SITTING BULL COLLEGE
2018-2020

9299 Highway 24
Fort Yates, ND 58538

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

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

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

For additional information contact info@sittingbull.edu

ACCREDITATION
Sitting Bull College is accredited by The Higher Learning Commission: A Commission of the of North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413. Phone number (312) 263-0456; (800) 621-7440.

Sitting Bull College is also a member of the American Indian Higher Education Consortium and the North Dakota Tribal College Association.

College Colors: Blue & Silver
College Mascot Name: Suns

DISCLAIMER
Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, college calendar and other regulations affecting the student body set forth in this bulletin are in accordance with information available at the time of publication. Sitting Bull College reserves the right to change these conditions when necessary. Therefore, this document should not be considered a contract between the student and the institution.
STATEMENT OF POLICY ON NON-DISCRIMINATION

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

REFERENCE:

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

PROCEDURE/CONTENT:

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

   **TITLE IX AND 504 COORDINATORS**

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

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

   **COMPLAINT RECEIVERS:**

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

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

   **Fort Yates Campus Student Center/Library**
   Mark Holman, Librarian
   9299 Highway 24
   Fort Yates, ND 58538
   (701) 854-8024

   **Fort Yates Campus Family Support Center**
   Chris Fried, Education Dept. Supervisor
   9299 Highway 24
   Fort Yates, ND 58538
   (701) 854-8040
1. The complaint receiver will provide the written discrimination allegation to the President, who has five working days to establish and convene a hearing committee to review the alleged complaint. The committee shall consist of a faculty member, a staff member, and an administrator. The complainant will be allowed to select one member of the hearing committee, and the President will appoint the other two.

2. The hearing committee must meet with the complainant within five working days and complete their investigation within ten working days.

3. Findings of the hearing committee must be given to the President within twenty-four hours of the completion of the investigation.

4. If the findings indicate that discrimination occurred, the violator will be subject to appropriate disciplinary action within three days by the President. The complainant will be informed of the disciplinary action.

5. If specific complaint alleging discrimination is against the President of SBC it must be in written form and addressed to the Board of Trustees.

6. If the individual filing a complaint wishes to further pursue the complaint, a written report can be filed with the Office of Civil Rights, US Department of Education, Midwestern Division, 111 North Canal Street, Suite 1053, Chicago, Illinois, 60606-7204. Phone number (312) 886-8434, fax number (312) 353-4888.

7. If the individual filing a complaint wishes to further pursue the complaint on a USDA program, a written report can be filed with the U.S. Department of Agriculture, Director of Adjudication, 1400 Independence Avenue, S.W., Washington, C.D. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Complaint forms can be found online at http\www.ascr.usda.gov/complaint_filing_cust.html or call (866) 632-9992.
“FOUR DIRECTIONAL SONG”

Look towards the West!
Your Grandfather
is sitting there looking this way.
Pray to Him!  Pray to Him!
He is sitting there looking this way.

Look towards the North!
Your Grandfather
is sitting there looking this way.
Pray to Him!  Pray to Him!
He is sitting there looking this way.

Look towards the East!
Your Grandfather
is sitting there looking this way.
Pray to Him!  Pray to Him!
He is sitting there looking this way.

Look towards the South!
Your Grandfather
is sitting there looking this way.
Pray to Him!  Pray to Him!
He is sitting there looking this way.

Look up above!
The Great Spirit
He is sitting above us
Pray to Him!  Pray to Him!
He is sitting there looking this way

Look down at the Earth!
Your Grandmother
is lying beneath you
Pray to Her!  Pray to Her!
She is lying there listening to your prayers.
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Greetings!

Welcome to the 2018-2020 Sitting Bull College (SBC) Bulletin. This document will provide you with information to guide and inform you as you navigate through your SBC higher education journey.

SBC continues to strive for excellence from the classes we offer to the extremely important work we do with the communities we serve.

Throughout the important work happening here at SBC, our College mission directs and invigorates us: “Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.”

Our College mission provides the direction to serve our students and our communities in a unique manner, enriched with traditional values, culture, and Lakota/Dakota language. Our students, by learning their own beautiful history and culture, become more self-confident and more empowered to help themselves, their families, and their communities. It is a tremendous and exhilarating experience to watch our SBC graduates become leaders in their communities and step up to leadership roles within Tribal government. Our graduates are bringing renewed hope and much needed knowledge and skills to the workforce within the Standing Rock Reservation.

Currently, SBC offers seven Bachelor of Science (BS) degrees, 16 Associate degrees, and two Master of Science degree, including one in Environmental Science and the second in Education. We are extremely excited to share that Sitting Bull College is recently approved by the Higher Learning Commission (HLC) to begin offering a BS degree in Social Work, bringing our BS degrees offering number to eight.

If you are a student here at Sitting Bull College, we thank you for choosing us for your higher education journey. If you are a visitor, we invite you to peruse this Bulletin to learn about the exciting programs we offer.

Philamayaye, (Thank you) for your interest in Sitting Bull College.
Dr. Laurel Vermillion (Oyate Wanyaka Pi-Win)
President
VISION

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

Wakhánuyeža kiŋ lená épi čha táku waštéšte iwíchuŋkičiyukčaŋpi kte.

MISSION

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

STUDENT INSTITUTIONAL OUTCOMES

1. Students will display technical and critical thinking skills through effective oral and written communication.

2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.

3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.

4. Students will demonstrate knowledge of past, present, and future Native American cultures.

STUDENT SUCCESS DEFINITION

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

*If it doesn’t challenge you, it won’t change you.*
THE HISTORY OF SITTING BULL COLLEGE

Sitting Bull College began as Standing Rock Community College (SRCC) on September 21, 1973. On that date, the Standing Rock Sioux Tribal Council granted a charter to SRCC to operate as a post-secondary educational institution with the authority to grant degrees at the Associate level. Recognizing the need for an institution of higher education which would provide opportunities for people in the immediate area, several movers and shakers on the Standing Rock reservation began the process of establishing one of the nation's first tribal colleges.

At the time the charter was granted, different colleges from around the state were offering a number of courses on the reservation. However, there was no coordination of effort and tribal leaders felt that it would be best to go through one institution. Bismarck Junior College (BJC) was designated to be that institution. As ties with BJC strengthened, discussions were begun to determine whether the Standing Rock Sioux Tribe should join other tribes which were in the process of forming their own colleges. A grant to BJC from the Higher Education Act provided money for Standing Rock Community College to begin offering courses. Standing Rock Community College opened its doors officially in July of 1973. The first offices and classrooms were in the Douglas Skye Memorial Retirement Complex in Fort Yates. There were three full-time people on staff.

The process of seeking accreditation was initiated in 1975. Candidate Status for accreditation was granted to Standing Rock Community College in 1978 after a thorough evaluation by the North Central Association of Colleges and Schools Commission on Higher Education. This status meant that the college was recognized as providing service and that it would be ready for full accreditation within six years. Every two years during this six-year period, evaluators returned to the college to document progress. SRCC was visited in the spring of 1980 and again in the spring of 1982. Both times, the teams recommended Candidate Status. The college received full accreditation in 1984. To mark this achievement and recognize their continued growth, the college officially changed their name to Standing Rock College (SRC). The college later received continued accreditation in 1987, 1991, 1996, and ten years in 2004 with approval to begin offering Bachelor of Science programs in Business Administration and Elementary Education. In 2007 SBC received approval to add a Bachelor of Science program in Environmental Science and in 2008 approval was received to add Bachelor of Science programs in Early Childhood Education, Secondary Science Education, Special Education, and General Studies. In 2014, SBC received an additional ten years of accreditation and has been selected to enter into the new accreditation open pathway. In addition, SBC has been approved to offer a Master’s degree in Environmental Science, a Master’s of Education in Curriculum and Instruction, and also a Bachelor of Arts in Native American Studies. In the spring of 2018, SBC was approved to offer a Bachelor of Social Work degree.

On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college's name to Sitting Bull College (SBC). The objectives were not altered and the college continues to operate as the charter specifies. Currently, there are over 70 full-time faculty, administrative and support staff. The original enrollment of 90 students has grown to approximately 300 each semester. Masters, bachelors, associate level general college transfer programs and career and technical education programs are currently being offered.

While the accreditation activities ensure that Sitting Bull College meets the standards of the higher education agencies, the fact that SBC is tribally controlled means it must also provide services to the Native American community. Advisory boards made up of community members provide input that is relied upon for program continuation and changes. The College Board of Trustees is elected from the eight districts. At the state and national levels the college is a member of the North Dakota Association of Tribal Colleges and the American Indian Higher Education Consortium.
NEW CAMPUS FACILITIES

In 1998, with the purchase of 160 acres of land, building the new campus began. To date, the college has raised $22 million of an ambitious $40 million campaign to construct our new campus on a hill overlooking the Missouri River, home to native people for thousands of years.

The new campus will include buildings for academics, administration, a theater, a field house, maintenance and transportation, building trades, a tribal business information and entrepreneurship center, a daycare/early childhood center, a cultural center, family housing units and dormitories, as well as powwow and campgrounds. Future plans include an aquatics center, a football/track stadium, baseball fields, an assisted living facility and additional student and employee housing.

The master plan for the College has been developed in phases. The water, sewer, roads, and lights have been completed for Phase I. The first building completed on the new campus in 2000 was the cultural center with a classroom that has been used for painting, stain glass, and pottery. The center is also used as a meeting facility. The College also completed eighteen low-income student-housing units on the new campus. Construction of the first academic building the science and technology center began in the fall of 2004 with completion in December 2005. Classes began in this 23,000 square foot state-of-the-art facility in January 2006. In March 2006, the college opened its 16,000 square foot family support center which houses the education programs and also contains a safe, modern daycare facility that can accommodate 75 children. On April 2, 2007, the college opened a new 5,100 square foot transit center on the new campus. Sitting Bull College founded the Standing Rock Public Transportation program in 1989 and since then has funded and managed the program. The new facility houses the Standing Rock Public Transportation (SRPT) program, including five offices, a waiting area for customers, two mechanic bays and one wash bay for transportation vehicles. In July 2008, a 16,500 square foot entrepreneurial center was built. It houses the President’s office, business administration, criminal justice, and horsemanship programs, along with the Tribal Business Information Center and six business incubator spaces to assist with business start-ups. Construction was completed on July 1, 2009 for a 13,000 square foot student center which houses a 6,000 square foot library and a 7,000 square foot area for student services and developmental education. Included in the student services area is a classroom, computer lab, GED/tutoring lab, a student lounge, and offices for student support staff. In April 2010 construction was completed on a 3,000 square foot facility financial center that houses the college’s business offices. Construction was completed in the fall of 2010 for a 14,000 square foot trades center which houses the college’s current building trades program, along with the electrical, welding, energy technology, and CDL programs. In the fall of 2012, construction was completed for 5,000 square foot efficiency apartments that will house 12 female and 12 male students. Fall of 2014, construction was completed on a 3,000 square foot Vocational Rehabilitation office complex.

The college continues to seek funds for dorms, cafeteria, and wellness center.
TATANKA IYOTAKE, SITTING BULL
1831 (or 1838) - 1890
Hunkpapa Teton
The Standing Rock Indian Reservation is uniquely located in southern North Dakota and northern South Dakota. The land area is approximately 2,300,000 acres of which 1,408,000 acres are under federal and tribal jurisdiction. This Indian Reservation is larger than the States of Rhode Island and Delaware and approximately the size of Connecticut but with fewer than 4 persons per square mile as compared to 4,845 persons per sq. mile in Connecticut. The primary land use is ranching and dryland farming.

The people on the reservation are mostly Hunkpapa Sioux. The reservation has a population of about 8,217 with approximately 78% of the residents American Indian. The primary type of permanent work on the reservation is government which includes federal, state and tribal government units. Most recent unemployment rate on the reservation is approximately 86% compared nationwide rate of 4.6%. The average per capita income is approximately $21,625 compared to a nationwide per capita income of $55,775. Median family income is about $23,922 compared to a national median of $68,260. There are small returns from leasing land to area farmers and ranchers.

The reservation borders the Oahe Reservoir, which provides all types of water recreation and excellent fishing. Picnic areas and campgrounds are available in many locations on, or adjacent to, the reservation.
ACADEMIC CALENDAR
FALL SEMESTER 2018

August 7 ............................................................. Registration McLaughlin
August 8 ............................................................. Registration Mobridge
August 9-10 ............................................................. In Service
August 13-17 ............................................................. Last Day to Register for Classes
August 17 ............................................................. First Day of Classes
August 20 ............................................................. Last Day to Change Classes
September 3 ............................................................. Labor Day Holiday
September 24-28 ............................................................. Native American Week
September 28 ............................................................. Native American Day Holiday
October 8-12 ............................................................. Midterms Week
October 22-24 ............................................................. Pre-registration for spring (All Students)
November 12 ............................................................. Veterans Day Holiday (Observed)
November 16 ............................................................. Last Day to Drop Classes
November 22-23 ............................................................. Thanksgiving Holiday
November 29 ............................................................. Last Day of Classes
December 3-6 ............................................................. Final Exams
December 11 ............................................................. McLaughlin Registration
December 12 ............................................................. Mobridge Registration
December 14 ............................................................. All Chiefs Day (Observed)
January 11 ............................................................. Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2019

January 2-4 ............................................................. Final Spring Semester Registration (Fort Yates)
January 4 ............................................................. Last Day to Register for Classes
January 7 ............................................................. First Day of Classes
January 11 ............................................................. Last Day to Change Classes
January 21 ............................................................. Martin Luther King, Jr. Holiday
February 18 ............................................................. Presidents Day Holiday
February 25 – 28 ............................................................. Midterms Week
March 11-14 ............................................................. Spring Break
April 12 ............................................................. Last Day to Drop Classes
April 19 ............................................................. Good Friday Holiday
April 22 ............................................................. Easter Monday Holiday
April 23-25 ............................................................. Pre-registration for summer, Fall, & Spring (All students)
April 26 ............................................................. Last Day of Classes
April 29-May 2 ............................................................. Final Exams
May 9 ............................................................. Awards/Graduation
May 24 ............................................................. Last Day to Remove Incompletes from Spring Semester
SUMMER SESSION 2019

May 13-15.................................................................Final Registration
May 15.................................................................Last Day to Register for Classes
May 20.................................................................First Day of Classes
May 22.................................................................Last Day to Change Classes
May 27.................................................................Memorial Day Holiday
June 21.................................................................Last Day to Drop Classes
June 25.................................................................Battle of Little Big Horn Holiday
June 28.................................................................Last Day of Classes
July 1-2 .................................................................Final Exams
July 4.................................................................Independence Day Holiday
July 24 .................................................................Last day to Remove Summer Incompletes
ACADEMIC CALENDAR
FALL SEMESTER 2019

August 6.......................................................... Registration McLaughlin
August 7.......................................................... Registration Mobridge
August 8-9 .......................................................... In Service
August 12-16 ....................................................... Registration (Fort Yates)
August 16 .......................................................... Last Day to Register for Classes
August 19 .......................................................... First Day of Classes
August 23 .......................................................... Last Day to Change Classes

September 2 ...................................................... Labor Day Holiday
September 23-27 ................................................. Native American Week
September 27 ...................................................... Native American Day Holiday
October 7-10 ....................................................... Midterms Week
October 21-23 .................................................... Pre-registration for spring (All Students)
November 11 ..................................................... Veterans Day Holiday (Observed)
November 15 ..................................................... Last Day to Drop Classes
November 27 ..................................................... Last Day of Classes
November 28-29 ................................................ Thanksgiving Holiday
December 2-5 ..................................................... Final Exams
December 16 ..................................................... All Chiefs Day (Observed)
December 17 .................................................... McLaughlin Registration
December 18 .................................................... Mobridge Registration
December 19-20 ................................................ Fort Yates Registration
January 3 .......................................................... Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2020

January 2-3 ........................................................ Final Spring Semester Registration (Fort Yates)
January 3 .......................................................... Last Day to Register for Classes
January 6 .......................................................... First Day of Classes
January 10 .......................................................... Last Day to Change Classes
January 20 ........................................................ Martin Luther King, Jr. Holiday
February 17 ....................................................... Presidents Day Holiday
February 24-28 ................................................ Midterms Week
March 9-13 ........................................................ Spring Break
April 10 ............................................................. Good Friday Holiday
April 13 ............................................................. Easter Monday Holiday
April 20-22 ....................................................... Pre-registration for summer, Fall, & Spring (All students)
April 24 ............................................................. Last Day of Classes
April 27-30 ........................................................ Final Exams
May 7 .............................................................. Awards/Graduation
May 22 ............................................................ Last Day to Remove Incompletes from Spring Semester
SUMMER SESSION 2020

May 11-13 .......................................................... Final Registration
May 13 .......................................................... Last Day to Register for Classes
May 18 .......................................................... First Day of Classes
May 20 .......................................................... Last Day to Change Classes
May 25 .......................................................... Memorial Day Holiday
June 12 .......................................................... Last Day to Drop Classes
June 25 .......................................................... Battle of Little Big Horn Holiday
June 26 .......................................................... Last Day of Classes
June 29-30 .......................................................... Final Exams
July 3 .......................................................... Independence Day Holiday (Observed)
July 24 .......................................................... Last day to Remove Summer Incompletes
ADMISSIONS POLICIES & PROCEDURES
ADMISSIONS

Sitting Bull College maintains an "open" door admissions policy. Any person who is a graduate of an accredited high school or has their GED certificate may be admitted to SBC.

EXCEPTIONS:
If an applicant for admission is NOT a current high school student, a graduate of an accredited high school or has not received a GED certificate, the applicant is eligible to enroll for one semester in up to eight credit hours with a course requirement of PSYC 100 First Year Learning Experience for three of the eight credits, providing they have successfully completed three of the four official GED tests. However, the applicant will be required to work with the GED Director on obtaining a GED by the end of the semester. Students are not eligible to enroll a second semester until proof of GED completion is submitted to the Registrar's office.

DUAL ENROLLMENT:
High school sophomores, juniors and seniors may apply for admission to take 100 level classes. These students are not seeking dual credit. A high school sophomore, junior or senior will not be allowed to enroll in any developmental course with the exception of Math 102 Intermediate Algebra.

DUAL CREDIT:
The fifty-fifth legislative assembly of the State of North Dakota passed senate bill number 2033 at the 1997 session. The bill allows juniors and seniors in North Dakota's public schools to take courses offered by an approved post-secondary institution for both high school and post-secondary credit. The program provides students with a greater variety of class offerings and the opportunity to pursue more challenging course work.

ENROLLMENT POLICY FOR DUAL ENROLLMENT AND CREDIT:
1. Students must complete an application for enrollment at SBC.
2. Students must take the ACCUPLACER and score at or above the established cut scores for Composition (ENGL 110) and Math (MATH 102) in order to enroll in classes.
3. The program will allow students to enroll in only 100 level courses.
4. The students will only be allowed to enroll in a maximum of two courses or eight credit hours per semester.
5. The students will pay the same fees as a regular student.
6. Students are responsible for their own transportation to and from the college.
7. Enrollment of a high school student cannot displace regular student enrollment. Example: The Building Trades program has limited enrollment in some courses.
8. Each high school must appoint a liaison to work with SBC.
9. Follow SBC policies for on-line and PSI courses.

Under Exceptions and Special Conditions, credits do not become official college credits until the student has submitted proof of graduation from high school or completion of GED.
ADMISSION PROCEDURE

Students applying for admission to SBC must submit the following documentation to the Registrar:

1. Application for Admissions.
2. Transcripts:
   a. New students must submit an official high school transcripts or GED certificate/GED transcript.
   b. Non-degree seeking students must submit either official high school transcripts, GED certificate/GED transcript, or official transcripts of the last degree received.
   c. Transfer students must have an official copy of their transcript(s) from previously attended college(s) sent directly to the registrar’s office at Sitting Bull College.
3. All Native American students must submit an official verification of tribal enrollment to the Registrar.
4. If applicable, Native American students not enrolled in a federally recognized tribe must submit an official verification of tribal enrollment of one of their parents.
5. Per state, federal, and Internal Revenue Service guidelines, Sitting Bull College is required to verify Social Security Numbers (SSN) and Individual Taxpayer Identification Numbers (ITIN) annually for accurate tax reporting on 1098-T forms. Having an accurate SSN/ITIN on tax forms supports the tax deduction that a student or family may claim for qualified educational expenses on both federal and state income tax returns.

- A hold will be placed on a student’s academic record if all documentation is not in their file at the end of the first semester of enrollment.

SPECIAL ADMISSIONS REQUIREMENT

The following programs of study have special admissions requirements:
- Early Childhood Education – criminal history check (no convictions involving children)
- Teacher Education/Elementary Education/Secondary Science Education – criminal history check (no convictions involving children)
- Practical Nursing – criminal history check, physical, and current immunization
- Social Work – criminal history check

NO SHOW POLICY

A student who does not attend any classes within the first three weeks of the fall/spring semester or the first week of the summer session shall be considered a “no show” and 100% tuition and fees refund will be issued.

The student will be billed a “no show” fee of $10.00 per course, registration fee ($25/full-time or $15/part-time), and the total cost of purchases made at the SBC Bookstore. Students may return books up to six weeks from the start of classes if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.
The Admissions/Registrar's Office maintains the following records:
1. Admission forms: SBC application, certificate of degree of Indian blood, high school/college transcripts or GED transcript, disclosure of directory information, drug/alcohol policy form, and VA documents.
2. Degree plans.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974 (FERPA)

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

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520


ACADEMIC ADVISEMENT

Each student is assigned a faculty advisor upon enrollment at SBC. In most cases, the advisor will be an instructor in the student's specific area of study. First-time degree seeking students are required to meet with a Freshman Advisor.

