; coaching psychology.

HE 274 Nutrition for Sports Performance/Exercise**3 cr****F**

This course covers the concepts of human nutrition and its relationship to sports performance and exercise. This course teaches students the importance of nutrition and diet while one is involved in a consistent exercise and sports program. Location specific, contemporary health, and historical genetic issues pertaining to nutrition/diet and sports performance will be studied, along with community surveys and research projects.

HE 276 Internships**OD****Variable cr**

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

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

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

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

This course will focus on fitness/physical dynamic and stationary movements. The student will have the opportunity learn to improve overall cardiovascular strength and endurance, physical strength and to make personal improvements to health. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed workouts and exercises to be performed. Once this course is passed student can move up to the next level.

HW 104 Introduction to Yoga**1 cr****F/S/Su**

Yoga is an ascetic discipline, including breath control, simple meditation, and the adoption of specific bodily postures. This activity course will introduce students to the practices and techniques of Yoga. Specific approaches will be routine in this class to emphasize maintaining one's health and Well-being through flexibility

training, relaxation and recovery.

HW 110 Exercise for Elders

1 cr
F/S/Su

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

HW 261 Advanced Strength Training/Conditioning

1 cr
S

Prerequisite: (HW 106 Conditioning I)

See course description.

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

HW 111 Women's Only Fitness

1 cr
S

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

HW 116 Men's Only Fitness

1 cr
S

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

HW 131 Techniques of Basketball (Women Only) I

1 cr
S

This is a physical education activity course designed for participation in the sport of basketball. The course will provide opportunities for individuals to develop skills, techniques, and proper conditioning for basketball. Various team building strategies will be implemented. Once this course is passed students can move up to the next level.

HW 136 Techniques of Basketball (Men Only) I

1 cr
S

This is a physical education activity course designed for participation in the sport of basketball. The course will provide opportunities for individuals to develop skills, techniques, and proper conditioning for basketball. Various team building strategies will be implemented. Once this course is passed students can move up to the next level.

HW 155 Fundamentals of Martial Arts I

F

This introductory course covers the basic fundamentals of one style of martial arts. This course can rotate through a variety of martial arts like Brazilian Jiu Jitsu, Karate and Tae Kwon Do. Once this course is passed students can move up to the next level.

HW 255 Fundamentals Martial Arts II

1 cr
S

Prerequisite: HW 155 Fundamentals of Martial Arts I.

This course elaborates on the fundamentals of one style of martial arts learned in HW 155 Fundamentals of Martial Arts I. This course can rotate through a variety of martial arts like Brazilian Jiu Jitsu, Karate and Tae Kwon Do.

HW 180 Special Topics

1 cr
OD

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 cr
F/S

Prerequisite: Permission of the instructor, courses must be taken in order.

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

HW 166, 167, 268, 269 Varsity Men's Basketball I, II, III & IV

1 cr
F/S

Prerequisite: Permission of the instructor, courses must be taken in order.

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

HISTORY

HI 105 World Civilizations (D&SS)

3 cr
S/Su
(MUSTI)

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

HI 180 Special Topics

OD
Variable cr

HI 201 US History I (D & SS)

3 cr
F/Su
(MUSTI)

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

HI 202 US History II (D & SS)

3 cr
S
(MUSTI)

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

HI 276 Internships

OD
Variable cr

Prerequisite: Permission of the In-



Crow men parade through the encampment. Photo by Richard Throssel, 1910. From the University of Wyoming Collection.

structor.
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
OD
Variable cr

HUMANITIES

HU 101 Survey Of Humanities (A&H)
3 cr
S

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

HU 102 Enjoyment of Music
3cr
S/Sum

Formerly Music Appreciation, this course introduces methods of music understanding and perceptive listening. Examines the language and forms of the Baroque, Classical, Romantic, and Contemporary periods. American Indian music will be included.

HU 103 Fundamentals of Art
3cr
S/Sum

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

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

HU 136 is a survey of major religions of the world. Students will have the opportunity to learn about the philosophical and theological dimensions of world religions in their cultural and

social contexts, and the meanings they see in human life and spirituality.

HU 180 Special Topics
OD
Variable cr

HU 227 American Indian Representations in Film (A&H)
3 cr
F

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

HU 276 Internship**OD****Prerequisite: 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.

HU 280 Special Topics**OD****Variable cr****HUMAN SERVICES****HS 180 Special Topics****OD****HS 230 Introduction to Human Services****3 cr****F****This course is cross listed as PY 230.**

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

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

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

HS 232 Fundamentals of Counseling**3 cr****S**

This course provides knowledge of a variety of theories, techniques, and

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

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

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

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

This course is designed to teach the student about the current information relating to use, abuse, dependency, and drug addiction in our society. Information about society's reaction to drug use and drug addiction is covered historically and contemporarily. This class will also provide pharmacological classifications and designations related to addiction and substance abuse.

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

This course is an internship for the following fields of study: mental health, chemical dependency treatment, school counseling, social work, rehabilitation, and adolescent counseling. The objective of this field experience will be to integrate the academic learning with practical experience. The intern will complete a minimum of 120 hours of work with a certified counselor or licensed therapist. Cross-

cultural perspectives will be emphasized in all aspects of the experience. Students will keep a journal of their experience in terms of emotions, learning, and old concepts vs. new concepts.