The advisor assists in proper course selection to meet curricular requirements and helps students avoid errors in scheduling. However, students have the final responsibility for satisfying the degree requirements for the curriculum chosen and the college's general education requirements.

REGISTRATION PROCEDURES

During registration week, representatives from the Registrar's Office, Financial Aid Office, Business Office, Counseling Office, and all academic/career and technical education departments are available for consultation. With the assistance of these individuals, students must complete the following steps in order to register for classes:

RETURNING OR CONTINUING STUDENTS:

1. Obtain registration materials from the Registrar's Office.
2. See Accounts Receivable Technician to determine debt status.
3. See Financial Aid Office to finalize financial aid paperwork.
4. Meet with Academic/Career and Technical Education Advisor for scheduling assistance and approval. First-time degree seeking students are required to meet with a Freshman Advisor.
5. Obtain Student ID Card/E-Mail Address. Replacement cards will cost $5.00 payable at the time of the request.
6. Return all registration material to the Registrar's Office.
7. Go to Bookstore and acquire the necessary texts and materials.
NEW STUDENTS:
1. Check in at registration table to start registration process.
2. See Financial Aid Office to arrange for financial assistance. Students are encouraged to complete their financial aid applications prior to enrolling or as soon as possible thereafter.
3. See the Office of Student Services if do not have GED to arrange for completion.
4. See the Office of Student Services to arrange for completion of the ACCUPLACER test if not done previously.
5. Consult with Academic/Career and Technical Education Advisor in their field of interest or major scholastic area for scheduling assistance and approval.
6. Obtain Student ID Card/E-Mail Address. Replacement cards will cost $5.00 payable at the time of the request.
7. Return all registration materials to the Registrar’s Officer.
8. Go to Bookstore and acquire the necessary texts and materials.

ACCUPLACER TEST

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

Students will be administered the ACCUPLACER test in English, writing, reading, and math proficiency to determine the proper placement of students in Math and Composition courses. The information derived from the test will be used to assess which courses will be mandatory for the students to assure academic success. Students will not be denied admission to the college on the basis of ACCUPLACER score results.

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

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

NEW STUDENT ORIENTATION

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

**First Week**

Adding or dropping a course must be completed during the first week of classes. Students who make any changes in their class schedule during the first week of classes need to first consult with his/her advisor. After the first week, the process for withdrawing from or adding a course has further requirements (see Withdrawal Policy).

**EXCEPTION:** Throughout the semester, specialized courses may be offered. Students will be allowed to register for these classes with the approval of their advisor and the Vice-President of Academics. They must also meet with the Financial Aid Director for billing purposes. However, a student who drops a course and falls below the 12 credits required to keep their educational funding may not register for a specialized course unless it is part of their degree plan and approved by their advisor and Vice-President of Academics.

**CLASSIFICATION OF STUDENTS**

Full-time - A student must enroll in at least 12 credits. Fulltime is 6 credits for Summer enrollment. Masters-level students must enroll in at least 9 credits to be fulltime.

Part-time - A student enrolled in 11 or less credits. Part-time summer enrollment consists of 5 or less credits.

Freshman - Students who have accumulated 30 credits or less.

Sophomore - Students who have accumulated between 31 to 60 credits.

Junior - Students who have accumulated between 61 to 90 credits.

Senior - Students who have accumulated over 90 credits.

Non-Degree - Students who are taking classes but are not intending to complete a degree at SBC.

First Time Freshman – Students who have never before attended college.

First Generation – Students whose parents have not graduated from a four-year college/university.
FINANCIAL AID POLICIES & PROCEDURES
COLLEGE FEES STRUCTURE

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

TUITION (charged fall and spring semesters – 12-18 credit hours) $1,800.00
TUITION (charged fall and spring semesters – per credit hour up to 11 credits or per credit hour over 18 credits) $125.00
TUITION (summer semester – per credit hour) $125.00
TUITION (charged each semester – per credit hour – Master’s programs only) $350.00
TUITION - AUDIT & CEU COURSES (charged each semester – per credit hour) $62.50
REGISTRATION FEE (charged each semester) $25.00
ACTIVITY FEE (fall and spring semesters) $30.00

TECHNOLOGY FEE
- Full-time enrollment (fall and spring semesters – 12 or more credits) $150.00
- Part-time enrollment (fall and spring semesters – 1 to 11 credits) $15.00 per credit hour
- Summer semester (full-time and part-time) $15.00 per credit hour

LAB, HPER, PSI, OTHER FEES (charged each semester - varies with the different courses)

TOOLS/COVERALLS FOR CONSTRUCTION TRADES PROGRAM $500.00
(one-time charge for each of the following programs: building trades, electrical, heavy equipment operations, and welding)

COMMERCIAL DRIVERS LICENSE (one-time charge) $200.00

NURSING FEES: (charged during semester enrolled in the course, cost subject to change based on current market)
- NURS 201 course (stethoscope, blood pressure cuff, pen light, tote case) $105.00
- NURS 206 course (background check, disposable supplies) $85.00
- NURS 206C course (liability insurance, uniform, shoes, scissors, hotel) $615.00
- NURS 231 course (fees) $100.00
- NURS 245 course (hotel - 4 nights in Bismarck) $300.00
- NURS 246 course (hotel and all Nursing Conference fees) $1,250.00
- NURS 297 course (hotel - 3 nights in Bismarck, HESI Testing, internship fees) $600.00

SBC GRADUATION FEE (purchase of cap, tassel, gown, diploma and cover) $100.00
SBC GRADUATION FEE (rental of cap and gown; purchase of tassel, diploma, cover) $50.00
SBC GRADUATION FEE (diploma fee with cover) $25.00
Duplicate diploma printing fee $20.00

TRANSCRIPT FEE (academic and CEU) $5.00

NO SHOW FEE: (charged per class for students who do not attend any class in the first three weeks and do not complete the form to officially withdraw from classes) $10.00
Financial aid is made available to students who, without such assistance, would not be able to attend Sitting Bull College (SBC). These programs are designed to complement the student's own resources. Financial aid consists of grants and scholarships, loans, work-study programs, and waivers of tuition. Grants and scholarships are gifts of money that do not have to be repaid. Loans are funds borrowed that must be repaid. Work-study (student employment) allows the student to work and earn money for educational purposes.

The following process should be followed in applying for financial aid:

- Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and list Sitting Bull College's code - **014993** - on the FAFSA. Students (and parents of dependent students) will need an Federal Student Aid Identification Number - known as an FSA ID - to sign the form electronically. To apply for an FSA ID, visit the FSA ID site at [https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid](https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid). The FAFSA is the application for the federal Pell grant program. Beginning with the 2017-2018 FAFSA academic year, the FAFSA application should be completed as soon as possible starting October 1 for the following academic year. Applicants are strongly encouraged to use the IRS Data Retrieval Tool (DRT) when completing the FAFSA.

- Complete the FAFSA as soon as possible starting October 1 to be considered for funding from the North Dakota State Student Incentive Grant (SSIG). This scholarship is only available to North Dakota residents who meet specific ND University System criteria. Eligibility information is located on their website at [www.ndus.edu/students/paying-for-college/](http://www.ndus.edu/students/paying-for-college/).

- Complete the FAFSA by April 30 to receive priority consideration for funding from the Federal SEOG and Federal Work Study programs at SBC for fall term or October 31 for spring term.

- Complete the Higher Education Grant application by the priority date established by that program. For Standing Rock Sioux Tribe, the following priority dates are established:
  - June 30 for a completed application for the academic year or fall term only
  - November 30 for a completed application for the spring semester only
  - April 30 for a completed application for the summer term
  - Applications may be accepted after these dates until funds are expended.
  - Other tribes will have different priority dates for their program.

- Complete the Workforce Services P.L. 102-477 application in July or August for fall term and November or December for spring term.

- Complete the North Dakota Indian Scholarship by July 15. This scholarship is only available to North Dakota residents attending a North Dakota college and who meet the Native American requirements.

- Complete the SBC Application for Institutional Financial Aid to be considered for all institutional scholarships and grants available from Sitting Bull College by April 30 for fall term or October 31 for spring term.

- Apply for any and all sources of financial aid available to the student.
The SBC Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded to students. Awards are based upon an evaluation of the student's eligibility as determined by the need analysis service using the Free Application for Federal Student Aid (FAFSA) form and the availability of funds of the various aid programs. Students receiving additional scholarships not listed on the award letter must report the funding source and amount to the financial aid office.

Students who have submitted the FAFSA should receive an award letter notification by June 30. Only those students who have a completed financial aid file will receive federal financial aid. If a student's FAFSA application is selected for verification and the process has not been completed, the student will receive a tentative award letter stating federal funds that s/he may be eligible to receive. However, federal funds will not be disbursed to the student until the verification process is completed.

To qualify for federal financial aid, the student:

- Must be a U.S. citizen or an eligible non-citizen
- Must have earned a high school diploma or GED certificate
- Must not have already earned a baccalaureate degree
- Must be enrolled as a regular student in an eligible program
- Must be making satisfactory academic progress toward completion of an eligible course of study
- Must not be in default on a federal education loan
- Must not owe a refund or repayment on a federal education grant (Pell, SEOG, SSIG, ACG, SMART, TEACH, or other federal financial aid grant)
- Must have signed a statement of educational purpose located on the FAFSA
- Must be registered with U.S. Selective Service if required
- Must have signed an anti-drug abuse act statement located on the FAFSA
- Must have completely repaid fraudulently obtained funds, if convicted of a crime or pled nolo contendere or guilty to a crime involving fraud in obtaining Title IV, HEA financial assistance
- Must be determined eligible based on information submitted on the FAFSA.

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

Financial aid is awarded based on the need and availability of funds. Need is defined as the difference between the estimated cost of education and the EFC (expected family contribution) calculated by the Department of Education based on information the student provided on his/her FAFSA application.

The estimated cost of education (BUDGET) includes those line items necessary for a student to pursue an education: tuition, fees, books and supplies, room, board, transportation, computer rental or purchase, personal expenses, child care expenses.

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

- $2,555 ................................................................. 1 semester
- Certificates
  - $5,110. ......................................................... 2 semester Certificates and Associate degrees
  - $5,110 .............................................................. Baccalaureate degrees
  - $7,810. ............................................................... Masters degrees
*The Building Trades, Electrical, Heavy Equipment Operator I, and Welding programs are higher ($5,610) to accommodate the costs for tools, footwear, and/or coveralls ($500) during the first term of enrollment. The Commercial Driver’s License (CDL) program is higher ($2,655) to accommodate the costs for testing fees for the driving permit.

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

The estimated indirect costs per year that include room, board, transportation, personal expenses, and childcare are:

- $7,334 .......................................... Single student living with parents, not commuting
- $9,346 .......................................... Single student living in dorms, not commuting
- $10,916 ......................................... Single student not living with parents, not commuting
- $10,916 ......................................... Married students, no dependents, not commuting
- $10,916 ......................................... Single/Married students with dependent, not commuting

SBC has several housing units available for student use. Students who live in campus housing may expect to pay a monthly rent fee between $350 and $500 based on the type of house assigned to the student. SBC also has 24 single unit apartments available in Fort Yates and 18 single rooms plus 2 handicap accessible rooms in Mobridge. Students who live in the single unit apartments may expect to pay a monthly rent fee of $250 per month.

The financial aid director may be contacted by e-mail through the college website at www.sittingbull.edu or by telephone at (701) 854-8013.

The financial literacy/scholarship coordinator may be contacted by email through the college website at www.sittingbull.edu or by telephone at (701) 854-8055.
FINANCIAL AID SOURCES AT SBC

The following financial aid sources are available at SBC. Students are encouraged to refer to the SBC Bulletin for information about each program and to apply for all financial aid that is available to them.

FEDERAL FINANCIAL AID

FEDERAL PELL GRANT
All students pursuing their first baccalaureate degree are eligible to apply for this grant if they meet all federal requirements of eligibility. The amount awarded by the F-Pell grant depends on the need of the student and the cost of the program of study in which the student is enrolled. Students must attend each class at least once to qualify for payment of F-Pell funds for the classes enrolled. Students apply for an F-Pell grant by completing the Free Application for Federal Student Aid (FAFSA) form on-line at www.fafsa.ed.gov. Students and parents of dependent students must apply for a FSA ID to apply on-line. You complete the FSA ID request on-line at https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid. Applicants are strongly encouraged to use the IRS Data Retrieval Tool when completing the FAFSA.

There now is a limit to the length of time a student may receive a federal Pell grant. Students may only receive the Pell grant for 12 semesters as a full-time student or the equivalent if enrolled less than full-time in a term a maximum of 600%. This provision applies to all students regardless of when s/he first received a Pell grant.

Beginning with the 2017-18 academic year, students may qualify for payment of a year-round Pell grant of up to 150% of the calculated Pell award. This payment allows students the opportunity to earn their baccalaureate degree sooner by attending summer classes in addition to enrollment during the academic school year.

ADDITIONAL FEDERAL AID ELIGIBILITY FOR CHILDREN OF SOLDIERS:
An otherwise Pell-eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of federal student aid. The student may qualify if (at the time of the parent’s or guardian’s death) the student was less than 24 years old or was enrolled at an institution of higher education. There are two different provisions for such students, depending on whether the student has an EFC that falls within the range for Pell eligibility or not.

- **Zero EFC Treatment** A school must use an EFC of 00000 to package all federal student aid if the student meeting the above criteria has a Pell-eligible EFC.
- **Iraq and Afghanistan Service Grant** A student with an EFC that is not Pell eligible is potentially eligible to receive an award under the Iraq & Afghanistan Service Grant program. The student must meet the other criteria for Pell eligibility. Iraq & Afghanistan Service Grants are made under the same terms and conditions as the Federal-Pell Grant.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (FSEOG)
The FSEOG program assists students with exceptional financial need by supplementing other sources of financial aid. FSEOG grants range from $100 to $4,000. Students apply for the FSEOG by completing the FAFSA. Sitting Bull College gives priority to students who apply by April 30 for fall term and October 31 for spring term.
FEDERAL WORK STUDY (FWS)
The FWS program provides eligible students with an on-campus job to earn money to help pay $10.00 per hour. Hard to fill jobs are paid $12.00 per hour. SBC offers community service jobs at the following sites: Sitting Bull College Library which serves as the college library and the community public library; and the Kampus Kids Daycare Center. Job opportunities are announced one month before each semester. At Sitting Bull College, priority is given to students who apply by April 30 for fall term and October 31 for spring term. Students must complete the FAFSA and the SBC FWS employment application.

FEDERAL DIRECT EDUCATION LOANS and FEDERAL DIRECT CONSOLIDATION LOANS
As of July 1, 1990, Sitting Bull College no longer participates in the federal education student loan programs; therefore, students may not receive a federal education student loan to attend Sitting Bull College. However, students attending SBC are eligible to receive an education deferment and must contact the holder of their loan(s) to request a deferment. Students should advise the Financial Aid Director at the time of their enrollment that they are eligible for financial assistance in getting a deferment or forbearance.

Students who are in default on a federal education loan are not eligible to receive federal financial aid until they have resolved the default. There are options available for students to resolve the default.

- A student can resolve a default by repaying the loan in full, including consolidation through a program called the William D. Ford Federal Direct Consolidation Loan Program. For further information, a defaulted borrower may contact the Department of Education at 1-800-621-3115 to inquire how to consolidate, reinstate or rehabilitate a defaulted loan.
- If the student and the loan holder agree on a compromised amount for settling a loan, or if the school writes off a regulatory permissible amount and the student repays the amount, that also counts as paying the loan in full.
- A student can make satisfactory repayment arrangements by paying consecutive, full, voluntary payments on time. This option is only available to the student once.
- A student can rehabilitate the loan by making full, voluntary payments on time.

The following financial aid sources are available at SBC. Students are encouraged to refer to the SBC Bulletin for information about each program and to apply for all financial aid that is available to them.

FEDERAL FINANCIAL AID

FEDERAL PELL GRANT
All students pursuing their first baccalaureate degree are eligible to apply for this grant if they meet all federal requirements of eligibility. The amount awarded by the F-Pell grant depends on the needs of the student and the cost of the program of study in which the student is enrolled. Students must attend each class at least once to qualify for payment of F-Pell funds for the classes enrolled. Students apply for an F-Pell grant by completing the Free Application for Federal Student Aid (FAFSA) form on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or by completing the paper copy. Students and parents of dependent students must apply for a FSA ID to apply on-line. The FSA ID request may be completed on-line at [https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid](https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid). Applicants are strongly encouraged to use the IRS Data Retrieval Tool when completing the FAFSA.

There now is a limit to the length of time a student may receive a federal Pell grant. Students may only receive the Pell grant for 12 semesters as a full-time student or the equivalent if enrolled less than full-time in a term a maximum of 600%. This provision applies to all students regardless of when s/he first received a Pell grant.
ADDITIONAL FEDERAL AID ELIGIBILITY FOR CHILDREN OF SOLDIERS:
An otherwise Pell-eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of federal student aid if the student was less than 24 years old when the parent or guardian died, or was enrolled at an institution of higher education at the time of the parent or guardian's death. There are two different provisions for such students, depending on whether the student has an EFC that falls within the range for Pell eligibility or not.

- **Zero EFC Treatment** A school must use an EFC of 0 to package all federal student aid if the student meeting the above criteria has a Pell-eligible EFC.
- **Iraq and Afghanistan Service Grant** A student with an EFC that is not Pell eligible is potentially eligible to receive an award under the Iraq & Afghanistan Service Grant program. The student must meet the other criteria for Pell eligibility. Iraq & Afghanistan Service Grants are made under the same terms and conditions as the Federal-Pell Grant.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (FSEOG)
The FSEOG program is designed to assist students with exceptional financial need by supplementing other sources of financial aid. FSEOG grants range from $100 to $4,000. Students apply for the FSEOG by completing the FAFSA. At Sitting Bull College, priority is given to students who apply by April 30 for fall term and October 31 for spring term.

FEDERAL WORK STUDY (FWS)
The FWS program provides eligible students with an on-campus job to earn money to help pay $10.00 per hour. SBC offers community service jobs at the following sites: Sitting Bull College Library which serves as the college and the community public library; and the Kampus Kids Daycare Center. Job opportunities are announced one month before each semester. At Sitting Bull College, priority is given to students who apply by April 30 for fall term and October 31 for spring term. Students must complete the FAFSA and the SBC FWS employment application.

FEDERAL DIRECT EDUCATION LOANS and FEDERAL DIRECT CONSOLIDATION LOANS
As of July 1, 1990, Sitting Bull College no longer participates in the federal education loan programs; therefore, students may not receive a federal education student loan to attend Sitting Bull College. However, students attending SBC are eligible to receive an education deferment and must contact the holder of their loan(s) to request a deferment. Students should advise the Financial Aid Director at the time of their enrollment that they have an outstanding loan for which they need assistance in getting a deferment or forbearance.

Students who are in default on a federal education loan are not eligible to receive federal financial aid until they have resolved the default. There are options available for students to resolve the default.
- A student can resolve a default by repaying the loan in full, including consolidation through a program called the William D. Ford Federal Direct Consolidation Loan Program. For further information, a defaulted borrower may contact the Department of Education at 1-800-557-7392 (Consolidation) or 1-800-621-3115 (Reinstatement or Rehabilitation).
- If the student and the loan holder agree on a compromised amount for settling a loan, or if the school writes off a regulatory permissible amount and the student repays the amount, that also counts as paying the loan in full.
- A student can make satisfactory repayment arrangements by paying consecutive, full, voluntary payments on time. This option is only available to the student once.
- A student can rehabilitate the loan by making full, voluntary payments on time.
SBC INSTITUTIONAL FINANCIAL AID

All awards are pending availability of funding.

AIHEC STUDENT OF THE YEAR
Funded by the American Indian Higher Education Consortium, the Student of the Year (SOY) scholarship is awarded to recognize one outstanding student from each of the tribal colleges to create an initiative for student excellence. To qualify at SBC, the applicant must be enrolled in at least 6 credits; must have earned a minimum 3.00 grade point average (GPA); must demonstrate financial need; cannot have previously earned an associate degree (if currently enrolled in an associate program) or cannot have previously earned a bachelor's degree (if currently enrolled in a baccalaureate program). Community service and volunteer work is considered. Priority application date is January 31. SBC faculty and staff may submit nominations for the scholarship. Applicants may be required to attend an interview.

AMERICAN INDIAN COLLEGE FUND – Tribal College and University (TCU) Scholarship
SBC receives financial assistance from the American Indian College Fund to help with scholarships and grants to students attending Sitting Bull College. Students are required to submit a Tribal College/University (TCU) scholarship application online at www.collegefund.org by September 30 (for fall term) and January 31 (for spring term).
Grants shall be provided to Native American students who have unmet financial need and have earned a 2.0 CGPA. Awards are calculated using a point system for need and GPA with a minimum award of $500. Funds may be used to pay for direct education costs of tuition, books, and fees or living expenses while attending SBC. A small portion of the scholarship may be used to fund non-Native American students. Priority for funding shall be Native American students enrolled full-time; then Native American students enrolled part-time; finally non-Native American students enrolled full-time.