HS 280 Special Topics**OD****Variable Cr****INFORMATION SYSTEMS****IS 050 Keyboarding****3 cr****F/S**

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

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

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

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

This course provides introductory contemporary theories and practices of computer information systems, operating systems, and future trends using the application software program Microsoft Office Suite. Topics include file management, use of Microsoft Office Word, Excel, PowerPoint and Access. This course prepares the student for further college life, small business, or office management. The course objective will be accomplished through extensive hands-on "learning by doing" approach.

IS 103 Microsoft Word

3 cr
F/S

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

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

IS 104 Microsoft Excel

3 cr
S

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

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

IS 106 Microsoft PowerPoint

2cr
OD

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

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

IS 120 Microsoft Access

3cr
S

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

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

IS 180 Special Topics

OD
Variable cr

IS 211 HTML & Web Page Design (A)

3 cr
F
(MUSTI)

Prerequisite: IS 102

This course introduces the student to web page design fundamentals. Emphasis is on understanding and application of sound design rules, use of white spaces, graphics, site maps, two-way data entry/retrieval, and links. This course involves extensive use of file management in the areas of de-

signing tree structures, file deletion, saving and retrieval, and importing files using the Windows operating system environment. Hands-on begins with understanding, programming and debugging HTML codes using a text editor.

IS 221 Advanced HTML and eCom-merce

3 cr
S

This course introduces students to e-payment elements such as, public key infrastructure, smart cards, payment agents, digital cash, SET protocols, and micro-payment. Students will be able to create advanced web pages with response business forms. The experiences (both positive and negative) of 32 firms in a variety of industries will be examined to show what works and what does not and students will learn to build support systems for e-commerce initiatives.

IS 225 Project Management

3 cr
S

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

IS 250 Introduction to Networking

3 cr
OD

Prerequisites: IS 101 or 102

This course covers topics on multi-user operating systems with emphasis on computer local area networks (LAN). Emphasis is placed on LAN architectures, network administration tools, communication protocols, elements of networks and network administration considerations.

IS 251 Network Server Configuration

3 cr
OD

This hands-on course is designed to prepare the student for the MCSE certification exam and for the challenges a network server administrator will face as a networking professional. Lectures, projects and exercises reinforce skills as they are learned. Specific topic coverage includes: Introduction to Windows Server, Managing Hardware Devices, Creating and Managing Users, Implementing and Managing Groups,

Managing Access to Files, Managing Disk and Data Storage, Advanced File System Management, Implementing and Managing Printing, Implementing and Using Group Policies, Administering a Server, Monitoring Server Performance, Managing and Implementing Backups and Disaster Recovery, Administering Web Resources, and Security Basics for Windows Servers

IS 252 Router Configuration

3 cr
OD

This course provides the student with comprehensive coverage of networking concepts. IT will prepare the student for the Cisco CCNA Certification exam # 640.801. In this course, the class will take an in depth look at networking concepts and techniques. It will examine theoretical concepts that make the world of networking unique. Also, this course will adopt a practical hands-on approach when examining networking techniques. Along with examining different network strategies, this course will explore the advancement of network implementation, as well as, timeless problem solving strategies. Specific topic coverage will include: Introduction to Networks, Network Devices, TCP/IP and IP Addressing, Network Topology/Design and WAN Concepts. Router concepts will cover Startup and Configuration, Routing Protocols, NAT, and Access Lists.

IS 260 Geographic Information Systems

3 cr
F

Prerequisite: IS 102 & MA 121 College Algebra may be taken concurrently.

Introduction to a PC based geographical information systems that include aspects of mapping, GIS databases, coordinate systems, scaling, resolution, 3D or 2D conversions, data collection, and information retrieval. Students gain hands-on experience with PC based GIS systems such as MapInfo, ScanUS, or ArcView. This course will also cover application and use of GIS concepts in business, cultural and scientific application.

IS 276 Information Systems Internship

OD
Variable cr

The internship provides the student with the opportunity to apply theoretical knowledge in a 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

OD
Variable cr

MATHEMATICS

****MA 061 Basic Mathematics**

4cr
F/S
(MUSTI)

Prerequisite: Math placement test score on Compass Pre-Algebra test of 0-33.

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

****MA 065 Pre-Algebra**

4cr
F/S
(MUSTI)

Prerequisite: Successful completion of Math 061, Basic Mathematics, with a grade of "C" or better, or math placement test score on Compass Pre-Algebra test of 34 – 66, or an ACT score of 0-17, and SAT score under 0-450.

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

****MA 096 Survey of Algebra**

4cr
F/S
(MUSTI)

Prerequisite: Successful completion of Math 065, Pre-Algebra, with a grade of "C" or better, or math placement test score of 67+ on Compass Pre-Algebra test, or an ACT score of 21, or an SAT score of 500.

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

MA 121 College Algebra (Q)

4cr
F/S
(MUSTI)

Prerequisite: Successful completion of Math 096, Survey of Algebra, with a grade of "C" or better, or consent of instructor based on Compass Math Placement test score. Or Recent high school graduates must have earned mathematics scores of 23 or higher on the ACT, or 540 or higher on the SAT, and have completed the Rigorous High School Core or Students using campus-administered assessments must earn a score of 66 or higher on the COMPASS Algebra test.