The TCU scholarship includes funds that have restrictions placed on the scholarship by the donors and the scholarship list varies each term.

BARDEN (DR. JACK) SCHOLARSHIP
Two $500 scholarships ($250 per semester) are available to pay tuition costs to attend SBC to students at the associate or certificate level who have not earned an associate or baccalaureate degree. Applicants may be enrolled full or part time; must have a minimum 3.00 grade point average; must demonstrate financial need; must demonstrate leadership through participation in college clubs or community organizations. The deadline date is April 30 for fall term and October 31 for spring term. Students apply for the Dr. Barden Scholarship by completing the SBC Scholarship Application.

BUILD YOUR BRIGHTER FUTURE TUITION SCHOLARSHIP
A scholarship of $1,800 shall be awarded to current year high school graduates and GED completers who register full-time at Sitting Bull College in the fall or spring semester following their date of graduation. A second consecutive scholarship of equal or lesser value may be awarded to students who successfully pass each class enrolled in with a “C” or better letter grade (a minimum of 12 credit hours) in the first-term of enrollment based on the GPA earned by the student.

BUILD YOUR BRIGHTER FUTURE DORM SCHOLARSHIP
A scholarship of $500 shall be awarded to current year high school graduates and GED completers who register full-time at Sitting Bull College in the fall or spring semester following their date of graduation and who are living in the SBC dorm/efficiency apartments. A second consecutive scholarship of $500 may be awarded to students who successfully pass each class enrolled in with a “C” or better letter grade (a minimum of 12 credit hours) in the first-term of enrollment based on the GPA earned by the student.
CRAZY HORSE MEMORIAL SCHOLARSHIP
Funds are provided from the Crazy Horse Memorial Foundation to help finance the higher education of outstanding young Indian people and to foster a greater understanding both within the Indian and non-Indian community. The scholarship is used to pay for books and supplies. Preference is given first to Standing Rock enrolled members. The scholarship is based on financial need, potential, and goals for the future. Deadline date is April 30 for fall term and October 31 for spring term. Students apply for the Crazy Horse Memorial Scholarship by completing the SBC Scholarship Application.

DAKOTA/LAKOTA SCHOLARSHIP
Up to ten $100 academic scholarships shall be awarded each year to students attending SBC. Priority is given to Standing Rock enrolled members. To qualify, students must have completed 12 credits during the student's last term of enrollment at SBC with a 3.50 or higher cumulative grade point average. Deadline date is April 30 for fall term and October 31 for spring term. Students apply for the Dakota/Lakota Scholarship by completing the SBC Scholarship Application.

DORM CASH BACK INITIATIVE (DCBI)
Full time students living in the Fort Yates campus dorms or the Mobridge satellite dorms may be eligible to receive a cash back incentive at the end of the semester. The incentive is the cash back equivalent of up to two month’s rent ($500). Students who earn the first semester DCBI may qualify for a second, consecutive term of eligibility. This program is not available to students who are receiving the Build Your Brighter Future Dorm Scholarship.

The student must apply for occupancy in the SBC dormitory and receive a room assignment. To qualify for the Dorm CASH BACK Initiative the entire dorm costs for the semester ($1,250) must be paid in full. Additional requirements are: the student must remain an occupant of the SBC dormitory through the end of the semester; the student must maintain 75% attendance in all enrolled classes during the semester; and the student must pass a minimum of 12 credit hours during the semester and earn in each class a “C” or better letter grade.

DOYLE BUTLER MEMORIAL SCHOLARSHIP
The Doyle Butler Scholarship is awarded to students in financial need who are enrolled full-time in the Native American Studies major at Sitting Bull College who are in good academic standing with a minimum 3.00 cumulative GPA and who are active participants in the Sitting Bull College Culture Club. Scholarship recipients must be enrolled members of a federally recognized tribe of American Indians. Applicants apply for the Doyle Butler Memorial Scholarship by completing the SBC Scholarship Application. In addition, applicants must submit to the SBC Financial Aid Office a typed, short biographical statement including the information above, expected graduation date, and where and in what capacity they see themselves working upon graduating from Sitting Bull College. In the statement they should also write a heart-felt thank you to the donors. The scholarship amount varies and applications are accepted on an on-going basis.

EAGLE-RED TOMAHAWK (AVA MARIE) COURAGE AWARD
The Ava Marie Eagle-Red Tomahawk Courage Award is awarded to one individual who has overcome an illness or is currently battling an illness while pursuing their college degree at Sitting Bull College. The $1,000 award is possible through donations from Wilbur Red Tomahawk, Porcupine District Representative serving on the SBC Board of Trustees. The award is to honor Ava Marie Eagle-Red Tomahawk’s courage and commitment to completing her college education while struggling to overcome a severe illness. Applications may be obtained from the SBC Financial Aid Office. Deadline to apply is March 31.
FALLON, DEVIN & RACHEL SCHOLARSHIP
The Devin & Rachel Fallon Scholarship is awarded to Native American students in financial need who are enrolled full-time in any major at Sitting Bull College who are in good academic standing with a minimum 2.50 cumulative GPA. Students apply for the Devin & Rachel Fallon Scholarship by completing the SBC Scholarship Application. In addition, applicants must submit to the SBC Financial Aid Office a typed, short biographical statement including the information above, what their degree is, when they expect to graduate, and where and in what capacity they see themselves working upon graduating from Sitting Bull College. In the biographical statement, they should also write a heart-felt thank you to the donors. The scholarship is for $1,500. Priority date for applying is April 30.

FALLON-LEENIG SCHOLARSHIP
The Fallon-Leenig Scholarship is awarded to Native American students in financial need who are enrolled full-time in any major at Sitting Bull College who are in good academic standing with a minimum 2.50 cumulative GPA. Students apply for the Fallon-Leenig Scholarship by completing the SBC Scholarship Application. In addition, applicants must submit to the SBC Financial Aid Office a typed, short biographical statement including the information above, what their degree is, when they expect to graduate, and where and in what capacity they see themselves working upon graduating from Sitting Bull College. In the biographical statement, they should also write a heart-felt thank you to the donors. The scholarship is for $1,500. Priority date for applying is April 30.

FLYING BY (JOE) NATIVE AMERICAN STUDIES SCHOLARSHIP
The Joe Flying By Scholarship (one scholarship at $500) was established to benefit students pursuing the Native American Studies major at SBC. To qualify, students must have earned at least 30 credits toward their AA:NAS degree; must have a minimum 3.00 cumulative grade point average; and must be actively involved in the Culture Club at SBC. Deadline date is April 30. Students apply for the Joe Flying By Native American Studies Scholarship by completing the SBC Scholarship Application.

RICHARD JOSEPH HEISNER and DR. BIRON D. BAKER SCHOLARSHIP
The family of Richard Joseph Heisner and Dr. Biron D. Baker established a $200 scholarship for full-time Native American students in financial need who grew up in a fatherless home -- the cause of which is immaterial. Deadline date is April 30. Students apply for the Richard Joseph Heisner-Dr. Biron Baker Scholarship by completing the SBC Scholarship Application and submitting a statement on how the scholarship will be used.

JOCHIM-BARDEN SCHOLARSHIP
To honor the memory of Dr. Jack Barden who was instrumental in the establishment and growth of Standing Rock Community College (now Sitting Bull College), the Tim and Lena Jochim Foundation Fund will award each year a $1,000 scholarship to two students of merit and need. To qualify, applicant shall enroll full-time in any major at Sitting Bull College; must have previously earned a 3.00 cumulative GPA; must have minimum unmet need of $1,000; and must have community service experience. An application for the Jochim-Barden Scholarship will be mailed to student after the student completes the SBC Scholarship Application and indicates intent to apply for the Jochim-Barden Scholarship. Deadline to apply shall be September 30.

LAWRENCE (FRANK) BUSINESS SCHOLARSHIP
A $100 scholarship is awarded to an enrolled member of the Standing Rock Sioux Tribe who is a sophomore, junior, or senior student enrolled in the Business Administration program at SBC. The student must have at least a 3.00 or higher cumulative grade point average. Deadline date is April 30. Students apply for the Frank Lawrence Business Scholarship by completing the SBC Scholarship Application.
LOCKE (PATRICIA) NATIVE AMERICAN STUDIES SCHOLARSHIP
The Patricia Locke Scholarship was established to benefit students pursuing the Native American Studies major at SBC. To qualify, students must have earned at least 30 credits toward the AA:NAS degree and have a minimum 2.00 cumulative grade point average. Scholarships range from $100 to $250. Students may receive a maximum of 3 scholarships. Deadline dates are April 30 for fall term and October 31 for spring term. Students apply for the Patricia Locke Native American Studies Scholarship by completing the SBC Scholarship Application.

MCCARTHY (FRANK & CYNTHIA MCCARTHY) SCHOLARSHIP
Scholarships are available for part-time, "B" average (3.00 GPA) Native American students attending SBC. Deadline date is April 30 for fall term and October 31 for spring. Students apply for the Frank & Cynthia McCarthy Scholarship by completing the SBC Scholarship Application.

MCKISSACK (CAROL) SCHOLARSHIP
Two $500 scholarships ($250 per semester) are available to pay tuition costs to attend SBC to students at the associate or certificate level who have not earned an associate or baccalaureate degree. Applicants must be enrolled in one of the following degrees: Teacher Education, Early Childhood Education, Business Administration; may be enrolled full or part time; must have a minimum 3.00 grade point average; must demonstrate financial need; must demonstrate leadership through participation in college clubs or community organizations. Deadline date is April 30 for fall term and October 31 for spring term. Students apply for the Carol S. McKissack Scholarship by completing the SBC Scholarship Application.

MISS and/or JR. MISS STANDING ROCK SCHOLARSHIPS. Two scholarships are awarded each year to students who represent Standing Rock Sioux Tribe as Miss Standing Rock and Jr. Miss Standing Rock. These scholarships are not transferable to other colleges. Criteria are:

- Miss Standing Rock Scholarship. A total of $2,000 ($500/term for 4 terms at SBC) tuition costs shall be awarded to Miss Standing Rock when she enrolls at SBC the fall or spring term following her high school graduation (if still in high school) or the fall term immediately following her coronation.

- Jr. Miss Standing Rock Scholarship. A total of $500 ($250/term for 2 terms at SBC) tuition costs shall be awarded to Miss Standing Rock when she enrolls at SBC the fall or spring term immediately following her high school graduation.

Each year, the student must complete the Tribal College/University (TCU) Scholarship application online at www.collegefund.org. Failure to complete these requirements will result in forfeiture of the remaining scholarship. To qualify for all payments, the student must pass 12 credits each semester with a 2.00 grade point average. Failure to complete these requirements will result in forfeiture of the remaining scholarship.

MNI WICONI SCHOLARSHIP
The Mni Wiconi scholarship may be awarded to one or more students enrolled full-time at Sitting Bull College. The applicant must have earned a 3.00 CGPA, demonstrate financial need, and must be enrolled in the Native American Studies or the Environmental Science undergraduate program. To apply, applicant must submit a typed, short biographical statement including the information above, what their degree is, when they expect to graduate, and where and in what capacity they see themselves working upon graduating from SBC. In the statement, the applicant should write a heartfelt thank you to the donors – The Knopf Family Foundation. The deadline date to apply is September 30.
NATIONAL AERONAUTICS SPACE ADMINISTRATION SCHOLARSHIP (NASA)
Scholarships is awarded in various amounts to students who have reached sophomore status with a 3.00 cumulative GPA who show promise in an area of science, technology, engineering or mathematics. Students enrolled in the Information Technology or the Nursing programs also qualify for this scholarship. Applications for the ND Space Grant Consortium NASA scholarship are available at the SBC Financial Aid Office. Priority date for applying is September 30.

RAYMOND’S PROMISE SCHOLARSHIP (Two scholarships of $1,800)
Two $1,800 tuition scholarships are awarded from the Raymond’s Promise Scholarship. Preference is given to students enrolled in the Electrical certificate program; however, students enrolled in other majors are invited to apply. The applicant must be a high school graduate with a minimum 2.00 GPA or be a GED graduate; must have earned a 2.00 or higher grade point average if student has completed at least one semester/quarter term in college; and must submit either a personal photograph of self or a photograph in JPEG format. To apply, applicant must complete the Raymond’s Promise application form; submit a typed one-or two-page, double-spaced essay. Applicant shall be specific in detailing their plans/goals for their future when answering this question: How would Sitting Bull College help you achieve the life you envision? In the statement, the student should write a heart-felt thank you to the donor – James Piechowiak.

THERESA RESSLER NURSING SCHOLARSHIP
Theresa Ressler was a recipient of the excellent nursing care provided by SBC nursing graduates. To honor her memory, her family has established the Theresa Ressler Nursing Scholarship to award to nursing students enrolled in their final semester at Sitting Bull College. Award amounts vary every year. To apply, complete the SBC Scholarship Application.

SOUTH DAKOTA EDUCATION ACCESS FOUNDATION SCHOLARSHIP
The South Dakota Education Access Foundation (SDEAF), in its efforts to expand access to postsecondary education to South Dakota residents, has established the SDEAF Scholarship. Students must complete the FAFSA and be determined eligible to receive a federal Pell grant; must be enrolled at Sitting Bull College as an undergraduate student in a minimum of six (6) credits per term; must have a minimum 2.00 CGPA; must have demonstrated unmet financial need. All SD residents enrolled at SBC are considered for this scholarship.

SPIRIT OF SOVEREIGNTY SCHOLARSHIP
Awarded by the Indian Land Tenure, this scholarship was established as an avenue for tribes, businesses and individuals working in the Indian Gaming industry to give something back to the greater American Indian community. It is awarded to a Native American student, enrolled full-time at Sitting Bull College, who has earned a 2.5 minimum CGPA, and has unmet financial need. Scholarship recipient must submit a photo, and a signed release of information form to the SBC Financial Aid Office in addition to a typed biographical statement. The award is for $2,000 per year. Priority date for applying is September 30.

TUITION WAIVER FOR SENIOR CITIZENS
Senior citizens may receive a waiver of tuition for one course per semester at SBC. To qualify, the applicant must be a non-degree seeking student who is at least 65 years of age. Due to limited funds available and the number of applicants, one student per semester may receive a waiver of tuition for only one course at $500 maximum per semester. To qualify for the waiver, the student must pass the course with a letter grade of A, B, or C. Students who withdraw from the course or complete the course with a letter grade of D or F will be required to pay for the tuition expense. Students who audit a course are not eligible for the waiver of tuition. Priority date is April 30 for fall term and October 31 for spring term. Students apply for the Sr. Citizen Tuition Waiver by completing the SBC Scholarship Application and are selected at random from the applicant pool.
TUITION WAIVER FOR SBC STUDENTS
A waiver of tuition may be available to students who demonstrate financial need and who have been denied assistance for federal financial aid. Students who are not eligible because they have defaulted on a federal student loan or who are on financial aid suspension at SBC shall not qualify for a waiver of tuition. Due to limited funds available and the number of applicants, students may receive a waiver of tuition for only one course per semester. To qualify for the waiver, the student must pass the course(s) with a letter grade of A, B, or C. Students who withdraw from the course or complete the course with a letter grade of D or F will be required to pay for the tuition expense. The priority date is April 30 for fall and October 31 for spring term. Students apply for the SBC Student Tuition Waiver by completing the SBC Scholarship Application and are selected at random from the applicant pool.

TRIBAL OR BIA FINANCIAL AID SOURCES
(contact your local tribal agency for information)

HIGHER EDUCATION GRANT (tribal enrolled members only)
To qualify for the Higher Education grant, the student must be an enrolled member of a federally recognized tribe with at least 1/4 degree of Native American descent. Applicants must be enrolled in academic course work or vocational certificates. Applications must be completed each academic year; separate applications must be submitted for summer school enrollment. The priority date for Higher Education Grant funding from the Standing Rock Sioux Tribe for the academic year is June 30; for spring term is November 30; and for summer term is April 30. Other tribal agencies have different priority or deadline dates for applying for assistance. Applications may be picked up from the Tribal Education Director or the BIA Office located at the tribal agency.

SRST TUITION GRANT FOR HIGH SCHOOL STUDENTS
Current high school sophomores, juniors and seniors who are enrolled members of the Standing Rock Sioux Tribe may be awarded funds from the SRST Tribal Education Department to pay for tuition, books, and fees for 6 credits per semester at SBC. Students should contact the SRST Higher Education Department before registering for college classes. Applications may be obtained from the SBC Financial Aid Office.

WORKFORCE SERVICES P.L. 102-477 (tribal enrolled members only)
The Workforce Services P.L. 102-477 program is designed to assist underemployed persons to obtain vocational training. The Standing Rock Sioux Tribe WFS program will pay either for tuition, books and fees or an incentive allowance of $5.00 per hour based on actual hours in the classroom. Applicants must meet poverty guidelines. Students should contact the WFS office in Fort Yates for an application. The WFS application must be updated every 45 days so applicants should contact the WFS office occasionally to see if they must update their eligibility application.
STATE OF NORTH DAKOTA SOURCES OF FINANCIAL AID

All of the applications for the following North Dakota programs can be located at:
http://www.ndus.edu/students/paying-for-college/grants-scholarships/

NORTH DAKOTA ACADEMIC SCHOLARSHIP
Scholarship candidates must be North Dakota resident high school seniors, have GPAs of 3.0 or higher with no grade lower than a "C" on any class required for the diploma, complete the required high school program of study, and earn composite scores of 24 or higher on the ACT. GPA of 2.75 required for renewal. May be awarded for graduate or professional studies. Total possible value is $6,000; $750 per semester.

Full-time for this scholarship means enrollment in at least twelve credits during a student's first two semesters and enrollment in at least fifteen credits during each semester thereafter or enrollment in the equivalent number of credits. Apply with the ND Department of Public Instruction (DPI) in the spring of your senior year in high school.

NORTH DAKOTA CAREER AND TECHNICAL EDUCATION SCHOLARSHIP
Scholarship candidates must be North Dakota resident high school seniors, have GPAs of 3.0 or higher with no grade lower than a "C" on any class required for the diploma, complete the required high school program of study, and earn composite scores of 24 or higher on the ACT or three 5's on the WorkKeys assessments. GPA of 2.75 required for renewal. May be awarded for graduate or professional studies. Total possible value is $6,000; $750 per semester.

NORTH DAKOTA STATE INDIAN SCHOLARSHIP (NDSIS)
Applicants must be North Dakota residents and enrolled members of a federally recognized Indian tribe. Must be accepted for admission by a North Dakota institution of higher learning or state vocational education program. Scholarships are based on unmet need or merit. A minimum GPA of 2.00 is required. Students with a cumulative GPA of 2.0 - 3.499 must show unmet need to qualify. Students are required to complete the Free Application for Federal Student Aid. Students with a cumulative GPA of 3.50 or higher can qualify based on merit.

NORTH DAKOTA SCHOLARS PROGRAM
This program provides premier merit-based, full-tuition scholarships to qualifying North Dakota high school graduates who choose to earn undergraduate degrees in North Dakota. High school students who score at or above the ninety-fifth percentile among those who took the ACT prior to July 1st in the calendar year preceding the individual's enrollment in college will be considered for the award. Students will be awarded in descending rank order until available funds are expended or until the pool of applicants has been exhausted.

NORTH DAKOTA STATE STUDENT INCENTIVE GRANT (SSIG)
The State Grant Program provides non-repayable grants to North Dakota residents who are North Dakota high school graduates or GED graduates and pursuing an undergraduate degree at a public, private, or tribal college within North Dakota. Awards are based on unmet need. North Dakota State Grants award up to $2,925 per academic year, based on enrollment status. Students may reapply each year by completing a Free Application for Federal Student Aid.
OTHER SOURCES OF FINANCIAL AID ASSISTANCE

AAC’S BEHAVIORAL HEALTH ACADEMIC SCHOLARSHIP
In 2015, acknowledging the growing need for qualified addiction and mental health professionals to help those struggling with addiction and co-occurring disorders, AAC launched an educational scholarship program to assist students who were enrolled in college programs in the area of Behavioral Health. The Behavioral Health Academic Scholarship awards provide financial assistance that would enable undergraduate and graduate students to pursue careers in the areas of behavioral health and addiction-related studies. Eligible majors are: nursing, counseling, psychology, social work, marriage/family therapy, or other curriculum focusing on treatment of mental health and substance use disorders. Undergraduate and graduate applicants with a 3.2 or higher GPA may apply. Applications are available January through April at https://americanaddictioncenters.org/behavioral-health-academic-scholarship/.

AMERICAN INDIAN COLLEGE FUND - FULL CIRCLE SCHOLARSHIP
The American Indian College Fund (A*CF) awards several special scholarships each year. Students complete one on-line application to be considered for all of the Full Circle scholarships. The deadline date for Full Circle Scholarship Program for the academic year is May 31. To apply, complete the Full Circle Scholarship application at www.collegefund.org.

AMERICAN INDIAN EDUCATION FUND (AIEF)
The purpose of AIEF is to assist Native American students in realizing their dreams and goals through postsecondary education. To qualify, applicant must document Native American or Alaska Native descent (student or one parent must be enrolled); must attend an accredited 2- or 4-year college/university or technical/vocational school; must be enrolled as a full-time student; GPA between 2.0 and 3.4 is desirable (but ALL current or future undergraduate college students are encouraged to apply). An ACT score of 14 or above is desirable. Scholarships are available for undergraduate studies only – online colleges are not eligible. Scholarship can only be used for tuition and books. Download application and information at www.aiefprogram.org.

AMERICAN INDIAN FELLOWSHIP IN BUSINESS SCHOLARSHIP
Each year, the National Center for American Indian Enterprise Development awards five scholarships to American Indian college or graduate students majoring in business. Eligible students must be enrolled full-time and be at the junior, senior, or graduate level. Applicants must submit an application as well as a statement requesting consideration and stating their reasons for pursuing higher education, their plans following completion of their degree and any other relevant information such as activities and commitment to the community. Submitted applications must include separate essays that specifically address Community Involvement, Personal Challenges, and Business Experience criteria to earn maximum points. Applicants are judged primarily on achievement and commitment to the community. The application and deadline date is available at www.ncaied.org.

Scholarship recipients are required to attend the Indian Progress in Business Awards Banquet (INPRO) in September. Airfare and lodging to attend INPRO are provided to recipients in addition to the scholarship from The National Center for American Indian Enterprise Development (NCAIED). Scholarship shall be forfeited if recipient does not attend the banquet.
AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY. The AISES mission is “To substantially increase the representation of American Indian and Alaskan Natives in engineering, science, and other related technology disciplines.” Application information and deadline dates can be obtained on-line at http://www.aises.org/scholarships.

- **Burlington Northern/Santa Fe Foundation Scholarship.** Five $2,500 scholarships are available to American Indian high school seniors every year, who reside in states serviced by the Burlington Northern and Santa Fe Pacific Corporation and its affiliated companies: Arizona, California, Colorado, Kansas, Minnesota, Montana, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, and Washington. The award is for 4 academic years (8 semesters) or until baccalaureate degree is obtained (whichever occurs first). Applicants who are not selected as recipients will be given consideration in the A.T. Anderson Memorial Scholarship Program, if all criteria are met. Eligible majors include business, engineering, math, medicine/health administration, natural or physical sciences, technology, and education.

- **A.T. Anderson Memorial Scholarship.** This scholarship is awarded to members of AISES who are American Indian/Alaskan Native college students pursuing undergraduate ($1,000) and graduate ($2,000) academic programs in the sciences, engineering, medical, natural resources, and math.

AMERICAN INDIAN SERVICE SCHOLARSHIP (AIS)
AIS of Utah has funds available to assist Native American students. Students access applications for the AIS scholarship online at www.americanindianservices.org/students.html. Deadline dates: Feb 15 for classes starting in April or May; May 15 for classes starting in June; August 15 for classes starting in August or September; December 15 for classes starting in January. Applicants are required to complete the online application and to mail in additional documents.

ASSOCIATION OF AMERICAN INDIAN AFFAIRS (AIAA)
The AAIA has several scholarships available for enrolled members of federally recognized tribes and one available for enrolled members of non-federally recognized tribes. Visit www.indian-affairs.org to download the scholarship application between March through June 01. The various scholarships are based on financial need and merit (minimum 2.50 GPA). Grants are paid directly to accredited educational institutions. The monies can be used for tuition, books, and other academic-related expenses. Review the list of applicant criteria on the website.

- **Allogan Slagle Memorial Scholarship.** The Allogan Slagle Memorial Scholarships are available to undergraduate students who are from tribes that are not federally recognized.

- **Adolph Van Pelt Scholarship.** This scholarship is available to students in any curriculum.

- **Displaced Homemaker Scholarship.** This scholarship is based on financial need. It is designed to assist Native American students with childcare, transportation, and some basic living expenses.

- **Elizabeth and Sherman Asche Memorial Scholarship.** This scholarship is available to undergraduate and graduate students pursuing a major in public health or science.

- **Awanah Anderson Scholarship.** This scholarship is for undergraduate female students who are juniors enrolled in all fields of study.
AXA ACHIEVEMENT SCHOLARSHIP
Every year the AXA Achievement Scholarship in association with U.S. News & World Report awards $670,000 in scholarships to exceptional young people across the nation (one $10,000 recipients in each state plus Washington, DC and Puerto Rico). The scholarship winners are known as AXA Achievers. They are ethnically and economically diverse, but they share these qualities: ambition and drive, determination to set and reach goals, respect for self, family and community, and ability to succeed in college. The Achievement scholarship application period opens in the early fall and winners are announced in the spring. Applications are available at www.axa-achievement.com.

AZAZIE SCHOLARSHIP
Azazie Scholarships are available to high school seniors, undergraduate and graduate students in the U.S. and Canada. To apply for this $1,000 USD scholarship, students must answer this question: "What is a problem within the industry you're currently majoring in, and how will you solve this issue?" All applications must be submitted by May 31. Application instructions can be found on the website: https://www.azazie.com/scholarship

BANK OF NORTH DAKOTA DUAL CREDIT ASSISTANCE PROGRAM
BND has a program to assist eligible students to pay for up to two (2) Dual Credit courses per academic school year. To be eligible, a student must be a current sophomore, junior or senior attending a North Dakota high school. The student must receive authorization from the high school to take approved dual credit courses. The student must qualify for Free or Reduce Price Lunch. Costs covered include application fee, tuition and fees, and book for the course. Call 1-800-554-2717 for information. Application is available at https://bnd.nd.gov/pdf/dual_credit_assistance_application.pdf.

BARRY M. GOLDWATER SCHOLARSHIP. The purpose of the Foundation is to provide a continuing source of highly qualified scientists, mathematicians, and engineers by awarding scholarships to college students who intend to pursue research careers in these fields. The $7,500 scholarship is available to full-time sophomores or juniors pursuing a degree in science, mathematics, or engineering. Applicant must have a 3.00 GPA, must be a US citizen or resident alien, and must be nominated by the SBC faculty representative. Deadline date is February 1. Nomination materials are available on the web: www.act.org/goldwater

BASIN ELECTRIC-MOR-GRAN-SOU. Sponsored by Basin Electric Cooperative, four $500 scholarships are given to graduating seniors who are planning to attend college next fall and whose parent(s) is an employee of Basin Electric or whose parent(s) are either employees or members of MOR-GRAN-SOU Electric. Due in March, applications are available online at www.morgransou.com

BESTCOLLEGES.COM SCHOLARSHIPS
In an effort to make higher education more accessible to minority groups, hundreds of public and private organizations offer specialized minority student scholarships and aid programs. If you are a student with minority status, it's worth your while to see what's available. To make it easier on you, BestCollege.Com compiled a directory of these diversity scholarships and educational support programs and arranged them by category: African American Students, Hispanic and Latino Students, Native American Students, Pacific Islander Students, Undocumented Students. Scholarship Directory for minority students can be found online at: https://www.bestcolleges.com/financial-aid/minority-students/
BUICK ACHIEVERS SCHOLARSHIP. The Buick Achievers Scholarship Program wants to reward students who have succeeded both inside and outside of the classroom—and who may not be able to attend college without financial assistance. Scholarships of up to $25,000 each for 4 years are awarded to applicants enrolled in a full-time undergraduate study at an accredited four-year college or university who are planning to major in science, technology, engineering, math, business administration, finance, marketing or design. Due in February, applications are available at www.buickachievers.com

CATCHING THE DREAM. This program provides financial assistance for American Indians in fields that are critical for the political, social, and business development of Indian tribes. Scholarships are not need-based but are awarded on merit and on the student's ability to most likely improve the lives of Indian people.

- **MESBEC (Math, Engineering, Science, Business, Education, and Computers)** is a program for high potential Native Americans planning to study in these fields. Maximum award is $5,000 per year.
- **NALE (Native American Leadership Education)** is for high potential para-professional Native Americans who plan to complete their degrees and obtain credentials as teachers, counselors, or administrators.
- **Tribal Business Management Program** is for students in business, finance, management, economics, banking, hotel management, and related fields who plan to work in economic development for tribes.

Deadline dates are March 15 for summer school; April 15 for fall semester; and September 15 for spring semester. Applications are available at www.catchingthedream.org.

CHAFEE FOSTER CARE INDEPENDENT LIVING PROGRAM (EDUCATIONAL AND TRAINING VOUCHER PROGRAM). North Dakota’s commitment to foster youth does not end when they are discharged from the foster care system. The Chafee Foster Care Independent Living Program is committed to ensuring that young people who spent time in foster care, in particular those who aged out of the foster care system or enter a kinship guardianship or are adopted at age 16+ are given the opportunity to make the transition from foster care to living successful lives as young adults. Independent Living Programs are available in each of the eight regions of the state. Program information is available at www.nd.gov/dhs/services/childfamily/fostercare/chafee.html

COBELL SCHOLARSHIP is managed by Indigenous Education, Inc. Both merit-based and need-based, the competitive Cobell Scholarship is annual, non-renewable, and available to any post-secondary (after high school) student who is: an enrolled member of a US Federally-Recognized Tribe; a full-time, fully admitted and degree-seeking student; and attending any nationally, regionally and industry accredited non-profit, public and private, institution. Applicants must be pursuing a vocational certificate or diploma, associate’s, bachelor’s, master’s, doctoral, professional degree or certificate. Application is available in February at http://cobellscholar.org/

COCA-COLA SCHOLARS PROGRAM SCHOLARSHIP. The Scholars Program is an achievement-based scholarship awarded to graduating high school seniors each year. Students are recognized for their capacity to lead and serve, and their commitment to making a significant impact on their schools and communities. The online application for this scholarship opens in August and closes in October. It is available at www.coca-colascholars.org/.

CONTINENTAL SOCIETY DAUGHTERS OF INDIAN WARS SCHOLARSHIP. An annual $5,000 award is available to certified tribal members enrolled as an undergraduate student in the field of Education or Social Services. Applicant must plan to work with Native Americans. Deadline date is June 15. Scholarship Information is available at www.csdiw.org/scholarships.html
COOKE (JACK KENT) SCHOLARSHIP. This scholarship program provides scholarships to three groups of students: young scholars, transfer students, and graduate students. The award will provide funding for tuition, room and board, required fees, and books for the remainder of the Jack Kent Cooke Scholar's undergraduate degree. Award amounts will vary for each recipient based on institution he or she attends. Applications are accepted September through November. For more information, write to Jack Kent Cooke Foundation; 2255 N. Dubuque Road; PO Box 4030; Iowa City, IA  52243. Students may also obtain information from the website at www.jackkentcookefoundation.org

DAKOTA INDIAN FOUNDATION SCHOLARSHIP. The DIF Scholarship was established to further educational advancement of aspiring American Indian students with priority given to those of Sioux heritage. This is a scholarship for undergraduate or graduate students who have a minimum 2.50 GPA. Deadline dates are August 1 for fall and January 1 for spring term. Applications are available at www.dakotaindianfoundation.org

DREAM WARRIORS SCHOLARSHIP
The Dream Warriors Scholarship encourages undergraduates, high school seniors, and GED recipients to pursue their creative curiosities and passions by providing a scholarship geared towards these types of arts: visual, painting, sculpture, printmaking, photography, creative writing, music, performance art, dance, and drama/acting. The award is $1500 (one-time scholarship dispersed over two (2) semesters in increments of $750 each semester). Students should apply online at: https://dreamwarriors.co/dream-warriors-scholarship/

ELMER RAPP NATIVE AMERICAN SCHOLARSHIP
Eligible applicants must be a member of the Hidatsa, Arikara, or Mandan tribes. Priority will be given to a graduate of any Fort Berthold Indian Reservation High School. A student awarded a scholarship shall receive (for the next school year) that portion necessary to pay the student’s room, board and tuition at a school of higher education or vocational or technical school. Application should be made to the Elmer Rapp Scholarship Program, Diocese of Bismarck, P.O. Box 1137, Bismarck, ND  58502-1137

ETHEL AND EMERY FAST SCHOLARSHIP. This scholarship is intended to provide financial assistance to qualified Native Americans enrolled in an undergraduate or graduate program at a post-secondary educational institution. An applicant must be a Native American enrolled in a federally-recognized tribe; have successfully completed one year of post-secondary education at an accredited college or university; be currently enrolled in same as a full-time student in good standing; and demonstrate financial need. The deadline dates for applying are August 15 for fall semester and December 15 for spring semester. Applications can be obtained from the Financial Aid Office.

FLOSUM SCHOLARSHIPS
Applicants must be enrolled in an accredited 4-year university or college located in United States. Must be a graduating high school senior with a GPA of 3.5 or above. Applicants must be pursuing or intending to pursue their bachelor’s degree which can be in the fields of computer engineering, computer science or in another technical discipline such as electrical engineering, physics or mathematics with an interest in the field of computer science. To apply, submit your scholarship application to apply-scholarship@flosum.com.
FOSTER CARE TO SUCCESS SCHOLARSHIP
Continuing Education and Job Training Program is open to those who received services from Casey Family Programs in Louisiana, Montana, North Dakota, Oklahoma, Oregon, South Dakota or Wyoming and covers vocational, undergraduate and graduate studies. Application dates: Undergraduate March 1-May 1 and August 1-October 1 annually; Graduate February 1-April 1 annually. Undergraduate scholarships are renewable up to 6 years; graduate scholarships up to 4 years. Applicant must be starting or currently attending a technical school, college or university in pursuit of a certificate, associate’s, bachelor’s or postgraduate degree.  
http://www.fc2success.org/our-programs/information-for-students/

GROZA LEARNING CENTER SCHOLARSHIP
The Groza Learning Center Education Scholarship was created to help students interested in higher education reach their goal of attending college or university. Each year a theme will be chosen and students will have the chance to respond in a short essay. A committee will select a winner by the end of January. One winner will be selected and receive $1000 towards higher education. Application form is online:  
http://grozagivesback.com/

HIGHER EDUCATION RESOURCE ORGANIZATION FOR (NATIVE AMERICANS) STUDENTS (HEROS) SCHOLARSHIP. This scholarship is available to students enrolled full-time in a North Dakota institute of higher education who has earned a minimum 3.00 GPA or better and who is an enrolled member of a tribe. Up to nine $100 scholarships are available: one per North Dakota reservation; one for any other federally recognized tribe; one for incoming freshman who have just recently graduated from high school; two who have a 2.00 to 2.99 CGPA, and one for a graduate student. Apply between May 31 and September 1. Applications are available at  
http://und.edu/orgs/higher-education-resource-organization-for-students/index.cfm

HISPANIC SCHOLARSHIP FUND. The HSF offers a variety of scholarship programs for students at different points in their academic careers. Each one is different and many have varying requirements and application dates. To qualify for an HSF scholarship, applicants must be of Hispanic heritage; must be a U.S. citizen or legal permanent resident; must be enrolled full-time in a degree-seeking program at a U.S. accredited and Title IV-eligible institution in the United States; must apply for federal financial aid using the FAFSA; and must be completing their first undergraduate or graduate degree. For scholarship descriptions, go on-line to  
www.hsf.net

HORATIO-ALGER SCHOLARSHIP
The Career & Technical Scholarship Program is funded through the Horatio Alger Endowment Fund and the generosity of Association Chairman Emeritus and Endowment Fund President Walter Scott, Jr. Scholarships are awarded to students who have faced and overcome great obstacles in their lives who wish to pursue a career or technical education at an accredited non-profit post-secondary institution. Funds may be used for tuition, fees, books and supplies. All scholarship funds are paid directly to the institution on behalf of the recipient. Students may apply online:  
https://scholars.horatioalger.org/scholarships/about-our-scholarship-programs/technical/

INDIAN FELLOWSHIP PROGRAM
Fellowship grants are awarded to students to pursue courses of study leading to undergraduate degrees in business or administration, natural resources, engineering, and related fields. Scholarship information is available at  
www.myfinancialprograms.com/grants-for-minority/native-americans-scholarships/indian-fellowship/
INDIAN HEALTH SERVICE SCHOLARSHIP PROGRAM (IHSSP)
The IHSSP is available to conduct three inter-related scholarship programs to train the health professional personnel necessary to staff IHS health programs and other health programs serving the Indian people. Scholarship information is available at www.ihs.gov/scholarship/index.cfm

INTER-TRIBAL COUNCIL OF AT&T EMPLOYEES SCHOLARSHIP PROGRAM
The ICAE scholarship program provides several scholarship grants to qualified Native American applicants who are selected primarily for their individual merit: scholastic discipline, personal achievement, and community involvement. Students must request an application in September from AT&T, AT&T Way, Room 2B207A, Bedminster, NJ 07921. The deadline date to apply is in October.

INTERNATIONAL ORDER OF THE KING’S DAUGHTERS AND SONS, INC.
Provides a $500 - $700 grant to Native American students enrolled in a technical, vocational, or undergraduate level course of study. A student must personally request information concerning requirements and application forms. The request must be submitted through postal mail and include a stamped, self-addressed, legal-sized envelope for the director’s reply. The deadline for application requests is March 1st. Requests must be sent to: IOKDS, North American Indian Department Director, P.O. Box 1040, Chautauqua, NY, 14722-1040.

MARINE CORPS SCHOLARSHIP FOUNDATION
The Marine Corps Scholarship Foundation provides scholarship to the children of Marines and Navy Corpsmen attending accredited community colleges, universities, and vocational/technical institutions, with particular attention given to those with a parent who was killed or wounded in action, or who have demonstrated financial need. Application dates vary. Information about the Undergraduate/Associate Scholarship and the Career and Technical Education Scholarship are available at www.mcsf.org.

MASSACHUSETTS INDIAN ASSOCIATION
This is a scholarship for undergraduate or graduate students. Deadline date is September 15 for fall term and January 15 for spring term. To obtain an application, write to Massachusetts Indian Association, 245 Rockland Road, Carlisle, MA 01741. Applications may also be picked up at the SBC Financial Aid Office.

MENSA FOUNDATION SCHOLARSHIP
The Foundation’s college scholarship program bases its awards totally on essays written by the applicants. Consideration is not given to grades, academic program or financial need. Applicants have until Jan. 15 to write an essay of not more than 550 words explaining their career, academic and/or vocational goals and how they plan to achieve those goals. The U.S. scholarship application process opens Sept. 15 and closes Jan. 15. No application forms are available at any other time. Applications can be found online at: https://www.mensafoundation.org/

MOBRIDGE REGIONAL HEALTHCARE FOUNDATION MEDICAL CAREER SCHOLARSHIP
The Foundation's goal is to award applicants who will choose to pursue a healthcare career in a profession involving direct patient care within the hospital setting. An applicant must be either a traditional or non-traditional student from the four county areas (Campbell, Corson, Dewey and Walworth). Scholarship applications are available annually the first week in February and must be completed and returned to the Foundation no later than the last business day in March. Due in March, applications are available at www.mobridgehospital.org/foundation/
MOR-GRAN-SOU SCHOLARSHIP
Mor-Gran-Sou will award nine $500 scholarships to qualified applicants whose parent(s) or guardian(s) are members of the co-op. School representatives from Elgin-New Leipzig Public School, Flasher Public School, Glen Ullin Public School, Hebron Public School, Mandan Public School, New Salem-Almont Public School, Standing Rock Community School, Selfridge Public School and Solen Public School will select one graduating senior to receive the funds. The co-op will also award one $500 scholarship to a graduating senior from a school outside of the service area. Applications can be found online: http://www.morgransou.com/content/scholarship-applications-available

NATIONAL FFA SCHOLARSHIP
Founded in 1928, the National FFA is a youth organization actively involved in agricultural education. Many of the scholarship we administer are available to students already enrolled in college. Due in February, applications are available at www.ffa.org/scholarships

NATIONAL SOCIETY DAUGHTERS OF THE AMERICAN REVOLUTION
- DAR American Indian scholarship
  This scholarship is awarded to help Native Americans students of any age, any tribe and in any state striving to get an education at the undergraduate or graduate levels. However, undergraduate students are given preference. All awards are judged based on financial need and academic achievement. Applicants must be Native Americans (proof of American Indian blood is required by letter or proof papers) in financial need and have a grade point average of 3.25 or higher. There will be no exceptions. This is a one-time $4,000 award.
- Frances Crawford Marvin American Indian Scholarship
  This scholarship is awarded once a year to one student. A candidate for this scholarship must be enrolled full time at a 2- or 4-year college or university. Applicants must be Native Americans and proof of American Indian blood is required by letter or proof papers. Students must demonstrate financial need, academic achievement, and have a 3.25 GPA or higher. A recipient may reapply for this scholarship and be considered along with other members of the applicant pool. The amount of scholarship is based on total return of the endowment, and may vary year to year.

Applications are available at www.dar.org/natsociety/edout_scholar.cfm

NATIONAL CENTER FOR AMERICAN INDIAN ENTERPRISE DEVELOPMENT
This program supports Native students pursuing degrees in business-related disciplines. Available to American Indian tribe members and Alaska Natives who are juniors, seniors, or graduate students majoring in a business related field. Deadline is mid-October. Applications are available at http://nafoa.org/education/scholarships

NATIONAL DEBT RELIEF SCHOLARSHIP
National Debt Relief will award 5 scholarships of $1,000 each to outstanding college students pursuing studies in STEM (science, technology, engineering, and math) fields. Provide a unique solution to the following issue: Come up with a unique way to solve the $1+ trillion dollar student loan crisis. You can be creative and create a YouTube video, write an essay or create an infographic for your solution. Applicants must submit materials to: Scholarships@nationaldebtrelief.com.