This class covers the topics of functions and their graphs, including polynomial, rational, radical, exponential and logarithmic functions. Absolute value equations and inequalities, compound inequalities, systems of second degree equations and inequalities, conic sections will also be covered.

MA 130 Math for Elementary Teachers I

4 cr
F
(MUSTI)

Prerequisite: Successful completion of MA 096, Survey of Algebra, or equivalent. Or recent high school graduates must have earned mathematics scores of 23 or higher on the ACT or 540 or higher on the SAT, and have completed the Rigorous High School Core or Students using campus-administered assessments must earn a score of 66 or higher on the COMPASS Algebra.

This course is an introduction to problem solving, sets, functions, logic, numerations systems as a mathematical structure, introductory number theory, rational, and irrational numbers and probability for prospective elementary school teachers.

MA 131 Math for Elementary Teachers II (Q)

4 cr
S
(MUSTI)

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

This class covers introductory geometry, constructions, congruence and similarity, concepts of measurement, coordinate geometry, problem solving, probability and statistics for prospective elementary school teachers.

MA 145 Math for Liberal Arts (Q)

4 cr.
F/S/Su

(MUSTI)

Prerequisite: Successful completion of MA 096, Survey of Algebra, with a grade of "C" or better or equivalent. Or recent high school graduates must have earned mathematics scores of 22 or higher on the ACT or 500 or higher on the SAT, and have completed the Rigorous High School Core or Students using campus-administered assessments must earn a score of 50 or higher on the COMPASS Algebra test.

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

MA 151 Pre-Calculus (Q)

4cr
S
(MUSTI)

Prerequisite: Successful completion of MA 121, College Algebra, with a grade of C or better, or an ACT score of 22-25, or an SAT score of 570+, or a score of 45+ on the Compass College Algebra test.

The topics covered in this class include functions, graphs, and the use of symbols for expressing mathematical thoughts, polynomials, rational, exponential, logarithmic, and trigonometric functions.

MA 171 Calculus I (Q)

4 cr
F
(MUSTI)

Prerequisite: Successful completion of MA 151, Pre-Calculus, or equivalent.

The topics in this course include functions, elementary transcendental functions, limits and continuity, differentiation, applications of the derivative, curve sketching, and integration theory.

MA 172 Calculus II (Q)

4cr
S
(MUSTI)

Prerequisite: Successful completion of MA 171, Calculus I, or equivalent. This course covers methods of integration, applications of the integral, Taylor's theorem, infinite sequences and series, polar coordinates.

MA 180 Special Topics

OD
Variable cr

MA 216 Introduction to Statistics (Q)

3cr

COURSE DESCRIPTIONS

**F/S/Su
(MUSTI)**

Prerequisite: Successful completion of MA 096, Survey of Algebra with a grade of "C" or better, or recent high school graduates must have earned mathematics scores of 22 or higher on the ACT or 500 or higher on the SAT, and have completed the Rigorous High School Core or Students using campus-administered assessments must earn a score of 50 or higher on the COMPASS Algebra test. This course is an introduction to the main ideas of statistical inference, with emphasis on statistical reasoning and uses of statistics. Conventional notation and equations are used to explain traditional and robust estimates of location and variability, fundamentals of probability theory, confidence intervals and tests of hypothesis for normal distributions.

**MA 280 Special Topics
OD****MA 298 Math Internship
OD**

Prerequisite: Permission of the Instructor.

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

PSYCHOLOGY**PY 101 Introduction to Psychology (D & SS)**

**3 cr
F/S/Su
(MUSTI)**

This course is designed to give students the latest information in the field of Psychology. Psychology is the science of behavior and mental processes. Behavior is anything an organism does and mental processes are the internal subjective experiences we infer from behavior – sensations, perceptions, dreams, thoughts, beliefs, and feelings. Students will achieve the knowledge of Psychology through scientific methods and through American Indian cultural learning styles that are based on student interest and an open minded approach to all understanding. The course will present an overview of the psychological functioning of the individual, including the topics of biological basis of behavior, learning, cognition, motivation, developmental and social processes, psychological disorders and their treatment.

PY 102 American Indian Psychology

**3cr
F**

This course considers the values, feelings, and behaviors of American Indians 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 decolonialism, with special emphasis on self-determination. The issues of education and learning models concerning the collectivist culture of Indians and the individualist culture of non-Indians will be studied.

**PY 201 Developmental Psychology/
Lifespan Development**

**3 cr
S**

(MUSTI)

This course introduces a study of the human lifespan development. It includes the developmental capabilities and needs of humans at different ages with respect to the physical, psychomotor, cognitive, social, emotional and psychological domains. The various models of development are studied for a comprehensive understanding of values, attitudes and beliefs concerning the lifespan. American Indian concepts are also discussed for comparing and contrasting the development of humans through the lifespan.