NATIVE AMERICAN SCHOLARSHIP PROGRAM
Up to $2,500 per year is awarded to Native American high school seniors who have at least 1/4 Indian blood. To be eligible for consideration, the student must be the dependent of a full-time BNSF Railway active or furloughed employee or retiree, a senior in high school and be able to provide an official SAT or ACT score prior to the application deadline. Applications are available at http://bnsffoundation.org/programs/
NAWIC FOUNDERS' SCHOLARSHIP FOUNDATION (NFSF)
The National Association of Women in Construction (NAWIC) is pleased to offer two scholarships as Undergraduate Scholarship and Construction Trades Scholarship. Knowing that women represented only a small fraction of the construction industry, the founders organized NAWIC to create a support network. The scholarships are open to the residents of U.S. Each year they award over $25,000 to worthy recipients in construction-related programs.

NDACO SCHOLARSHIP FUND
Children and grandchildren of county officials and employees are eligible to apply. The scholarship fund is supported by corporate sponsors like Nationwide Retirement Solutions and county donors from across the state. Thanks to their generosity, the scholarships have grown from two $500 awards to six $2,000 awards! Applications are available online at: https://www.ndaco.org/programs_and_services/institute-of-local-government-ilg/scholarships/

NO ACCIDENT SCHOLARSHIP
Parry & Pfau, personal injury attorneys in Las Vegas, are pleased to promote higher education and give back to the community with a scholarship for creative and safety-minded students. Open to high school seniors and college or graduate students who live in the United States. Student must enroll in college or graduate school beginning no later than Fall term. Winner is not based on financial need, but will be selected by Parry & Pfau’s selection committee based on creativity, humor, and overall quality. Award amount is $1,500. Complete application at: http://p2lawyers.com/scholarship

NORTH DAKOTA COMMUNITY FOUNDATION
Individual students may apply for an educational grant from one of the many scholarship funds managed by the North Dakota Community Foundation. Each scholarship has its own set of specific eligibility requirements, preferences, and priorities. In some cases, additional information, such as an essay, is required. In all cases, the scholarship deadline is firm - applications received after the deadline will not be considered. To learn more about the many scholarships available, visit NDCF at https://ndcf.net/receive/scholarships/

NORTH DAKOTA CONFERENCE OF SOCIAL WELFARE, INC. SCHOLARSHIP
Each year the NDCSW selects students as recipients for up to a $500 scholarship. The scholarship selection is based on the student’s written essay of 1000 words or less about a social welfare issue that is important to them, how they plan to address the issue as a student or a professional, their professional goals, and what information about NDCSW interests them. Scholarship recipients are invited to attend the NDCSW fall conference in September to receive their scholarship. The scholarship application deadline is June 15, 2018. Applications are available online at: http://www.ndcsw.org/awards.html

NORTH DAKOTA EDUCATION ASSOCIATION (NDEA) SCHOLARSHIP
Several scholarships are available through the NDEA such as:

- NEA Jack Kinnaman Scholarship
- Bill Oban Special Education Scholarship
- Excellence in Education
- Ethnic Minority Scholarships

This scholarship assists students who want to enter the profession of teaching. The applicant must be an undergraduate student in good standing with a 3.00 GPA; must be enrolled in a North Dakota institution of higher education; must be enrolled in a teacher education program; must be prepared in a professional manner. Mail in application only. Application deadline: March 1 to March 15.
NORTH DAKOTA INDIAN EDUCATION ASSOCIATION (NDIEA) SCHOLARSHIP
Must be an enrolled member of a North Dakota tribe with at least one-fourth (1/4) degree Indian blood quantum, and must be enrolled as a full time student for the current school year in an accredited institution of higher learning or vocational school in North Dakota. Deadline date is first week of March sent to: Charles Morin, Box 211, St. Michael, ND 58370.

NORTH DAKOTA WOMEN'S OPPORTUNITY SCHOLARSHIP FUND
The North Dakota Council on Abused Women's Services sponsors this scholarship. The applicant must be a North Dakota resident and enrolled in a North Dakota college; must be low income according to federal poverty guidelines; must have a completed application on file by June 15; must enroll full-time in an undergraduate academic degree or professional certification; must submit three letters of reference for the scholarship. Applications are available at http://www.cawsnorthdakota.org/index.php/aboutus/womensopp/

OBAN (BILL) SPECIAL EDUCATION SCHOLARSHIP
This $500 scholarship will be awarded by the NDEA Foundation to an outstanding student who is preparing for a career in special education. To qualify, student must be a full-time undergraduate student in a teacher education program, maintain a minimum 3.00 GPA; and maintain membership in the NEA Student Program. Deadline date to apply is March 15. Applications are available at the SBC Financial Aid Office and also through the following: The Bill Oban Special Education Scholarship; NDEA Foundation, PO Box 5005, Bismarck, ND 58502.

ODENZA MARKETING GROUP SCHOLARSHIP
The Odenza Marketing Group Scholarship is designed for students who are between the ages of 16 and 25 who have maintained a 2.5 GPA or greater in the most recent year completed. Due in September, applications are available at www.odenzascholarships.com.

PAYSCALE SCHOLARSHIPS
Whether you’re a woman planning on studying STEM, or a student heading into the world of HR, PayScale offers two distinct scholarships to help you achieve your professional goals while you’re in college. Applications will be available every fall semester at https://www.payscale.com/scholarships.

PICARD (TRUMAN D) SCHOLARSHIP PROGRAM...INTERTRIBAL TIMBER COUNCIL
Sponsored by the Intertribal Timber Council, scholarships shall be awarded to current year high school graduates and current undergraduate students seeking an education in natural resources. The scholarships are $2,000 for high school graduates and $2,500 for undergraduates. Application deadline in January. Applications are available at www.itcnet.org

RANKIN (JEANETTE) WOMEN'S SCHOLARSHIP FUND
Jeannette Rankin Women’s Scholarship Fund honors the name and legacy of an American woman of incredible spirit and determination by providing much needed aid to women with the same attributes. Jeannette Rankin was a proponent of women’s rights and was the first woman to be elected to the United States Congress in 1916. An applicant for a JRF scholarship must be: a woman, age 35 or older, low-income, U.S. citizen or Permanent Resident of the United States, pursuing a technical or vocational education, an associate's degree, or a first bachelor's degree, and enrolled in, or accepted to, a regionally or ACICS accredited school. Applications are available at www.rankinfoundation.org
REAL DEAL SCHOLARSHIP PROGRAM (BANK OF NORTH DAKOTA)
To qualify, applicant must be a senior in high school with a 2.5 GPA or greater, involved in school/community, and attending a ND college next year. Eight seniors are selected each month, October – March, from seven regions across the state. They will each receive a $500 scholarship. In April, the 48 seniors have the chance to compete for a $3,000 scholarship. Applications are available at http://banknd.nd.gov/collegeplanning/index.html

REUBEN T GUENTHER SCHOLARSHIP
Two scholarships in the amount of $350 each will be awarded in May. The applicant must be a graduating senior from a North Dakota high school, have completed one or more career and technical education courses between grades 9 and 12. Students must complete online application form at: https://www.nd.gov/cte/students/RTGScholarship.html

POKEO CONNECTIONS SCHOLARSHIP
To be eligible, applicants must be either a recently graduated high school senior who will enroll as a freshman at a four-year or two-year college or university in the fall or a full-time student currently enrolled at an accredited four-year or two-year college or university. Must maintain a GPA of 3.0 or above and must be a U.S. citizen or permanent resident. Due in July, applications are available at www.spokeo.com/spokeo-connections-scholarship

STUDENT CAREGIVER SCHOLARSHIP
Caring.com is offering two $1,500 scholarships to two students attending an accredited U.S. college or university and caring for a loved one. Student answer to a prompt in a 1500-word essay or 2-minute video. Judging will be based on submission quality and adherence to application guidelines. Applications are due June 30th. Applications can be found online at: https://www.caring.com/senior-living/assisted-living#scholarship

10 WORDS OR LESS SCHOLARSHIP
Anyone who is between the ages of 14-25 who will be attending school in the Fall term may apply. This scholarship is provided by StudentScholarships.org. To apply, students must go to www.facebook.com/myscholarships and place a comment on any post answering the question: In 10 words or less, tell us why you deserve the $500 scholarship. Before or after writing, student will also need to "Like" the Facebook page.

THERESA A. MIKE SCHOLARSHIP FOUNDATION
Inspired by the life-journey of Theresa A. Mike, the TAM Scholarship Foundation provides financial support for undergraduate and graduate-level students to help them achieve their dreams of higher education, live successful and prosperous lives, and assume positions of responsibility and leadership in their communities. Every penny counts! Help our students achieve their dreams! Keep the dream alive! Applications are available at www.theresamike.org

TYLENOL SCHOLARSHIP FUND
The makers of Tylenol are giving away $250,000 in scholarships to students pursuing careers in healthcare. Highlights of the program are: $1,000 to 150 undergraduate and $5,000 to 20 graduate students; applicants will be judged on leadership qualities and academic performance. Deadline date is May 15. Applications are available at https://www.tylenol.com/news/scholarship
UDALL (MORRIS K) SCHOLARSHIP
SBC may nominate students each year for the Morris K. Udall Scholarship. The awards will be made on the basis of merit to TWO groups of students:

1) Those who are college sophomores or juniors in the current academic year, have outstanding potential and who study the environment and related fields; and

2) Native American and Alaska Native students who are college sophomores or juniors in the current academic year, have outstanding potential, and are in fields related to health care or tribal public policy.

In addition, student must have a minimum 3.00 GPA and be a U.S. citizen, a permanent resident alien, or a U.S. national. Each school receives up to $7,000, or the cost of tuition, fees, books, and room and board, whichever is less.

US BANK SCHOLARSHIP PROGRAM
Up to $20,000 in scholarships is awarded to graduating high school seniors or current undergraduate college students enrolled by September 1 who will attend college in the fall. Applicants must be academic achievers, and have demonstrated significant community service. Applications are available at https://www.usbank.com/community/financial-education/scholarship.html

This scholarship is for applicants attending 1994 Land Grant Tribal Colleges and Universities seeking careers in agriculture and natural resource sciences, and/or other related disciplines. The aim of the Tribal Scholars Program is to strengthen a partnership between NRCS and 1994 Institutions, increase the number of students studying in agriculture and Agency-related disciplines, and to offer employment opportunities. The application period opens each fall, and closes in February. Applications are available at www.nrcs.usda.gov/wps/portal/nrcs/detailfull/national/careers/student/?cid=stelprdb1086210

US DEPARTMENT OF EDUCATION
Fellowships of $600 to $24,000 are available for American Indian or Native Alaskan undergraduate or graduate students studying education, psychology, guidance counseling, or a related field. Applications are available at www.ed.gov

VETERANS BENEFITS
Veterans of active military service should contact their local Veterans Administration Office. Courses offered by SBC may be approved for veteran students. Veteran students receiving education benefits must comply with the policies, procedures, and regulations of the Veterans Administration and the college. Veteran students attending SBC may contact the SBC Registrar for an application. Information is also available at www.gibill.va

VIVINT SMART HOME SCHOLARSHIP
Five one-thousand dollar scholarships available. Open to high school seniors or college students who are legal residents of the United States Scholarship payable only to students living in the United States. Winner is not based on financial need. Home-schooled students may apply so long as their completed coursework equals a high school senior. Applicants required to submit a video (see “Make A Video” tab for details). Student must be declared, or have intent to declare a major in one of the eligible disciplines listed in the Scholarship Official Rules. Apply at https://www.vivint.com/scholarship#application

VOCATIONAL REHABILITATION
The Vocational Rehabilitation program is intended to assist students who have disabilities to become active members of the labor market. Students who think they may qualify are encouraged to contact one of the nearest Voc. Rehab offices: Sitting Bull College Voc. Rehab, North Dakota State Voc. Rehab, or South Dakota State Voc. Rehab.
WELLS FARGO COLLEGE STEPS SWEEPSTAKES
Whether you’re planning for college or already there, sign up for the CollegeSTEPS Program today and get tools, tips, and a chance to win $1,000. Information is available at www.wellsfargo.com/collegesteps

WELLS FARGO SCHOLARSHIP FOR UNDERGRADUATES
The Wells Fargo Scholarships for Undergraduate American Indian and Alaska Native Students will fund full-time and degree-seeking college freshmen, sophomores, juniors, and seniors who hold a current GPA of 2.7 or higher with up to $5,000 for one year of study in any chosen major at any accredited institution in the United States. Application is available at the American Indian Graduate Center www.aigcs.org/scholarships/undergraduate-scholarships/

WEST RIVER TELEPHONE COLLEGE SCHOLARSHIP
The West River Telephone Corporation sponsors three $500 scholarships to help students from their current subscribers. The scholarships are payable upon the successful completion of one term and proof of enrollment in the next semester in college. Deadline date of application is in March. Applications may be obtained by contacting West River Telephone Corporation in Hazen, ND or on-line at www.westriv.com

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) is a federally funded program that provides training assistance to eligible individuals. Classroom training is provided for both occupational skill development and basic or remedial skills. Typically, this training takes place within an established course curriculum offered through a secondary or post-secondary training institution. Tuition, books, fees, and supplies can be paid for through programs administered by Job Service North Dakota or Job Service South Dakota.

Graduate Degree - Funding Source Database

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Eligibility Requirement</th>
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<tbody>
<tr>
<td>Standing Rock Sioux Tribe Higher Education Graduate Scholarship</td>
<td>Must be an enrolled member of the Standing Rock Sioux Tribe</td>
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<tr>
<td>Ethnicity: Standing Rock Sioux Tribe Enrolled Member</td>
<td>Must maintain a minimum 2.5 GPA</td>
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<tr>
<td>Degree Plan: Any Graduate Study Award Amount: $500/Credit Hour Application Deadline: June 1st Scholarship Resource</td>
<td>Must be a full-time student in accordance with policy</td>
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<td>Must declare and state his or her program study as part of the initial application for the Graduate/Doctorial Program</td>
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<td>Must have a complete application prior to consideration for funding with the program</td>
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<td>For an application, please contact the SRST Tribal Department of Education @ (701) 854-8545</td>
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</table>

<p>| Cheyenne River Sioux Tribe Graduate Scholarship | Complete both Higher Education Scholarship Application/Cheyenne River Sioux Tribe Scholarship |
| Ethnicity: Cheyenne River Sioux Tribe Enrolled Member | Must be enrolled full-time in accordance with policy |
| Award Amount: Amounts Vary Application Deadline: June 15th Scholarship Resource | Certificate of Degree of Indian Blood |
| | Letter of Acceptance from eligible institution |
| | Must have High School Diploma or GED |
| | Must maintain 2.0 GPA |
| | Updated College Transcript |
| | Financial Aid Package/Needs Analysis Form |
| | For an application please visit: <a href="http://www.crsteducationservices.com">www.crsteducationservices.com</a> |</p>
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Ethnicity</th>
<th>Enrolled Member</th>
<th>Degree Plan</th>
<th>Award Amount</th>
<th>Application Deadline</th>
<th>Scholarship Resource</th>
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</thead>
<tbody>
<tr>
<td>Higher Education Grant Program</td>
<td>Mandan, Hidatsa &amp; Arikara Nation</td>
<td>Enrolled Member</td>
<td>Any Graduate Study</td>
<td>N/A</td>
<td>March 15th</td>
<td>Higher Education Grant Program</td>
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<td>- Higher Education Grant Program Application</td>
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<td>- Letter of Acceptance and Updated college/university transcript</td>
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<td>- High school transcripts or GED scores</td>
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<td>- Signed Release of Grade form</td>
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<td>- Signed Privacy Act form</td>
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<td>- Certificate of Degree of Indian Blood(CDIB), which can be obtained by calling (701)627-4238</td>
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<td>- Financial Needs Analysis form (from Financial Aid Officer)</td>
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<td>- For an application, please contact the Higher Education Grant Program @ (701) 627-4112</td>
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<td>Lower Brule Higher Education Grant Program</td>
<td>Lower Brule Sioux Tribe</td>
<td>Enrolled Member</td>
<td>Any Graduate Study</td>
<td>$2,000</td>
<td>July 15th</td>
<td>Application for Lower Brule Higher Education grant</td>
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<td>- Verification of enrollment from the Lower Brule Sioux Tribe with degree of Indian blood</td>
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<td>- Copy of high school transcript or GED certificate</td>
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<td>- Acceptance letter from an institution of higher education</td>
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<td>- Copy of a completed Student Aid Report (SAR - Pell Grant)</td>
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<td>- Signed Financial Needs Analysis form</td>
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<td>- Signed Privacy Act statement</td>
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<td>- Class schedule for upcoming semester/quarter</td>
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<td>- For an application, please contact the Lower Brule Higher Education Program @ (605) 473-9232</td>
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<tr>
<td>Turtle Mountain Band of Chippewa Indians</td>
<td>Turtle Mountain Band of</td>
<td>Enrolled Member</td>
<td>Any Graduate Study</td>
<td>Amounts Vary</td>
<td>September 1st</td>
<td>Certificate of Degree of Indian Blood</td>
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<tr>
<td>Tribal Higher Education Scholarship Program</td>
<td>Chippewa</td>
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<td>- Letter of Acceptance/Admission</td>
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<td>- Student Award Letter</td>
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<td>- High School Transcript or GED</td>
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<td>- College Transcripts</td>
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<td>- For an application please visit: <a href="http://www.tm.edu">www.tm.edu</a></td>
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<tr>
<td>Sisseton Wahpeton Oyate Higher Education Grant Program</td>
<td>Sisseton Wahpeton Oyate</td>
<td>Enrolled Member</td>
<td>Any Graduate Study</td>
<td>N/A</td>
<td>June 15th</td>
<td>Higher Education Grant Application with signature.</td>
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<td>- Financial Aid Budget (completed and signed by the Financial Aid Office)</td>
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<td>- Degree of Indian Blood which can be obtained by the Tribal Enrollment Office at (605) 698-3911, ext.#215</td>
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<td>- Letter of acceptance from the College or University.</td>
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<td>- Continuing students must submit a copy of their current transcripts</td>
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<td>- For an application, please contact the Sisseton-Wahpeton Oyate Higher Education Endowment Program @ (605) 742-0150</td>
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<tr>
<td>Massachusetts Indian Association</td>
<td>Native American/Alaska Native</td>
<td>Enrolled Member</td>
<td>Any Graduate Study</td>
<td>$1,500</td>
<td>September 15th</td>
<td>Must complete application</td>
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<td>Hawaiian</td>
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<td>- Must submit completed Financial Aid Verification Form</td>
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<td>- Application can be mailed or faxed to the contact information</td>
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<td>- For an application, please contact the SBC Financial Aid Office @ (701) 854-8016</td>
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<td>Scholarship</td>
<td>Ethnicity</td>
<td>Degree Plan</td>
<td>Award Amount</td>
<td>Application Deadline</td>
<td>Scholarship Resource</td>
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<tr>
<td>The American Indian College Fund</td>
<td>Native American/Alaska</td>
<td>Any Graduate Study</td>
<td>Amounts Vary</td>
<td>May 31st</td>
<td><a href="http://www.collegefund.org">www.collegefund.org</a></td>
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<tr>
<td>Full Circle Scholarship</td>
<td>Native Native Hawaiian</td>
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<td>- U.S. citizenship</td>
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<td>- Enrolled in full-time in a graduate program</td>
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<td>- Registered as a member of a federal or state</td>
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<td>recognized tribe, or a descendant of at least</td>
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<td>one grandparent or parent who is an enrolled</td>
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<td>tribal member. (Alaska Natives may use Native</td>
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<td>Corporation membership.)</td>
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<td>- Must have a minimum 2.0 GPA</td>
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<td>- Application are submitted online</td>
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<td>- Scholarship Resource</td>
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<tr>
<td>The Ethel and Emery Fast Scholarship Foundation,</td>
<td>Native American</td>
<td>Any Graduate Study</td>
<td>N/A</td>
<td>August 15th</td>
<td><a href="http://www.indian-affairs.org/scholarships/elizabeth_asche.htm">www.indian-affairs.org/scholarships/elizabeth_asche.htm</a></td>
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<td>- Be an American Indian of a Federally</td>
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<td>recognized tribe</td>
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<td>- Have successfully completed on year of a</td>
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<td>post-secondary education at an accredited</td>
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<td>college or university</td>
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<td>- Be currently enrolled in same as a</td>
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<td>full-time student in good standing</td>
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<td>- Demonstrate financial need</td>
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<td>- For an application, please contact the Ethel</td>
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<td>Native American &amp; Alaska Native Fellowships:</td>
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<td>Degree Plan: Environment</td>
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<td>Studies/Public Health</td>
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<td>Award Amount: $500 - $5,000</td>
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<td>Scholarship Resource</td>
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<td>Allgoan Slagle Memorial Scholarships</td>
<td>Non-Recognized American</td>
<td>Any Graduate Study</td>
<td>$1,500</td>
<td>February 28th</td>
<td><a href="http://www.indian-affairs.org/scholarships/allogan_slagle.htm">www.indian-affairs.org/scholarships/allogan_slagle.htm</a></td>
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<td>Association on American Indian Affairs</td>
<td>Indian Tribes</td>
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<td>Ethnicity: Non-Recognized American Indian</td>
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<td>Degree Plan: Any Graduate Study</td>
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<td>Scholarship Resource</td>
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<tr>
<td>Elizabeth &amp; Sherman Asche Memorial Scholarship</td>
<td>American Indian/Alaska</td>
<td>Public Health/Science</td>
<td>$1,500</td>
<td>February 28th</td>
<td><a href="http://www.indian-affairs.org/scholarships/elizabeth_asche.htm">www.indian-affairs.org/scholarships/elizabeth_asche.htm</a></td>
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<td>Fund</td>
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<td>Association on American Indian Affairs</td>
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<td>Ethnicity: American Indian/Alaska Native</td>
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<td>Degree Plan: Public Health/Science</td>
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<td>Award Amount: $1,500</td>
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<td>Application Deadline: February 28th</td>
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<td>Scholarship Name</td>
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<tr>
<td>Sequoyah Graduate Scholarships</td>
<td>American Indian/Alaska Native</td>
<td>Any Graduate Study</td>
<td>$1,500</td>
<td>February 28th</td>
<td>- Must be Native American from continental US tribes or Alaska Native.</td>
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<td>Association on American Indian Affairs</td>
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<td>- Must be enrolled in their tribe. A copy of tribal enrollment is required.</td>
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<td>- No minimum blood quantum requirement for eligibility.</td>
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<td>- Must be enrolled as full time students for both fall and spring semester.</td>
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<td>- Must have a minimum need of $750 both fall and spring semester to be eligible.</td>
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<td>- Must be attending an accredited school. *See FAQ's for more info.</td>
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<td>- For additional scholarship information please see the scholarship page of the website.</td>
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<td>- Apply online: <a href="http://www.indian-affairs.org/scholarships/sequoyah.htm">www.indian-affairs.org/scholarships/sequoyah.htm</a></td>
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<tr>
<td>AISES Intel Scholarship</td>
<td>Native American/Alaska Native/Native Hawaiian</td>
<td>Science/Technology/Engineering/Math</td>
<td>$10,000</td>
<td>June 28th</td>
<td>- Must provide a personal essay with no more than 1000 words. This essay is evaluated</td>
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<td>by stating educational and/or career goals, stating interest in and motivation to</td>
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<td>continue higher education, understanding the importance of college and a commitment</td>
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<td>to completion, expressing commitment to learning, and giving back to the community.</td>
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<td>- Apply online: <a href="https://aises.academicworks.com/opportunities/4">https://aises.academicworks.com/opportunities/4</a></td>
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<tr>
<td>A.T Anderson Memorial Scholarship</td>
<td>Native American/Alaska Native/Native Hawaiian</td>
<td>Science/Engineering/Medicine/Natural Resources/Math/Technology</td>
<td>$2,000</td>
<td>June 28th</td>
<td>- The AISES Intel Scholarship is a one-time, non-renewable scholarship for AISES</td>
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<td>- The applicant must provide a personal essay with no more than 1000 words. This</td>
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<td>essay is evaluated by stating educational and/or career goals, stating interest in and</td>
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<td>motivation to continue higher education, understanding the importance of college and a</td>
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<td>commitment to completion, expressing commitment to learning, and giving back to the</td>
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<td>- For additional scholarship information please see the scholarship page of the website.</td>
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<tr>
<td>American Indian Education Foundation</td>
<td>Native American/Alaska Native/Native Hawaiian</td>
<td>Any Graduate Study</td>
<td>N/A</td>
<td>April 4th</td>
<td>- Native American, Alaska Native, Native Hawaiian (student or one parent must be</td>
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<td>enrolled and have documentation)</td>
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<td>- Attending or have been accepted to an accredited graduate school (online colleges</td>
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<td>are not applicable, ABD not applicable)</td>
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<td>- Must be enrolled between 6-18 credits (level of scholarship funding dependent on #</td>
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<td>- GPA between 2.5-3.5 is desirable</td>
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<td>- For additional scholarship information please see the scholarship page of the website</td>
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<tr>
<td>Helen Gough Scholarship Foundation</td>
<td>Three Affiliated Tribe Enrolled Member</td>
<td>Any Graduate Study</td>
<td>N/A</td>
<td>June 1st</td>
<td>- Complete application form</td>
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<td>- High school transcripts</td>
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<td>- College letter of acceptance</td>
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<td>- Proof of membership with the Three Affiliated Tribes (1/4 blood quantum)</td>
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<td>- Three recommendations from adults not related to you continuing applicant</td>
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<td>- Application form</td>
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<td>- Current college transcript</td>
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<td>- For an application, please contact the Helen Gough Scholarship Foundation @ (701)</td>
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<td>627-4112</td>
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<td>Higher Education Grant Program</td>
<td>404 Frontage Road</td>
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<td>New Town, ND 58763</td>
<td>P.(701) 627-4112</td>
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<td>F.(701) 624-2295</td>
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<tr>
<th>Scholarship Program</th>
<th>Ethnicity</th>
<th>Degree Plan</th>
<th>Award Amount</th>
<th>Application Deadline</th>
<th>Scholarship Resource</th>
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</table>
| HSF/General College Scholarship                          | Hispanic                      | Any Graduate Study               | $1,000 - $5,000    | December 15th       | - Be of Hispanic heritage  
- Be a U.S. citizen or legal permanent resident  
- Minimum 3.0 GPA  
- Enrolled full-time with an accredited college or university  
- Must apply for federal financial aid  
- Be pursuing first undergraduate or graduate degree  
- Apply online: [www.hsf.net](http://www.hsf.net) |
| HSF/ALPFA Scholarship Program                            | Hispanic                      | Business Administration/Economics, Finance/Management | $2,000 - $10,000   | January 31st        | - Be of Hispanic heritage  
- Be a U.S. citizen, legal permanent resident or eligible Non-U.S. citizen  
- Minimum 3.0 GPA  
- Enrolled full-time in a graduate program  
- Majoring in Accounting, Business Administration, Economics, Finance, Management  
- Must plan to apply for federal financial aid  
- Must submit a resume as part of the application  
- Apply online: [www.hsf.net](http://www.hsf.net) |
| First Catholic Slovak Ladies Association Scholarship     | All-Ethnicities                | Any Graduate Study               | $1,250 - $1,750    | March 1st           | - School must be accredited  
- Application Requirements: Recommendation(s), Essay, & Transcript, SAT/ACT scores, & photograph  
- Must demonstrate: academic achievement, leadership, proof of eligibility, & service to others  
- Must be a member of First Catholic Slovak Ladies Association for at least three years prior to date of application, and on a $1,000 legal reserve certificate, a $5,000 term certificate, or have an annuity certificate  
- Minimum 2.5GPA  
- Apply online: [www.fcsla.org/scholarship.shtml](http://www.fcsla.org/scholarship.shtml) |
| Hawaiian Homes Commission Scholarship                    | Native Hawaiian or Lessee of Department of Hawaiian Homelands | Any Graduate Study               | N/A                | March 1st           | - School must be accredited  
- Application Requirements: Recommendation(s), Essay, & Transcript, SAR, FAFSA, & Personal Statement  
- Minimum 3.0 graduate  
- Must either be native Hawaiian or lessee of Department of Hawaiian Home Lands (DHHL)  
- Applicants not required to be Hawaiian resident  
- Apply online: [www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships](http://www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships) |
| ESA Foundation Scholarship Program                       | All-Ethnicities                | Any Graduate Study               | $330 - $5,000      | February 1st        | - Application Requirements: Recommendation(s), Essay, & Transcript  
- Applicant must demonstrate: academic achievement, character, financial need, leadership, & service to others  
- Application Fee: $5.00  
- Apply online: [www.scholarshipscollege.com/esa-foundation-scholarship-program/](http://www.scholarshipscollege.com/esa-foundation-scholarship-program/) |
| Congressional Hispanic Caucus Institute Scholarship Awards| Hispanic                      | Any Graduate Study               | $5,000             | April 16th          | - Full-time enrollment a graduate/professional program  
- Must demonstrate financial need  
- Consistent, active participation in public and/or community service activities  
- Strong writing skills-Applicants must be U.S. citizens  
- Application Requirements: resume, recommendation(s), essay, SAR, financial need, leadership & service to others  
- Apply online: [www.chci.org/scholarships/](http://www.chci.org/scholarships/) |
| Thomas R. Pickering Graduate Foreign Affairs Fellowship Program | - Must be a United States citizen  
- Minimum 3.2 or higher GPA  
- Must be enrolled full-time master's degree program in either public policy, international affairs, public administration, or in an academic field such as business, economics, political science, sociology, or foreign languages (U.S. graduate institutions only).  
- Must demonstrate outstanding leadership skills and academic achievement in programs relevant to the work of the U.S. Department of State, such as international affairs, management, communications, history, political science, economics, and foreign languages.  
- Must demonstrate financial need.  
- Apply online: [www.woodrow.org/pickering](http://www.woodrow.org/pickering) |
| Ethnicity: Women/Minority Groups Degree Plan: Public Policy/International Affairs/Public Administration/Business/Economics/Political Science/Sociology/Foreign Language Award Amount: Up to $40,000 Application Deadline: January 30th Scholarship Resource |
STUDENT POLICY – STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID ELIGIBILITY
EFFECTIVE SPRING 2017

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

Measures of Satisfactory Academic Progress (SAP):
SAP standards are measured as qualitative academic standards (grade point average) and quantitative rate of progression or PACE of completion (number of credits completed divided by number of credits attempted) in the degree.

Grade Point Average or GPA (Qualitative):
Students are required to maintain a cumulative GPA of 2.00 if they receive federal financial aid from any of the following programs at SBC: Pell Grant, Federal Work Study (FWS); Supplemental Education Opportunity Grant (SEOG); or State Student Incentive Grant (SSIG).

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

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

Completion of Attempted Credits or “Pace” (Quantitative):
Pace is measured in two increments:
- Completion of Attempted Credits: Students must successfully complete two-thirds (66.667%) of the cumulative credits attempted in the degree or certificate.
  - The percentage is calculated for the cumulative pace by dividing the total number of successfully completed credits by the total number of credits attempted in the degree or certificate. The number of attempted credits for the term shall be determined based on number of credits enrolled on the last day to add or change a class at 100% tuition refund rate.
  - When credits are first transferred in, the cumulative credit calculation on the academic transcript includes all transfer credits accepted by SBC plus all SBC credits attempted and completed.
  - Remedial course credits are not included in the 66.667% semester and maximum time frame calculations.
Maximum Time Frame: All students are expected to complete the degree or certificate requirements within 150% of the published length of the program. For example, if a program requires 60 credits to complete, the student would be allowed 90 attempted credits \((60 \text{ credits} \times 150\% = 90 \text{ attempted credits})\). Similarly, a 16 credit hour certificate program would be allowed 24 attempted credits of Title IV eligibility.

- A student will be placed on Financial Aid Disqualification if the student has not completed the degree requirements within the 150% maximum time frame. A student may appeal the disqualification status due to the 150% maximum time frame limitation.

Unofficial Withdrawals
Students who receive all failing or incomplete grades in a given semester are considered to have unofficially withdrawn from SBC and are subject to immediate placement on either Warning or Disqualification status. Federal regulations require that a refund calculation be completed for all students receiving federal financial aid unless SBC can document an official last date of attendance beyond the 60% point in one of the student’s classes. If required to calculate a Return to Title IV (R2T4) calculation, the R2T4 calculation may result in the student owing a balance to SBC and/or the U.S. Department of Education. Federal financial aid recipients whose class activity cannot be verified may have to pay back all or a portion of their grant.

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

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

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

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

Remedial Courses
Remedial course credit hours (# 010 courses) are not included in the 66.667%, and the maximum number of credit hours attempted or successfully completed when assessing SAP. Students are allowed to enroll in a maximum of 30 credit hours of remedial course work that can be included in the Pell grant payment.

Remedial course numbers changed from “100” to “010”, “011” etc in Fall 1997 term. Remedial course numbers changed again from “010” and “011” to “099’ beginning Summer 2012 term.
**Transfer Credits**

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

**How is SAP calculated if a student reaches the maximum time frame before completing degree requirements?**

If the student reaches the 150% maximum time frame before completing the degree or certificate, the student may appeal the 150% maximum time frame limit. Based on accepting the appeal, the student will be notified of the additional amount of credits allowed to complete the degree.

**How is SAP calculated if a student wants to change their major or add another major?**

If a student changes majors, the credits earned under the major he/she is pursuing that will apply to the new degree or certificate will be included in the calculation of attempted, earned, and maximum time frame. The maximum time frame will be adjusted if the student decides to switch majors or discontinue to pursue the second major.

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

After grades are posted at the end of each semester, students will receive written notification of their SAP status (eligible, warning or disqualification) through the U.S. mail. This letter will come from the SBC Financial Aid Office.

**What happens if you do not meet SAP requirements?**

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

- Financial aid may be received during the semester of warning. During the semester of warning status, students are encouraged to seek assistance from various SBC resources that may help them in meeting their educational goals i.e. the Student Support Services, the Center for Student Success, tutoring programs, Library Services.
  - Students who once again meet the SAP requirements at the end of the warning semester will automatically be removed from warning status.
- Students who do not meet SAP requirements at the end of the warning semester will be placed on *Financial Aid Disqualification.* *If the student had an extenuating circumstance that negatively impacted his/her academic performance, the student is advised he/she should appeal the disqualification.*
- Financial aid disqualification means the student has lost eligibility for federal student aid until:
  - he/she completes one term at SBC in which all SAP requirements are met, or
  - he/she has successfully appealed the financial aid disqualification status.
    - If the appeal is successful, the student will be placed on *Financial Aid Probation* and/or *Financial Aid Probation on an academic plan.*
      - Note: Financial aid probation is not the same as academic probation.
- Financial aid probation means during the next semester of enrollment at SBC, the student may receive federal financial aid, but must meet all SAP requirements at the end of the semester.
  - A student who is placed on Financial Aid Probation on an academic plan must pass 66.667% of attempted credits in the semester with a minimum 2.00 semester GPA.
  - If he/she does not meet SAP requirements at end of term, the student will once again be placed on *Financial Aid Disqualification* for federal financial aid.
Note: Financial aid disqualification is **not** the same as academic suspension.

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

### How can my financial aid be reinstated?

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

### What is the Appeal Process?

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

- if the student had an extenuating circumstance that negatively impacted his/her academic performance i.e. personal injury or illness/hospitalization of the student, depression, family difficulties (divorce, death, or illness); youthful indiscretion, job conflict, or other circumstances beyond the student’s control; or
- if the student has exceeded the maximum time frame (i.e. he/she has transfer or SBC credits that do not pertain to the current degree or switched majors and credits earned do not apply to the new major being pursued).

A student who is placed on financial aid disqualification may complete an appeal form and submit all requested documents to the SBC Financial Aid Office. The student must indicate the reason why SAP standards were not achieved and what has changed that will allow the student to complete successfully. Students will be notified in writing of the decision of the Financial Aid Appeal Committee **within 30 days** of filing their appeal. The Financial Aid Appeal Committee shall consist of the Financial Aid Director, the Academic Counselor, and the Financial Literacy/Scholarship Coordinator.

The notification may include information outlining the student’s responsibilities in attempting to regain eligibility for federal financial aid at SBC and will include, at the least, notification of one of the following status categories:

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

- A student who is placed on financial aid probation will continue to qualify for federal financial aid if he/she meets all other federal financial aid requirements and continues to meet the requirements of the academic plan.
- If needed, the academic plan may be revised through another appeal process.

If the appeal is denied, the student may request a review by the Dean of Academics whose decision will be final.

**FINANCIAL AID GRIEVANCE PROCEDURE**

It is the policy of SBC that all financial aid applicants have at their disposal during the period when they are students, specific and equitable procedures which afford due process for resolving grievances.

A grievance is an alleged unfair, inequitable, or discriminatory application or implementation of college policy or procedure. A grievance can result from issues that require institutional attention for which there is no policy or procedure.

The purpose of the informal procedure is to require the parties involved in a grievance to attempt to resolve the problem themselves through the following steps:

1. The student should attempt to discuss the complaint with the person(s) who appears to be the source of the grievance.
2. If the problem is not resolved at the first step, the student may take the complaint to the respondent's supervisor.
3. If the problem is not resolved to the satisfaction of the student through the informal process, the student may enter the formal grievance procedure.
   a. The grievant shall submit to the SBC Financial Aid Ad Hoc Committee a written grievance containing a concise description of the grievance and the requested remedy to the grievance.
   b. A hearing shall be held within ten working days after the grievance has been submitted to the Financial Aid Office.
   c. A recommendation shall be made to the College President within ten working days of the hearing. The President may:
      1. Institute the recommended action of the Financial Aid Ad Hoc Committee;
      2. Refer the matter back to the Financial Aid Ad Hoc Committee for additional consideration and review; or
      3. Reject the recommendation of the Financial Aid Ad Hoc Committee and resolve the grievance.

The grievant shall be informed in writing of any and all actions taken.
Federal regulations require all college institutions to develop a policy that determines the amount of Title IV grant or loan assistance that a Title IV aid recipient has earned as of the recipient's withdrawal date.

**RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID) POLICY**
(Effective Fall 2013)

At SBC, federal financial aid will be paid to students on the second Friday after the semester has begun and on the first Friday of consecutive months in the term.

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

1. **SBC shall collect information about Title IV aid the student received.**
   A review of the student's award notification shall reveal information about aid disbursed and aid that could have been disbursed.

2. **SBC shall calculate the percentage of Title IV aid earned by the student.**
   The percentage of Title IV aid earned is determined by dividing the number of completed calendar days in the period of enrollment by the total number of calendar days in the period of enrollment (excluding scheduled breaks of 5 calendar days or more) rounded down to the nearest tenth of a percent.

3. **SBC shall calculate the amount of Title IV aid earned by the student.**
   The amount of Title IV aid earned is determined by multiplying the percentage of Title IV aid earned times Title IV aid disbursed plus Title IV aid that could have been disbursed during the payment period.

4. **SBC shall determine if the student is due a post-withdrawal disbursement OR if Title IV aid must be returned.**
   The amount of aid disbursed is compared to the amount of aid earned.
   - If the amount of aid earned is more than the amount of aid disbursed, the student is due a post-withdrawal disbursement of Title IV aid.
   - If the amount of aid earned is less than the amount of aid disbursed, Title IV aid must be returned.

*If a student is due a post-withdrawal disbursement, payment shall be made within 45 days from the time SBC determines that the student withdrew. The post-withdrawal disbursement shall first be applied to the student's account for outstanding current period charges due to SBC. If funds remain, SBC shall notify the student in writing that s/he is due a post-withdrawal disbursement. The school shall identify the type and amount of funds and explain the option to accept or decline all of part of the disbursement. The student shall be advised that s/he must respond within 14 days of date of notice to receive payment of the post-withdrawal disbursement.

**If the amount of aid earned is less than the amount of aid disbursed, Title IV aid must be returned**

**If a student must return unearned aid to the Title IV programs, SBC shall send a notice to the student within 30 days after it has determined the student withdrew from school. The notice shall explain to the student that s/he retains eligibility for Title IV funds for a 45-day period during which one of the following should happen:**

- Repayment in full
• Satisfactory repayment arrangement with SBC to repay the funds (within a 2-year period)
• Satisfactory repayment arrangement with the Department of Education

If a student fails to repay the overpayment or sign an agreement with the school within the 45 day period or fails to meet the terms of agreement signed with SBC, the college shall report the overpayment to the Department of Education NSLDS department. At that time, the student shall lose her/his eligibility for federal Title IV financial aid.

5. **SBC shall calculate the amount of unearned Title IV aid due from the school.**
   SBC shall calculate the actual institutional charges (tuition, fees, books, room and board) for the payment period. The institutional refund is calculated by multiplying the amount of institutional charges times the percentage of Title IV aid unearned. This amount is compared to the amount of Title IV aid that must be returned and the lesser amount is refunded to the Title IV aid programs.

6. **SBC shall determine the Return of Title IV Funds by the school.**
   SBC shall return the unearned aid for which it is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source: Federal Pell Grant, Federal SEOG, Iraq Afghanistan Service Grant.

7. **SBC shall calculate the initial amount of unearned Title IV aid due from the student.**
   To determine the initial amount of unearned Title IV aid due from the student, SBC shall subtract the amount of Title IV aid due from the school from the amount of Title IV aid to be returned.

8. **SBC shall determine the Return of Title IV Funds by the student.**
   If the initial amount of unearned Title IV aid due from the student is greater than zero, the student must return unearned aid for which s/he is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source, after subtracting the amount the school will return: Federal Pell Grant, Federal SEOG, and Iraq Afghanistan Service Grant. Amounts to be returned by students to grants are reduced by 50%. A student does not have to repay a grant overpayment of $50 or less.

For a student who was awarded Title IV financial aid, SBC shall calculate the percentage of Title IV aid earned through the 60% point in an enrollment period. After the 60% point of the enrollment period, the student has earned 100% of Title IV financial aid awarded.
How is the withdrawal date determined?
The withdrawal date for calculating refunds/return of Title IV funds shall be determined as follows:

- the date the student began the withdrawal process or officially notified the college of intent to withdraw (in writing or orally) – see note below on programs offered in modules to determine withdrawal date;
- the last date of documented attendance for a student who unofficially withdraws or leaves without notifying the college (SBC does not have a policy for an approved leave of absence);
- documented date of student’s last attendance at academically-related
  - Examples of academic attendance or attendance at an academically-related activity include:
    - Physical class attendance where there is direct interaction between instructor and student;
    - Submission of an academic assignment;
    - Examination, interactive tutorial, or computer-assisted instruction;
    - Study group assigned by school;
    - Participation in on-line discussion about academic matters;
    - Initiation of contact with instructor to ask question about academic subject.
- if student didn’t notify due to circumstances beyond the student’s control, the date related to that circumstance;
- if student rescinded (in writing) a withdrawal notice and later withdraws from all classes, the date the student initially began the withdrawal process unless the school documents a later date based on the student’s attendance at an academically-related event.
- A program offered in modules is defined by the U.S. Department of Education as a course or courses in a program that do not span the entire length of payment period of period of enrollment. A student is considered to be a withdrawal if he/she does not complete all days scheduled to complete within the payment period or term. A student is not considered a withdrawal if he/she provides written confirmation of intent to attend a future module in the same period of enrollment and the written confirmation is provided at the time of withdrawal. The student may change the return date in writing but it must be provided prior to the original return date. Also, the return date for the future module must begin within 45 calendar days of the student’s withdrawal date.