**PY 202 Developmental Psychology/
Lifespan Development Lab**

Co-requisite: PY 201

Spring

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

PY 203 Abnormal Psychology (D & SS)

3 cr

S

(MUSTI)

This is a survey course exploring the etiology, organization, and treatment of maladaptive behavior. This will include neurosis, psychosis, addictions, child behavior problems, and sexual problems. The course will also look at the cross-cultural concepts of abnormal psychology as it pertains to the American Indian.

**PY 230 Introduction to Human Services/
Mental Health**

3cr

F

(MUSTI)

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

This course presents a general orientation to the field of Human Services

and Mental Health. It will give the student information about the helping professional as they participate in education, employment, and research. This course also provides the student with historical and contemporary developmental information concerning the human services and mental health fields.

PY 250 Psychology of Learning

3 cr (D&SS)

F

(MUSTI)

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

This course will provide the basis for instruction and classroom management through comprehensive coverage of the principles, concepts, and implications of human learning from the classical, operant, social learning and cognitive paradigms. The course will also cover measurement, similarities and differences in learners, management and discipline strategies and related corollaries of human learning as applied to instruction. American Indian models of teaching and learning will be examined as they compare and contrast with the contemporary educational programs in use today.

PY 251 Psychology of Learning Lab

Co-requisite: PY 250

Fall

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

PY 276 Clinical Practicum

6 cr

F/S

Prerequisite: PY 101 Introduction to Psychology.

This course will serve as an internship for the human services and mental health fields. The student will integrate academic learning with practice. The intern will complete the work with a counselor, therapist, or professional in a local human services institution or program. The practicum's application will be for multicultural and cross-cultural perspective as much as possible. The student will be required to keep a journal of activities, thoughts, feelings, concerns, positive impressions and ideas for improvements for their places of internship.

PY 280 Special Topics

OD

Variable Credit

SCIENCE



LBHC Students march with the school banner during the 2015 AIHEC Conference.

COURSE DESCRIPTIONS

SC 101 Mysteries of the Sky (N)

3cr

F

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

SC 104 Introduction to Geology

(N) (MUSTI GEO 101)

3cr

OD

This course covers minerals, rocks, geologic time, heat, volcanism, earthquakes, magnetism, gravity and mountain building processes as related to plate tectonics and land forms. Weathering, glaciers, rivers, oceans and beaches are introduced. A lab is available but not required to add practical experience to the lecture, SC 105 Introduction to Geology Lab.

SC 105 Introduction to Geology

Lab (N) (MUSTI GEO 102)

1cr

OD

Co-requisite or pre-requisite: SC 104

Laboratory to accompany SC 104. Includes field trips.

SC 114 Survey of Biology

(N)

3 cr.

F/S

Includes discussion of the most important concepts in biology. Lectures cover cells (structure and physiology), genetics (cellular reproduction, genes, the nature of heredity and evolution), and the diversity of life (plants, animals, microorganisms and their ecological relationships). General education course for non-science majors and an introductory biological course for students just entering a biological degree program. A lab is available but not required to add practical experience to the lecture, SC 115, Survey of Biology Lab.

SC 115 Survey of Biology Lab (N)

1 cr.

F/S Co-requisite or pre-requisite: SC

114.

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

SC 116 Physical World Around Us

(N)

3cr

F

(MUSTI GEO 116 if taken with the lab)

This course is intended for education majors and non-science majors. This is a physical science course in which students will be introduced to the fundamental concepts of chemistry, physics, and earth sciences. The course will also integrate the scientific concepts of physical science to the role of scientific concepts in human understanding of the world and its impacts on our society. A lab is available but not required to add practical experience to the lecture, SC 117 Physical World Around Us Lab.

SC 117 Physical world Around Us Lab

(N)

1cr

F

(MUSTI GEO 116 if taken with the

class)

Co-requisite or pre-requisite: SC 116

Includes laboratory exercises from different areas of the physical world, chemistry, physics, and earth sciences.

SC 121 Introduction to General Chemistry (N)**3cr****F/S****(MUSTI CHMY 121)****Co-requisite: SC 125 Introduction to General Chemistry Lab.**

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

SC 122 Organic & Biochemical Principles**3 cr****F/S****(MUSTI CHMY 123)**

An introduction into basic concepts inorganic chemistry and biochemistry that support 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 structures, concepts, and processes that support cellular physiology. A *mandatory* lab experience is included as part of this course.

SC 123 Organic & Biochemical Principles Lab**1 cr****F/S****(MUSTI CHMY 124)****Co-requisite: SC 122**

This course is a **co-requisite of SC 122**, Organic and Biochemical Principles and includes the laboratory experiments and procedures related to course work in SC 122.

SC 125 Introduction to General Chemistry Lab (N)**1cr****F/S****(MUSTI CHMY 122)****Co-requisite: SC 121**

This course is a **co-requisite of SC 121**, Introduction to General Chemistry and includes the laboratory experiments and procedures related to course work in SC 121.

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

This course describes the world's range lands as related to their historic, present and potential use. Special attention will be given to how range land uses affect the nutrient, biological and hydrological cycles around the world and how the ecosystems respond to change, natural and anthropological. Concepts related to ecological conditions, land potential and ecological trends are introduced in the course material. Additional topics will include management issues and practices associated with additional natural resources such as wildlife and wetlands. A lab is available but not required to add practical experience to the lecture, SC 133, Range Plants lab.

SC 133 Range Plants/Lab (N)**1cr****S****Co-requisite or pre-requisite: SC132****Cross-listed as AG 133**

Lab accompanying SC 132 Natural Resources Conservation

SC 160 Principles of Living Systems (N)**3cr****F/S**

This is an introductory level course that addresses the biological processes and principles common to all living organisms through cellular organization and function. Topics covered include synthesis and function of macromolecules, cell organelles and structure, energy transformations in living systems, respiration, photosynthesis, the cell cycle, classical genetics, molecular genetics, and biotechnology. A lab is available but not required to add practical experience to the lecture, SC 161, Principles of Living Systems Lab.

SC 161 Principles of Living Systems Lab (N)**1cr****F/S****Co-requisite or pre-requisite SC 160**

Laboratory to accompany SC 160. Includes laboratory experiments related to course work in Principles of Living Systems including cell structure, physiology, classical genetics, and molecular genetic processes.

SC 170 Principles of Biodiversity (N)**3cr****S****Formerly SC 112 Diversity of Life**

This course examines the biology, ecology, and evolutionary relationships among living organisms. All forms of life will be considered, from single celled prokaryotes to multicellular eukaryotic plants and animals. Physiological and behavioral aspects of how organisms get energy, move, respond their environment and reproduce are some of the topics covered. An evolutionary approach will be taken in presenting the topics described. A lab is available but not required to add practical experience to the lecture, SC 171, Principles of Biodiversity Lab.

SC 171 Principles of Biodiversity Lab (N)**1cr****S****Formerly SC 113 Diversity of Life Lab****Co-requisite or pre-requisite: SC 112**

In this lab, students examine microbes, plants, fungi and animals covered in SC 170 Diversity of Life. Dissected animals including clams, worms and fish are examined.

SC 201 Soils (N)**3cr****S**

The course acquaints students with soil properties as components of ecosystems and landscapes. The course addresses how soils knowledge is applied to problems in environmental science, and in management of wildland, agricultural and urban landscapes. Lecture/lab format.

SC 210 Anatomy & Physiology I/ Lab**3/1cr****F/S(MUSTI BIOH 201)**

This course is the first in the A&P sequence. SC 160, Principles of Living Systems is a prerequisite. In this course the student will examine cellular structure, the integument system, the muscular system, the skeletal system, and nervous system, and the endocrine system if time allows. Lectures are three times per week focusing on physiology. One period per week is reserved for discussions related to anatomy. Field trips and lab experience incorporated into coursework.

SC 211 Anatomy & Physiology II/Lab**3/1cr****F/S****(MUSTI BIOH 211)**

This course is a continuation of SC 210. In this course the student will examine the endocrine, blood and

lymph, cardiovascular, respiratory, urinary, digestive and reproductive systems. Lecture is three times per week focusing on physiology. One period per week is reserved for discussions related to anatomy. Field trips and lab experience incorporated into coursework.

SC 214 Nutrition

3cr

S

Prerequisites: SC110, SC 121 Cross listed as HE 214

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

SC 218 Medical Terminology

3 cr.

F

Prerequisite and/or a co-requisite of SC 210, SC 211

This course is designed to cover the basic medical terminology information that students need in their preparation for different health professions. Students will learn that medical terms have a structural design, that medical terms can be divided into component word parts and, once learned, the word parts can be utilized to define the meaning of many other medical words.

SC 222 Introduction to Organic Chemistry

3cr

OD

Prerequisite: SC 121/ SC 122

Co-requisite: SC 223

This one-semester course covers selected areas of organic chemistry: the unique character of the carbon element, chemical bonding, common functional groups and their reactions, structure, nomenclature, properties and reactivity of aliphatic and aromatic hydrocarbons, of their derivatives (halogenated derivatives, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, organic and inorganic esters, amides, anhydrides, acyl halides) and the importance of each class of organic molecules in the living world. A *mandatory* lab experience is included as part of this course.

SC 223 Introduction to Organic Chemistry Lab.

1cr

OD

Co-requisite: SC 222

This course is a **co-requisite of SC 222**, Introduction to Organic Chemistry and

includes the laboratory experiments and procedures related to coursework in SC 222.

SC 224 Introduction to Biochemistry

3cr

OD

Prerequisite: SC 222/SC 223, **Co-requisite:** SC 225

This class focuses on the fundamental topics in biochemistry: structure, synthesis, functions and roles of the biological molecules (carbohydrates, lipids, proteins, enzymes, nucleic acids). Lectures will discuss the roles of 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

1cr

OD

Co-requisite of SC 224

Introduction to Biochemistry and includes the laboratory experiments and procedures related to course work in SC 224.

230 Forest Fire Management

2cr

S

Presuppression and suppression of fire and the uses of fire in management practices. Fire weather, the measurement of fire weather, the factors that influence fire behavior and fire management decisions will all be addressed.

SC 236 Current Topics in Biolog

2cr

F/S

Pre-requisite: Any student projected to graduate this spring.

Capstone course in Biology. Discussion of topics that integrate evolutionary theory with ecology, genetics, medicine, behavior, or other subjects that are part of the biology curriculum. Evaluation will be based on participation.