Office to contact to withdraw from classes:
The designated sites students must contact when they intend to withdraw from all classes are the Academic Counselor’s and/or Career Counselor’s office at the Fort Yates campus.

Exceptions to Return of Title IV Funds Policy:
Any exceptions to this policy shall be based upon extenuating circumstances and must be approved by the financial aid director. The college shall, upon application by eligible students, grant waivers to the refund policy and refund 100% of tuition and fees for students who withdraw or drop classes because they are called to active military duty.
SBC INSTITUTIONAL REFUND POLICY
(No Show and Official/Unofficial Withdrawals)
Effective Fall 2014

SBC shall use the last day of the third week of each semester or the 3rd held class session for classes that meet once a week as the census date for determining student enrollment for the fall and spring terms. For the summer term, the census date shall be the 6th scheduled class day after classes begin.

A student who does not attend any class prior to the census date shall be considered a “no show” and a 100% tuition refund will be issued for the classes not attended. The student will be billed a “no show” fee of $10.00 per course, a $25.00 registration fee, and the total cost of purchases made at the SBC Bookstore. Students may return books (no later than mid-term) if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.

If a student attends any class, s/he will be considered to be enrolled in all courses registered in during that term. Tuition will only be refunded if the student withdraws from a course(s) during the first 3 weeks of the fall or spring semesters or during the first 6 class days of the summer term based on the refund schedule listed below:

During Fall and Spring terms the refund shall be calculated as follows:
- 100% refund will be issued the first week of classes,
- 80% refund will be issued the second week of classes, or
- 60% refund will be issued the third week of classes
- 0% refund issued after the third week of classes.

During the Summer term the refund shall be calculated as follows:
- 100% refund will be issued the first two days of classes,
- 80% refund will be issued the third and fourth day of classes, or
- 60% refund will be issued the fifth and sixth day of classes
- 0% refund issued after the sixth day of classes.

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

The above policy applies to ALL courses regardless of when they actually begin and also applies to students who do not officially withdraw from all their classes.
FINANCIAL AID DISBURSEMENT SCHEDULE
(Effective Fall 2011 Term)

FEDERAL PELL GRANT and FEDERAL SEOG GRANT
At end of week three (3) of the semester, payment of FPELL/FSEOG grants will be authorized to:

- Pay SBC for tuition, books, and fees expenses
  - SBC shall grant an extension of credit to students to purchase their books through the SBC Bookstore. EXCEPTION: Students may choose not to utilize this option for purchasing their textbooks at the SBC Bookstore and, in this situation, the student must notify the financial aid office in writing at least one month prior to the first day of the term. If the student financial aid file is complete and payable prior to the start of the term, the college will issue payment of excess aid to the student on the 7th day of the term so that s/he may purchase the textbooks elsewhere. Students who have not attended each class at least once during the first week will not be eligible to receive the payment.

- Pay SBC for housing fees and rent (if living in student family housing); room and board (if living in efficiency apartments).
- Pay current term daycare expenses as authorized by the student.
- Pay up to $200 on your account from federal financial aid funds (Pell or SEOG) if you owe SBC for prior year expenses.
- Pay student the balance remaining after paying tuition, books, fees, housing fees, room and board expenses, other allowable costs.

Pell applications completed after week three (3) of the semester will be paid out at the next scheduled financial aid disbursement date.

Students enrolled in the TREND certificates and accelerated BS Business Administration programs will not receive excess Pell funds until the November and April financial aid disbursement dates. This is because these programs are “block” scheduled and student attendance must be documented for full-time eligibility of federal Pell funds.

FEDERAL WORK STUDY
Paid every two weeks at $10.00 per hour and based on actual hours worked. Annual leave, sick leave, and holiday pay are not accrued or earned. (Student may opt to have college costs and housing rental fees withheld from work study payroll and must authorize withholding from payroll office in writing.)

ALL OTHER FINANCIAL AID FUNDS
Financial aid will be disbursed once per month – a total of 4 payments per semester:
- Fall term: The first financial aid disbursement is paid on the third Friday in the semester. Financial aid disbursements two, three and four will be paid on the first Friday of the month (October, November, December).
- Spring term: The first financial aid disbursement is paid on the third Friday in the semester. Financial aid disbursement payments two, three and four will be paid on the last Friday of the month (February, March, and April).
- If those dates are on a holiday or weekend, the financial aid disbursement will be issued the last working day prior to the holiday or weekend.
- Any funds received between financial aid disbursement dates will be paid on the next scheduled financial aid disbursement date and will be divided equally by the number of financial aid disbursements remaining in the term. Example: $3000 received in August, will be paid in September, October, November, December at $750 each financial aid
Same funds received in mid-September, would be paid in October, November, December, at $1,000 each financial aid disbursement.

**Other Disbursement Rules:**
- Financial aid disbursements will NOT be issued during the first week of the semester.
- Students who live in SBC housing are **required** to pay their rent from whatever financial aid is awarded after tuition, books, and fees are paid and before the first financial aid disbursement is issued to the student. If financial aid is not sufficient to cover the total cost for the semester, the student shall be held responsible for making rental payments from their own means of support.
- Students may request to have funds withheld from their financial aid to pay additional rental costs not covered during the 9-month financial aid period of enrollment (i.e. summer months). **EXAMPLE:** $350 per month x 12 months’ rent fee paid out of the 9-month financial aid award.
- If a student is selected for FPELL verification and s/he has not completed the process, SBC shall hold all other aid awarded for payment of tuition, books, fees, housing, room and board until verification is completed.
- **Students** may request to have funds withheld from their financial aid to pay additional rental costs not covered during the 9-month financial aid period of enrollment (i.e. summer months). **EXAMPLE:** $350 per month x 12 months’ rent fee paid out of the 9-month financial aid award.
- Students who fail to maintain attendance at minimum full-time enrollment may have their full-time financial aid award canceled.

Some financial aid programs pay the tuition, books, and fees expenses for their clients. If your costs are paid through a source other than the FPELL grant, you may use your federal financial aid for your living expenses or other college-related costs. You may (for budgeting purposes) request that SBC disburse federal Pell Grant funds to you in financial aid disbursement (4 per term paid once a month). If the student wants SBC to disburse these funds in this method, s/he must complete a disbursement request form available from the SBC Financial Aid Office.

**Financial Aid Disbursements:**
- Financial aid disbursements will only be issued to students with proper identification.
- Students may pick up their checks at 1:00 p.m. from the Academic Counselor. If not available to disburse the checks, the Career Counselor will disburse them. If neither counselor is available, the Financial Literacy/Scholarship Coordinator will disburse financial aid disbursements.
- Financial aid disbursement checks will only be given to the student whose name is on the check. Checks may not be picked up by the student’s friends, relatives, or spouse or significant other.
- Checks not picked up by 2:30 p.m. on the dates listed will be mailed to the student unless there is a problem with the student’s attendance in classes.
- Advances of financial aid will not be issued. Please do not ask for special consideration.
- Early release of financial aid disbursement checks will not be issued unless approved by the Vice President of Operations under emergency situations and provided the checks are printed and available at the requested release time.
EDUCATIONAL EXPENSES PLANNING WORKSHEET
This worksheet is designed to help you plan for the payment of your educational expenses.

Direct Education Expenses:

<table>
<thead>
<tr>
<th></th>
<th>Amount 1</th>
<th>Amount 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Other Educational Costs</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Family Housing or Room/Board</td>
<td>$________</td>
<td>$________</td>
</tr>
</tbody>
</table>

= $_________ $________

Total Expenses Payable to SBC

Financial Aid Awarded:

+ $_________ $_________ Federal Pell Grant
+ $_________ $_________ Federal SEOG Grant
+ $_________ $_________ State Student Incentive Grant (SSIG)
+ $_________ $_________ ND State Indian Scholarship (NDSIS)
+ $_________ $_________ Higher Education Grant
+ $_________ $_________ Cobell Scholarship
+ $_________ $_________ American Indian College Fund Grant
+ $_________ $_________ Other Outside Assistance – Scholarships, tuition waives, vocational rehabilitation, etc. Refer to www.sbc.edu in the Financial Aid Policies and Procedures.

= $_________ $_________

Total Financial Aid Awarded

Recap of Expenses and Financial Aid Awarded:

<table>
<thead>
<tr>
<th></th>
<th>Amount 1</th>
<th>Amount 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Financial Aid Awarded</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Total Expenses Payable to SBC</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Funds Available for Financial Aid Disbursements</td>
<td>$________</td>
<td>$________</td>
</tr>
</tbody>
</table>

To calculate how much your financial aid disbursement will be and when it will be issued, refer to information on page 1 of the Financial Aid Disbursement Schedule.
STUDENT POLICIES & PROCEDURES
OCHETHI SAKOWIN VALUES AND DIVERSITY

The Sitting Bull College learning community defines diversity as a collaborative effort to create, model, apply, and practice the Ochethi Sakowin values, or virtues that are culturally identified ideals for being in this world. Rather than abstract and elusive philosophical principles to be strived after, however, these qualities are essential elements of one’s everyday life. As the Ochethi Sakowin author Joseph Marshall points out,

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

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

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

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

CODE OF CONDUCT

When students fail to maintain a reasonable standard of conduct on campus, at the instructional centers or at any college-sponsored activity, they may be subject to disciplinary action. Disciplinary proceedings shall commence only after the student has been counseled or warned about improper conduct.

SBC forbids the possession and/or use of alcohol and/or drugs on campus. Sitting Bull College will specify those standards of behavior, which it considers essential to its educational mission and its community life. These specific regulations shall be designed to represent reasonable standards of student conduct.

The following misconduct for which students are subject to college discipline applies to all times on campus and any off campus functions sponsored or supervised by the college.

1. Plagiarism is from a Latin word for kidnapper. The act of kidnapping is the act of stealing. To use someone else’s ideas or words as one’s own would qualify as having plagiarized or stolen their work. Plagiarism can be applied to written work (i.e., papers, diagrams, statistical tables), to material from the Internet, CD-ROM’s or other electrical sources and to examinations and tests. Penalties for plagiarism and cheating may include but are not limited to the following:
   - re-writing the assignment in question
   - receiving an “F” on the assignment or test in question
   - failing the course in which the assignment was submitted
   - academic suspension

2. Dishonesty, such as cheating or knowingly furnishing false information to the college.

3. Forgery, alteration, or misuse of college documents, records, or identification.

4. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities including its public service functions or of other authorized activities.

5. Physical, verbal, and/or cyber (as outlined by the social media network) abuse of any person or conduct, which threatens or endangers the health or safety of any such person.

6. Theft of or damage to property of the college, its Board, employees, students or visitors.

7. Unauthorized entry to or use of college facilities.

8. Intoxication from the use of alcohol or being under the influence of unlawful drugs, or unlawfully distributing, selling, or possessing drugs/alcohol on college property or at events sponsored by the college.

9. Failure to comply with directions of college official acting in performance of their duties.

10. Any act that injures, degrades, or disgraces, any fellow student or person attending the college.

11. Smoking in non-designated areas.

Penalties for items 2-11 may include but are not limited to the following:
   - Mandatory counseling
   - Failure of a course
   - Travel privileges revoked
   - Participation in college sponsored activities revoked
   - Academic suspension
   - Permanent expulsion
PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

In developing responsible student conduct, disciplinary proceedings shall commence only after the student has been counseled or warned about said conduct from the Dean of Academics. The college will establish a method for imposing discipline, which complies with the requirements of due process. In all situations the student will be informed of the nature of the charges against him/her; that he/she be given an opportunity to refute them; that the institution not be arbitrary in its actions; and that there be provisions for appeal of a decision. The college has an obligation to specify those standards of behavior, which it considers essential to its educational mission defined as clearly as possible and interpreted in a manner consistent with principles of relevancy and reasonableness. Disciplinary proceedings will be instituted only for violations of standards of conduct.

ADMINISTRATION OF THE CODE OF STUDENT CONDUCT

1. The Vice President of Operations and/or Dean of Academics will be responsible for administering the Code of Conduct and for the general conduct of students. Any person who has knowledge of any such violations after referred to, as the Code, shall report all violations of law and the Code of Conduct herein immediately to the Vice President of Operations and/or Dean of Academics.

2. The Vice President of Operations and/or Dean of Academics will ensure that the best interest of any student charged with an offense is served by making use of appropriate counseling or other professional services deemed necessary. The Vice President of Operations and/or the Dean of Academics in seeking professional assistance and advice shall consult with a minor student's parent(s) or guardian(s).

3. In cases of violations of the Code, the Vice President of Operations and/or Dean of Academics will impose those sanctions, which he/she deems appropriate and will inform the student of the decision in writing. He/she will further inform the student charged with misconduct and the disciplinary action. He/she will further inform the student of his/her right of appeal to the Student Appeals Board. The Student Appeals Board shall sustain, modify, or overrule the decision of the Vice President of Operations and/or Dean of Academics.
PROCEDURE

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

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

1. Membership of the Student Appeals Board shall consist of:
   a. One faculty selected by the Vice President of Operations or Dean of Academics
   b. Two students - the President of the Student Government and one student at-large (selected by the student)
   c. One Board of Trustees member
   d. The Vice President of Operations or Dean of Academics (non-voting member)
   e. One counselor selected by the Vice President of Operations or Dean of Academics

2. All members will have equal votes. The President of the Student Government will serve as Chairperson of the Board.

3. Three out of five voting committee members will make a quorum. In the absence of a Student Government President, the Vice President of Operations or Dean of Academics will designate an acting person from the Student Government.

4. A majority vote of those present will be required on all decisions of the Board.

POLICY

1. The student appealing before the Student Appeals Board shall have the right to be assisted in his/her defense by an advisor of his/her choice.

2. Burden of proof shall rest upon the college. Each official charging a student of misconduct must be prepared to substantiate the charge.

3. The student shall be given an opportunity to testify and to present evidence and witnesses. He/she shall have an opportunity to hear and question the adverse witnesses. The Appeals Board shall not consider statements against the student unless he/she has been advised of their content and of the names of those who made them. The student must be given an opportunity to rebut unfavorable inference, which might otherwise be drawn.

4. All matters upon which the decision may be based must be introduced as evidence at the Appeals Board meeting. The decision shall be based solely upon the evidence.

5. A qualified secretary will provide an accurate record of all proceedings. A tape recording will be authorized if requested by the accused.

6. Proceedings shall be orderly. If the Chairperson of the Board feels that any person present is disruptive he/she may be excluded from the hearing. Such disruptive conduct may be the basis for subsequent disciplinary action against such persons, including expulsion from college.
7. After the commencement of the hearing, the chairperson will notify the student that he/she may challenge, for stated causes, the qualification of any member sitting on the case. If the challenge is upheld by a majority vote of the Board members, the challenged member will be disqualified from sitting on the Appeals Board for that particular case.

8. The hearing shall be private if requested by the student charged.

9. A student may elect not to appear at the hearing, but the hearing will continue as scheduled. The Board members will base their decision on the evidence presented.

The decision of the committee is final. The Vice President of Operations or Dean of Academics will notify the student in writing within five (5) working days of the hearing.
WHAT CAN I DO IF I FEEL I AM BEING TREATED UNFAIRLY?

It is the policy of the College that all students have at their disposal specific and equitable procedures, which afford due process for resolving grievances.

A grievance is a result of an alleged unfair, inequitable or discriminatory interpretation, application, or implementation of college policy or procedure including the Statement of Non-Discrimination listed on page two of the College Bulletin. You may obtain a copy of the grievance procedure from the Office of the Vice President of Operations.

GRIEVANCE PROCEDURE

In a relationship of student to instructor and staff member of SBC, misunderstandings can develop. Therefore, it is imperative that a formalization of procedures be developed to disarm any situation that can develop and also give the student an avenue for correction of a problem. It is the intent of this policy to alleviate any feelings of retribution or prejudice that can arise from problem situations. To assist the student, instructor, staff member, and the college in arriving at a fair and unbiased decision, this procedure will strive to assist in resolving disputes and conditions.

1. **Initial Grievance:** The student must discuss the grievance with the instructor or staff member from whom the disagreement stems. If the matter cannot be settled at this point, the student then has the responsibility to confer with the Vice President of Operations or Dean of Academics. The student may ask one of the Counselors’ to attend the meetings with the student.

2. **Submission of Written Grievance:** If the student is not satisfied with the verbal conference with the Vice President of Operations or Dean of Academics she/he must submit a written grievance to the Vice President of Operations or Dean of Academics within five (5) working days and she/he will receive a written response from the Vice President of Operations or Dean of Academics within five (5) working days.

3. **Grievance Committee:** If the student is not satisfied with the written response, she/he has five (5) working days to request in writing that a grievance committee hear the matter. This request is given to the Vice President of Operations or Dean of Academics and a hearing will be scheduled within five (5) working days.
   
   The committee shall be comprised of the following:
   a. Vice President of Operations or Dean of Academics
   b. One counselor selected by the Vice President of Operations or Dean of Academics;
   c. One faculty member selected by the Vice President of Operations or Dean of Academics;
   d. One staff member selected by the Vice President of Operations or Dean of Academics;
   e. One member of the SBC Student Government selected by the grieving student
   f. One Board of Trustees member

The decision of the committee is final. The Vice President of Operations or Dean of Academics will notify the student in writing within five (5) working days of the hearing.
The Sitting Bull College Campus Security Department has the primary responsibility for serving the safety and security needs of the campus community. All campus buildings and facilities are patrolled and inspected regularly to ensure a safe and comfortable academic environment where learning is the central focus. Campus Security is available 24 hours a day, 365 days a year.

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

POLICY FOR REPORTING CRIMINAL ACTIVITY OR OTHER EMERGENCIES
Each student and employee of Sitting Bull College is expected to promptly report any criminal activity or other emergencies to the Campus Security Department. Campus Security will respond immediately and take the appropriate action.

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

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

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

POLICY ON DORM/APARTMENT SECURITY
Apartments are to be kept secured. Safety/Security deficiencies are immediately acted upon by Campus Security and maintenance.

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

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

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

SEXUAL HARASSMENT
Unwanted behavior of a sexual nature. It includes unwanted attention of a sexual nature that denigrates or ridicules or is intimidating. This may be physical, ranging from unwanted touching, groping or the invasion of personal space to sexual assault, rape or indecent exposure. Sexual harassment can be verbal and may include unwanted personal comments or sexual slurs, belittling, suggestive, lewd or abusive remarks, explicit 'jokes' or innuendo, and compromising invitations, including demands for sexual favors. Examples of non-verbal sexual harassment include: suggestive looks, leering, explicit gestures, sending sexually explicit emails or the display of pornographic material on College equipment or premises. Most commonly, the reported incidents refer to the sexual harassment of women by men, although there are reports of women sexually harassing men and of same sex sexual harassment.

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

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

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

SEXUAL ORIENTATION HARASSMENT
Unwanted behavior based on known or presumed sexual orientation. Such behavior includes name calling, stereotyping, assault, verbal abuse, actual or threatened unwanted disclosure of sexuality, derogatory comments, excluding same-sex partners from social events or intrusive questioning about a person’s domestic circumstances.
PROCEDURE
Any complaint of harassment should be handled in the following manner:

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

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

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

CAMPUS VIOLENCE POLICY

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

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

III. Definitions

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

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

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

• Assaults or threats of physical harm that require immediate police attention, should contact BIA Law Enforcement by dialing 911 and Campus Security as soon as possible.
• Campus Security is available to help persons assess the severity of the circumstances and the need for police involvement. Campus Security should be contacted regarding any situation that causes concern about personal safety or well-being.
Reports of any incident will be taken seriously by the Campus Security Department and dealt with appropriately. Information regarding incidents of violent conduct and threats of violence will be investigated, and if warranted, criminal charges will be levied or disciplinary action will be taken in accordance with applicable procedures.

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

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

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

**SEXUAL ASSAULT POLICY**

Sitting Bull College is a community that encourages students’ social and emotional development as well as their intellectual growth. The college will not tolerate sexual assault of any kind. Sexual misconduct is socially irresponsible and violates the rights of other individuals. Nothing that you do, say or wear, gives anyone the right to assault you. Sexual assault is a crime and will be dealt with accordingly.

To assist with this process, an educational program on sexual assault is required during student orientation. This program covers sexual misconduct and substance abuse. Student Services and counseling department will provide informational brochures to help educate students and prevent sexual misconduct.

Sex offenses are considered reported when a complaint is filed with Campus Security and/or officials of the College who have responsibility for student and campus activities. Incidents that occur on or off campus and are reported to Campus Security and/or Law Enforcement officials may result in disciplinary action pursuant to the Student Code of Conduct. False reporting of a sexual assault will result in disciplinary action being taken against the Complainant.