SC 242 Natural Resource Ecology (N)

3cr

F

This course will focus on an understanding of how the natural world is structured. The course will focus on the relationships among living organisms their environments and the role of physical and biotic processes on ecosystem function. Emphasis is

placed on rangelands, wildlife habitat, watersheds, and disturbed environments. Local plants, animals and ecosystems, such as the sagebrush prairie and the Pryor Mountains, will be explored and emphasized. A lab is available but not required to add practical experience to the lecture, SC 243 Ecology Lab.

SC 243 Natural Resource Ecology Lab (N)

1cr

F

Co-requisite or pre-requisites: SC 242 Accompanies SC 242 N.R. Ecology. Students will learn plants and animals found in major ecosystems of this region.

SC 244 Environmental Science (N)

3cr

F/S

Environmental Science acquaints the student with the relationship between people and the environment and how human activities affect the earth's natural ecosystems. The course addresses environmental issues such biodiversity loss, energy production and use, food production, global climate change, the water cycle and water pollution, air quality, and hazardous and solid waste management. The student will learn ways to reduce and prevent environmental damages and how to sustain the earth's natural ecosystem upon which life depends.

SC 250 Microbes & Disease

3cr

S

Formerly 212 Microbes & Disease

Pre-requisite: SC 160

Introduction to the world of microorganisms with an emphasis on prokaryotic and eukaryotic cell structure, microbial diversity and classification, microbial physiology, microbial genetics, medical microbiology and immunology, epidemiology and public health, and biotechnology.

SC 251 Microbes & Disease

Lab

1cr

S

Co-requisite or pre-requisite: SC 250 This laboratory emphasizes techniques for the safe isolation, identification, and control of microorganisms and environmental approaches in studying microorganisms that influence human life and health.

SC 276 Science Internship

OD



Modern Crow Indian women parade through the Crow Fair encampment.

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

SS 180 Special Topics
Variable
OD

SS280
Variable
OD

SOCIAL SCIENCE

SS 101 Introduction to Sociology (D & SS)
3 cr
F/S
(MUSTI)
This course is a survey of sociology, designed to cover the study of society,

including organizations, social interactions, socialization, institutions, deviance and social control, stratification, ethnic and racial minorities, gender and the family, education, religion and other topics from a sociological perspective.

SS 176 Internships
OD
The primary educational objective of the field experience is to allow the student the opportunity to integrate academic learning with practice. Advisor will assist student with work place placement and development of course objectives. Registration in this course is restricted.

SS 180 Special Topics
OD
Variable cr

BOARD OF TRUSTEES

Marvin Dawes
Board Chairman
Black Lodge Representative
Term concludes July 2015

A.A. Liberal Arts, 2003
A.A. Crow Studies, 2004
Little Big Horn College

Profession: Park Ranger, Little Big Horn Battlefield



Renee Little Light
Center Lodge District

A.S. Pre-Nursing, 2005
A.A. Early Childhood Development, 2010
Little Big Horn College,
Montana State University, In Progress
B.A. Early Childhood Development

Sharon Stands Over Bull
Pryor Representative

B.S. Elementary Education
Eastern Montana College
M.S. Education – Administration
Montana State University
Profession: Retired Teacher and Administrator



Francis Takes Enemy
Big Horn District



Myra Lefthand
Black Lodge Representative

A.A. Psychology/Chemical Dependency Option
Little Big Horn College
B.S. Human Services
Montana State University Billings
M.S.W. University of Utah
Social Work
Profession: Community Health Educator



Fatima M. Bad Horse,
Wyola Representative
Board Secretary

A.A. Business Administration, 2006
A.S. Information Systems, 2006
One Year Certificate Information Systems , 2006
Little Big Horn College
Profession: Program Administration



Dennis Beaumont
Pryor Representative

B.S. Elementary Education
Montana State University
B.S Business Administration
Rocky Mountain College
M.S. Education, In Progress
Montana State University Billings
Profession: Rancher



Loren Old Bear
Lodge Grass Representative

A.A. General Education
Eastern Montana College
B.S. Business Administration
Eastern Montana College
Profession: Accountant



Reva Not Afraid
Big Horn Representative

B.S. Education
Eastern Montana College
M.S. Reading and Literacy
Walden University
Profession: Elementary Teacher



BOARD OF TRUSTEES

ADMINISTRATION



David Yarlott, Jr.
President

D.Ed. Adult & Higher Education, 1999
Montana State University Bozeman
M.S. Business Education
Montana State University
B.S. Business Education
Montana State University
A.A. Little Horn College



David Small
Dean of Administration

MPA, In Progress
Montana State University
BA Marketing & Advertising
1982
Montana State University



Te-Atta Old Bear
Dean of Students

MBA, 2010
University of Mary
B.S. Human Services
Montana State University
A.A. Early Childhood Development
Little Big Horn College



Frederica Left Hand
Dean of Academics

Ed.D Adult & Higher Education-
Administration
Montana State University
M.S. Public Relations
Montana State University
B.A. Media and Theater Arts
Montana State University



Franklin Cooper
Chief Information Officer

MBA
2007
GONZAGA UNIVERSITY
B.S. BUSINESS ADMINISTRATION
INFORMATION SYSTEMS
MONTANASTATE UNIVERSITY
Billings



Aldean Good Luck
Chief Finance Officer

MBA, 2010
University of Mary
B.S. Applied Management
Rocky Mountain College
A.A. Business Administration
Little Big Horn College



Shaleen Old Coyote
Personnel Director

BS Management, 2011
University of Mary
A.A. Pre-Nursing
Little Big Horn College

ADMINISTRATION

FACULTY



Tim McCleary
Department Head
 Ph.D. Anthropology
 2008
 University of Illinois



Luella Brien
 Communication Arts
 BA Journalism
 2006
 University of Montana



Dylann Half
Heavy Equipment CDL
Instructor



Gerlinda Morrison
Science
 DPT Physical Therapy
 2004
 University of Montana



Janine Pease
Social Sciences/
Assessment Officer
 D.Ed. Adult & Higher
 Education
 1994
 Montana State University



Sharon Peregoy
Education
 M.Ed. Education Curricu-
 lum and Instruction
 2002
 Seattle City College



Sara Plaggemeyer
Environmental Science
 M.Ed. Curriculum & Edu-
 cation
 2007
 Montana State University



Lanny Real Bird
Business
 D.Ed. Education
 1997
 Montana State University



Raphelle Real Bird
Crow Studies
 BS Elementary Education
 1978
 Montana State University
 Billings



Neva Tall Bear
Science
 BS Science
 Nursing
 2002
 Montana State University



Dorcus Three Irons
Math
 BS Sociology/
 Anthropology
 1993
 Rocky Mountain College

STAFF



John Adams
Custodian



Destiny Bear Claw
Library Aide
 BA Liberal Arts
 In Progress
 Montana State University



Sharon Bear Don't Walk
Custodian/Night Security
 AA Liberal Arts
 In Progress
 Little Big Horn College



Salena Beaumont Hill
First-Year Experience
Coordinator
 MA Counselor Education
 2008
 University of Montana



Ada Bends
EPA Climate Change
Coordinator
EPA Coordinator
 AA Early Childhood Edu-
 cation
 Little Big Horn College
 2003



Tim Bernardis
Library Director
 M.Ed. Adult Higher
 Education
 1987
 Montana State Univer-



Arlene Dawes
Title III/Student Services
Administrative Assistant
 AS Biology/Pre-Nursing
 2008
 Little Big Horn College



John Doyle
Water Quality Project
Coordinator



Frances Eagleman
Student Success Center
Assistant
 BS Exercise Science
 BA American Indian Stud-
 ies
 2014



Ald Good Luck
Title III Community Outreach Coordinator
 BA Human Services
 1982
 College of St. Theresa



Mari Eggers
Researcher
 Ph.D. Ecology/
 Environmental Science
 In Progress
 Montana State University



Brigit Graf
Ag Program Director
 ME Adult & Continuing
 Education
 1995
 Hamburg University



Ron Gramling
Maintenance/Custodian



Letha Gun Shows
Title III Director
 BS Rehabilitation &
 Related Services
 1999
 Montana State University
 Billings



Priscilla Hogan
IT Tech
 IT Assistant Certificate
 2009
 Little Big Horn College



Julie Hugs
Registrar Clerk
 BS Organizational Leadership
 In Progress
 University of Mary



Jon Ille
Archivist
 Ph.D History
 In Progress
 University of California
 Riverside



Kimbery Jiron
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 BA Business Management
 In Progress
 Montana State University
 Billings



Larry Kindness
Facilities Manager



Berthina Nomee
CDL Math Coordinator



Carlton Nomee, Jr.
Maintenance/Custodial Supervisor
 AA Liberal Arts
 In Progress
 Little Big Horn College



Loretta Nomee
Food Service Manager
 Food Service Certificate



Elden Not Afraid
Accounting Assistant
 BS Management
 2013
 University of Mary



Jessica Not Afraid
HWC Assistant
 AA Liberal Arts
 2012
 Little Big Horn College



Lorri Not Afraid
Bookstore Manager
 AA Business Administration
 1998
 Little Big Horn College



Kristi Old Coyote
Extension Service Assistant
 AS Science/Pre-Nursing
 1995
 Little Big Horn College



Shaleen Old Coyote
Personnel Director
 BS Management
 2011
 University of Mary



Robert Old Coyote, Sr.
Facilities Manager



Roudolph Old Crow, Jr.
Bookstore Assistant
 AA Liberal Arts
 2014
 Little Big Horn College



Latonna Old Elk
Extension Project Director
 BS Liberal Studies
 2013
 Montana State University



Justin Oleyte
IT Computer Tech
 BS Computer technology
 2007
 Rocky Mountain College



Velma Pickett
NRCS USDA Outreach Coordinator



Mandy Plain Feather
Assessment Officer
 MBA Management
 2007
 University of Mary



Dionne Pretty On Top
Registrar
 BS Science-Biology
 2003
 MONTANA STATE
 University



**Jalen "Henry" Pretty On
 Top**
Network Specialist
 AS Computer Science
 2005
 Little Big Horn College



Melodee Reed
Administrative Assistant
 AA Information Systems
 In Progress
 Little Big Horn College



Curtis Rides Horse
Sponsored Programs
 BS Management
 2013
 University of Mary



**Heather Robinson-Rides
 Horse**
**Title III Administrative
 Assistant**
 BS Business
 Administration
 In Progress
 Montana State University
 Billings



Jay Dee Russell
Network Specialist
 AS Computer Science
 1997
 Little Big Horn College



Beverly Snell
Financial Aid Director
 MBA Management
 2010
 University of Mary



Edwin Springfield
Assistant Librarian
 BS Liberal Studies-Native
 American Studies
 In Progress
 Montana State University



Tana Stewart
HWC/Athletic Director
 BS Environmental Studies
 2010
 Rocky Mountain College



Roberta Walks
Library Aid
 AA Information Systems
 2003
 Little Big Horn College



Dorcus Walks
Payroll Clerk
 BS Business Administra-
 tion
 In Progress
 Montana State University
 Billings



Kimmy Walks
Data Coordinator
 BS Management
 2012
 University of Mary



Mary Agnes White Hip
Library Aid
 AA Liberal Arts
 2006
 Little Big Horn College

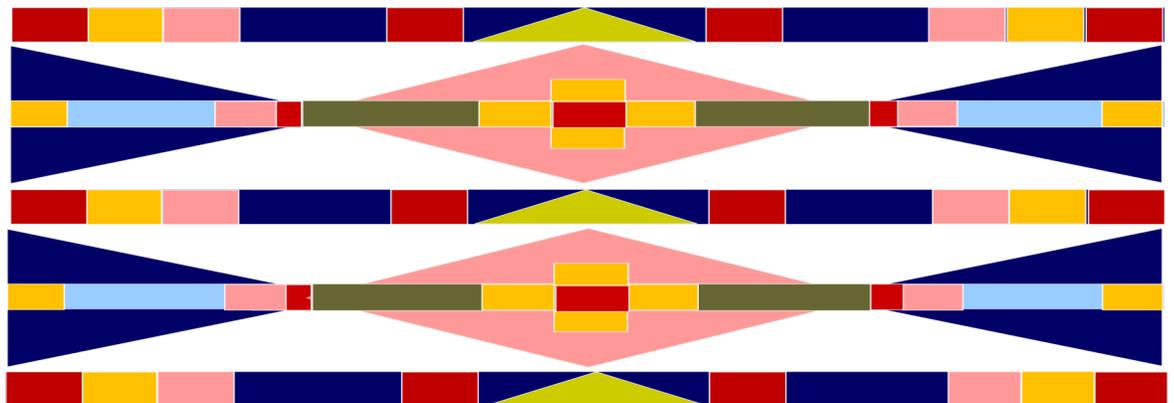


Tiffany White Clay
**LBH Conservation Educa-
 tion Program Director**

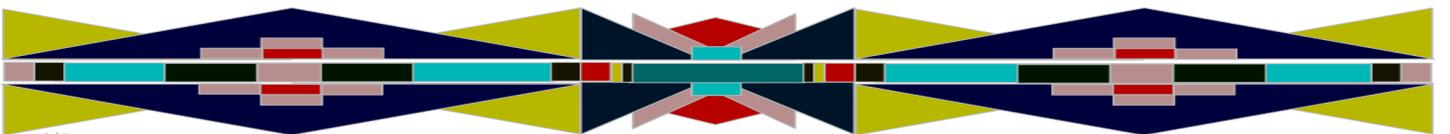


Patricia Whiteman
**Student Success Center
 Coordinator**
 BS Family Consumer
 Sciences
 2013
 Montana State University

STAFF



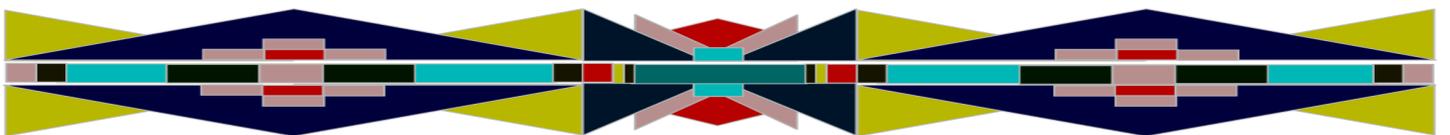
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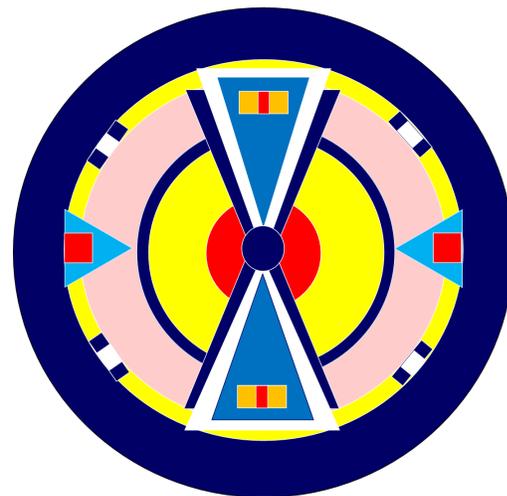
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