**Defining Sexual Assault:**

Sexual assault, including rape, is defined as sexual contact without consent and includes, but not limited to, intentional touching, either of the victim or when the victim is forced to touch another person’s genitals, breasts, thighs, or buttocks; rape (sexual intercourse without consent whether by an acquaintance or stranger); attempted rape; sodomy (oral sex or anal intercourse) without consent; or penetration with an object without consent. Sexual offenses are further defined in the Standing Rock Criminal Code, Chapter 4 (4-508, 4-510, 4-515).

**Consent or Lack of Consent:**

One of the most critical issues regarding sexual assault is consent. Sexual activity should not take place unless both parties have freely given consent, and consent is understood by both parties. Sexual assault frequently occurs when one party refuses to take “no” as an answer to sexual advances. A verbal “no”, no matter how indecisive or insincere it may sound, constitutes a lack of consent. Resistance, no matter how passive, also constitutes a lack of consent.

Silence does not mean consent. For instance, an individual who has lost consciousness while under the influence of alcohol or drugs does not have the ability to give consent, even if that
person does not explicitly say “no”. Similarly, someone who is physically or mentally incapacitated may not be able to object to sexual advances. Consent, when it is given, must be given willingly and freely. Consent given under duress (physical or emotional threats) does not constitute freely or willingly given consent.

**How to protect yourself against Sexual Assault:**
There is no absolute way to protect you against sexual assault, but there are simple common-sense precautions that can help minimize risks. Be aware of your surroundings and don’t let alcohol or drugs cloud your judgment. Be assertive and always demonstrate that you are in control.

- Keep your doors and windows locked when you leave your house, apartment, or automobile.
- Don’t lend out your keys and don’t put your name or address on your key ring.
- Always watch for unwanted visitors; know who is on the other side of the door before you open it.
- Keep out of isolated areas. There is safety in numbers; walk with a companion or with a group at night.

**Reporting process if you are sexually assaulted:**
Victims of rape or sexual assault are encouraged to contact Campus Security and/or BIA Law Enforcement. Upon request, a victim will be assisted in making any necessary contacts by Campus Security and Student Services. There are two options for the victim in the reporting process, informal and formal.

**Informal Reports**
The student may choose not to file criminal charges or seek sanctions through the College Student Code of Conduct and disciplinary action; however, the College does encourage the student to seek support through the SBC Counseling Services Department where the student will be assured confidentiality. When there is the potential for danger to other members of the community, confidentiality may not be guaranteed. Incidents occurring off campus may also be reported to the College.

The student may choose the following options:
1. Do nothing.
2. Contact SBC Counseling Services for support and discussion of options.
3. Request an internal investigation for the purpose of College disciplinary action.

**Formal Procedures**
A formal report of sexual assault will automatically create a record of the incident with the Campus Security Department and/or the BIA Police Department, depending on where the incident occurred.

To file a formal report of sexual assault, the student should complete an incident report with Campus Security, if the incident occurred on campus; or with the BIA Police Department, if the incident occurred off campus. If the incident occurred on campus, Campus Security will assist in filing charges with BIA Law Enforcement.

After the formal report has been made, the student may choose from the following options:
1. File criminal charges through the BIA Police Department with the assistance from Campus Security. The College reserves the right to pursue College disciplinary action, even if this is not requested by the student filing the report.
2. File criminal charges through BIA Law enforcement with assistance from Campus Security, and pursue College disciplinary action through the Vice President of Operations.
3. File a complaint with Campus Security and not pursue criminal charges, and pursue College disciplinary action with the Vice President of Operations.

It is important to obtain immediate medical attention following the sexual assault, both to provide for the victim’s well-being and to document and collect physical evidence of the assault.

If requested, options for and assistance with changing academic and/or campus living arrangements will be provided by the College, if these changes are reasonably available.

**Disciplinary Process:**
All students at the Sitting Bull College are required to adhere to the Student Code of Conduct. Students found responsible for these violations will be subject to sanctions that include removal from housing, restrictions from activities, disciplinary probation, suspension, or expulsion. Students accused of sexual assault may be subject to disciplinary proceedings conducted by the Vice President of Operations or Dean of Academics.

When a request is made to bring formal charges against the accused person, the complainant will be required to write a statement describing the events that transpired and be interviewed by Campus Security and the Vice President of Operations or Dean of Academics. Campus Security will coordinate with BIA Law Enforcement in order to minimize the number of interviews. Both the accused and the complainant may have an advocate with them during all proceedings through the College disciplinary process, and both the complainant and the accused will be informed of the outcome.

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

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

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


*http://www.nsopw.gov/Core/PublicRegistrySites.aspx

**CAMPUS CRIME STATISTICS ACT**
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

For more information and statistics about SBC contact the office of the Vice President of Operations or visit web site: http://ope.ed.gov/security.
WEAPONS/FIREARMS POLICY

I. PURPOSE:
The Sitting Bull College Weapons and Firearms Policy is to ensure the safety of the students, faculty, staff, residents, and visitors to the college campus and outreach sites. In an effort to maintain a safe environment, the institution does provide a safety awareness program that consists of, but is not limited to the following:

a. During orientation, students will receive information regarding maintaining a safe learning environment.
b. Campus crime statistics will be disclosed to the federal government at http://ope.ed.gov/security.
c. Workshops and information sessions on personal safety and self-defense will be offered every academic year.
d. Counseling and referral services will be provided, as deemed appropriate or as provided in this Policy.

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

II. POLICY:
Except as expressly provided below; the possession of firearms, explosive or incendiary devices, or other weapons on the Sitting Bull College campus is prohibited. This prohibition shall extend to all grounds and buildings on the Sitting Bull College campus. This policy shall apply to all students, employees and invitees of SBC and all other visitors to the SBC campus.

“Weapons” include, but are not limited to, the following:
1. Firearms of any size or type of construction and ammunition;
2. Gas or air guns, including BB, pellet and paintball guns;
3. Bows and arrows, and cross-bows;
4. Blackjacks, bludgeons, batons, nunchaku, throwing stars, and metallic knuckles;
5. Swords, pikes, lances and spears;
6. Any knife with a blade over 3.5 inches in length, including fishing and hunting knives;
7. Ballistic, gravity and switchblade knives, regardless of the length of the blade;
8. Fireworks, gunpowder, or explosive substances; and
9. Any harmless object designed to look convincingly like a firearm, explosive and incendiary device, or any other weapon.

III. EXEMPTIONS:
This policy shall not apply to;
1. A law enforcement officer, agent or employee of the United States, when lawfully carrying a weapon in conformance with the policy of his/her employing agency.
2. A member of the Armed Forces of the United States or North Dakota or South Dakota National Guard while acting in his/her official capacity and in conformance with general or specific military orders.
3. A weapon that remains inside a locked motor vehicle while on the Sitting Bull College campus, provided that the weapon is unloaded and is used for the sole purpose of
hunting wild game in accordance with hunting regulations. This exception shall not apply to explosive or incendiary devices or explosive substances.

4. A kitchen knife with a blade over 3.5 inches in length which is kept in campus apartments or campus housing homes for the purpose of food preparation.

5. A student, employee or invitee of Sitting Bull College who has a legitimate educational or employment related purpose for the possession of the weapon on the SBC campus. An example of this exception would be the possession of a Bow and Arrow for the purpose of Archery class.

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

1. A violation of this Policy by a student is considered a violation of the SBC Code of Conduct, paragraph #9, which states: “Failure to comply with directions of college official acting in performance of their duties.” Any student in possession of a weapon or firearm or any incident involving a student in possession of a weapon or firearm in violation of this Policy will be handled by Campus Security until the situation can be neutralized.

2. If Campus Security deems the possession of the weapon is without justification, Campus Security will immediately call the BIA Tribal Police or Sioux County Sheriff’s office. Campus Security will prepare an incident report and submit the report to the Vice President of Operations or Dean of Academics.

3. The Vice President of Operations or Dean of Academics will then handle the violation as a violation of the Code of Conduct.

4. If the situation occurs a second time with the same individual during the same academic year, the above procedure will be repeated. However, at this point, the student will be placed on disciplinary dismissal until counseling is received. Upon applying for reentry into the College, the individual must provide verification of counseling and an understanding of the SBC Weapons Policy to the Vice President of Operations or Dean of Academics.

Exception: If the student possessing a weapon is malicious in intent and harms another person or property, the College has the authority to expel the student immediately and permanently.

CONTAGIOUS DISEASE POLICY

SBC will make decisions regarding contagious diseases based on the best available information and professional judgment on a case-by-case basis. The college remains open to re-examination of the issues as new or additional information becomes available.

DEFINITION: Contagious disease (Communicable disease) - A disease whose causative agents may pass or be carried from one person to another directly or indirectly. Modes of transmission include (1) direct contact with body excretions or discharges from an ulcer, open sore, or respiratory tract; (2) indirect contact with inanimate objects such as drinking glasses, toys, computer keyboards; and (3) vectors such as flies, mosquitoes, or other insects capable of spreading the disease.

PROCEDURE:
1. A student who is aware of being infected with a contagious disease is required to report the disease to the Vice President of Operations.

2. A team of college personnel, directed by the Vice President of Operations shall be responsible for institutional decisions relative to any person with a contagious disease.
who is known to us and is part of, or has applied to become part of, the college community. This group shall rely heavily on advice and information from the Center for Disease Control (CDC). If the contagious disease is found to be serious in nature, which could lead to an epidemic, the Emergency Task Force will be assembled, and the EOP (emergency operation plan) will be activated.

3. As a general rule, a student with a contagious disease who does not pose a health risk to others should not be segregated from their normal involvement in the college community.

4. A student with a contagious disease may be required to submit to regular monitoring and medical attention to maintain an up-to-date record of their condition.

5. Such persons’ names shall not be disclosed to the public unless it is the desire of the person to have such information known.

6. The college may require, in certain circumstances, that such persons disclose his or her medical condition to others with whom he or she might have especially close contact (e.g. instructors and Indian Health Service personnel or other hospital personnel).

7. The college shall provide to the college community up-to-date information and educational programming with regards to contagious disease.

8. In those instances where the student may create health concerns to others or may risk infecting others by their mere physical presence on campus, the student will not be allowed to attend classes or be on the college campus.

9. A doctor’s statement indicating that the student is no longer contagious will be required before the student is allowed back into classes or on the college campus.

**SMOKING POLICY**

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

**DRUG AND ALCOHOL POLICY**

Sitting Bull College agrees with the concepts of a drug free work place as defined by the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. In compliance with federal regulations, the institution will adhere to the following:

1. It is a policy of Sitting Bull College that it is prohibited for a student to engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance at SBC. The policy is in compliance with the following Tribal Code: Section 4-801. If an employee of the College believes a student is intoxicated or involved in any of the above mentioned dealings with alcohol/other drugs, the following steps will be taken:
   a. Campus Security will be notified of the situation in which he or she will respond. Once contact is made with the individual, the student may be asked to submit to a Preliminary Breath Test (PBT). Depending on the seriousness of the situation, the student will be escorted off the SBC property. BIA Law Enforcement will be contacted, and/or referred to the College Counselor. An incident report will be
written and turned over to the Vice President of Operations or Dean of Academics for further action.

b. If this situation occurs a second time with the same student during the academic term, the student will be placed on disciplinary dismissal until treatment or counseling or both are received. Upon applying for reentry into the College, the student must provide verification of treatment to the Vice President of Operations. Students will be referred to Chemical Prevention for assessment.

2. The purpose of this policy is not to be punitive, but to ensure this institution is not enabling a student's abusive use of chemicals. In an effort to maintain a drug-free school, the institution does provide a drug-free awareness program that consists of, but is not limited to the following:
   a. During registration, students will receive pamphlets regarding counseling services available within the area for addiction problems.
   b. Information bulletin board maintained with updates and free materials for students and staff.
   c. The library maintains and updates drug-related materials.
   d. Counseling and referral services will be provided.
   e. SBC Web site with resource links.

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

RANDOM DRUG SEARCHES

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

SBC forbids the possession and/or use of alcohol and/or drugs on campus, sites or at any SBC sponsored activity. Sitting Bull College will specify those standards of behavior, which it considers essential to its educational mission and its community life. These specific regulations shall be designed to represent reasonable standards of student conduct.

The following misconduct for which students are subject to college discipline applies to all times on campus and any off campus functions sponsored or supervised by the college.

In the event that drugs are found or a student is suspected of having them, Campus Security will be notified immediately.
LISTS OF FEDERAL TRAFFICKING PENALTIES ARE AS FOLLOWS:
Drug Trafficking Penalties, source: [www.dea.gov](http://www.dea.gov)

<table>
<thead>
<tr>
<th>DRUG</th>
<th>QUANTITY</th>
<th>1st OFFENSE</th>
<th>2nd OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana</td>
<td>1,000 kg or more mixture; or 1,000 or more plants</td>
<td>• Not less than 10 years, not more than life.</td>
<td>• Not less than 20 years, not more than life.</td>
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<td></td>
<td></td>
<td>• If death or serious injury, not less than 20 years, not more than life.</td>
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<td></td>
<td>• Fine not more than $4 million if an individual, $10 million if other than an individual.</td>
<td>• Fine not more than $8 million if an individual, $20 million if other than an individual.</td>
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<tr>
<td>Marijuana</td>
<td>100 kg to 999 kg mixture; or 100 to 999 plants</td>
<td>• Not less than 5 years, not more than 40 years.</td>
<td>• Not less than 10 years, not more than life.</td>
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<td>Marijuana</td>
<td>more than 10 kgs hashish; 50 to 99 kg mixture</td>
<td>• Not more than 20 years.</td>
<td>• Not more than 30 years.</td>
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<td></td>
<td>more than 1 kg of hashish oil; 50 to 99 plants</td>
<td>• If death or serious injury, not less than 20 years, not more than life.</td>
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<td>• Not more than 5 years.</td>
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<td>• Fine not more than $250,000, $1 million other than individual.</td>
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</table>
**DRESS CODE POLICY**

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

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

*Students who are also employees should adhere to the employee handbook*

**HOUSING POLICY**

Residential living is an important part of the college experience. It is a way to make new friends and join in a variety of educational, cultural, social and recreational activities. As part of the SBC new campus, on campus family housing is available on a limited basis by applying to the Housing Director’s Office, or by calling (701) 854-8012. Sitting Bull College in partnership with Raymond James Tax Credits currently offers eighteen low income, single family 2 and 3 bedroom homes for rent on a six month lease basis.

I. **ELIGIBILITY**

Must qualify as a family, meet income guidelines, head of household that is 18 years of age or older, provide all information for complete application and if a full time student meet one of the student exemptions as defined by Section 42 of Internal Revenue Code: married and filing jointly, received AFDC, enrolled in JTPT or single parent with dependent children, none of whom are dependents on another person’s tax return.

II. **INELIGIBILITY**

Income is more than 60% of area median income, incomplete application, do not meet one of the student exemption, has an outstanding debt with SBC, is convicted of a crime, drugs or criminal activity, alcohol abuse or previously evicted from any housing authority.

III. **SELECTION**

Selection of applicants is completed by the SBC Housing Director and is based on a priority checklist consisting of enrollment status, ability to pay rent, academic standing, year in college, and enrolled member of SRST or enrolled member of any federally recognized tribe.

IV. **RENTAL RATES**

Rental rates are approximately $400 to $500 per month depending upon the number of bedrooms. A security deposit equalvent to rental rates is due at the time of occupancy and will be returned to the applicant if vacated united inspection shows no damages occurred.
EFFICIENCY APARTMENTS POLICY

Sitting Bull College Housing Program encourages students to live on campus for the convenience of access to the college resources and classes. SBC will provide you with a safe and comfortable apartment for you and your roommates to share while attending class full-time at SBC.

I. ELIGIBILITY
Must be a current full-time student at Sitting Bull College, No current or past due debt at SBC, not currently or going on probation/suspension at SBC, Ability to pay rent (scholarships, employment, etc), not currently or previously been charged with a felony or drug related crime on or off Standing Rock Reservation.

II. SELECTION
Selection of applicants is completed by the SBC Housing Director and is based on a priority checklist consisting of enrollment status, ability to pay rent, academic standing, and year in college. Orientation will take place the Friday of registration week for tenants to move in before classes start for the semester.

III. RENTAL RATES
Rental rates are approximately $250.00 per month for August 15th through May 15th. There is a $250.00 deposit that will be kept until permanent move-out. If the student plans to come back the next semester they will request their apartment unit be kept by sending the Housing Director a request to stay.

HOUSING AND APARTMENTS
A detailed description of the housing and apartment policies are made available at the time of signing a lease. These rules are specific to any violations and specific issues involving alcohol and drugs, etc.

Everyone residing in campus housing and apartments must comply with Campus Security and SBC Housing personnel. Entry must be given upon request. If it is believed that a resident is home and not answering to avoid Housing Violations or to cover a crime, Campus Security may enter the dwelling to conduct a welfare check.
COMPUTER AND COMMUNICATIONS TECHNOLOGY
ACCEPTABLE USE POLICY

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

Sitting Bull College provides a user and e-mail address to every student and employee of the College. A valid user ID and password is needed for using the computers, personal storage space on the server, as well as accessing e-mail, both on campus and off. You should not give your user ID or password to anyone else. YOU are responsible for everything that happens with your user ID. If someone else is caught using your user ID your account will be immediately locked, and you will need to contact the IT Manager to have it unlocked.

Access to the technology owned and operated by Sitting Bull College is a privilege, not a right, and imposes certain responsibilities for appropriate use, in accordance with College policy. Users should recognize that the primary intention of providing computer, network, telephone and e-mail service is to support the educational mission of the College. In general, appropriate use means respecting the rights of other computer users; the integrity of the physical facilities; all pertinent licenses, copyright and contractual agreements; as well as local, state and federal laws.

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

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

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

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

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

All users of SBC computing systems must read, understand, and comply with the policies outlined in this document, as well as any additional guidelines established by the administrators of each system. **BY USING ANY OF THESE SYSTEMS, USERS AGREE THAT THEY WILL COMPLY WITH THESE POLICIES.**

**PUBLIC ACCESS COMPUTERS**
The only public access computers are located in the Sitting Bull College Library, and are administered by the Information Technology Manager in consultation with the Librarian. Although the Library is open for reference and reading use by the general public, public access computers are prioritized for students of the College.

**NON-PUBLIC COMPUTERS**
Sitting Bull College has computer labs at the Fort Yates, McLaughlin, and Mobridge sites. These labs are usually open during the regular college hours for that location. Students may use the computers in these labs provided the lab isn’t already reserved for classes or other uses. A valid user ID and password is required to use these computers. You must use your own user ID; using someone else’s user ID and/or letting other people use your user ID is a violation of this policy.

Students are forbidden from using any staff or faculty computer without prior permission from the Vice President of Operations or Dean of Academics.

Users of Sitting Bull College computers are prohibited from installing software or hardware or changing the configuration of any software or hardware on College computers. Unauthorized software is defined as ANY software that is not already on the particular computer. The Information Technology Manager is responsible for all software and hardware installation and changes for all College computers. Any unauthorized software may be immediately removed if found.

No one should deliberately attempt to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system. Loopholes in computer security systems or knowledge of a special password should not be used to damage computer system, obtain extra resources, take resources from another user, gain access to systems or use systems for which proper authorization has not been given. Using proxy servers or other means to bypass restrictions or policies is strictly forbidden.

Network activity is logged and the logs may be periodically reviewed for possible policy violations. Lab computers are periodically monitored for policy violations.

Food and drink are strictly prohibited in the computer labs and near the Library computers. If you bring any food or drink into these areas you may be asked to leave. You will be responsible for the cost of any repairs or equipment replacement due to damage caused by spilled food or drink.
VIOLATIONS
Deliberate abuse, attempt to circumvent security measures, or other attempts to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system may result in the immediate loss of computer access.

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Repeated suspensions may result in the permanent suspension of computer use privileges.

This policy may be changed at any time without prior notice. A current copy of the policy is posted in all computer labs and will be distributed via email to all students and employees of the college annually.

LAPTOP CHECK OUT POLICY

Sitting Bull College has several laptop computers available for students to check out on a temporary basis. This policy has been created to ensure that this privilege is not abused and college property is sufficiently protected from abuse or theft.

NOTES REGARDING THESE LAPTOPS
There are various models and configurations of laptops. All laptops will have the latest version of Microsoft Office as well as other necessary software. The laptops will have internet access available on campus. The student will be responsible for providing their own internet access off campus.

Any student caught attempting to install any other software or use the laptop in any way that violates the acceptable use policy will have their check-out privileges permanently revoked.

PROCEDURES FOR CHECKING OUT LAPTOPS
Laptops are available on a first come – first served basis. To request a laptop the student will contact either the IT Manager or Institutional Data Coordinator. If a laptop is available it can be checked out immediately, otherwise they will be placed on the waiting list.

Students will be notified via email when their laptop is available to be picked up if they are on a waiting list. Once the student has been notified they will have until 4pm of the next day to pick it up.

College laptops can only be checked out for one week at a time. Laptops due on a holiday or other college closing must be returned the first day the college is open. Laptops must be returned before 4pm. A student may request to re-check out a laptop for another week as long as there is not a waiting list.

When a student checks out a laptop, they will be required to sign a copy of this policy. By signing this policy the student is acknowledging that they received the laptop in good, working condition. The student will be responsible for removing any documents off the laptop before it is returned. Make sure to remove all personal belongings as well, the College is not responsible for anything left behind.
If you cannot return your laptop when it is due you must contact the IT Manager or Inst. Data Coordinator immediately. YOU will be responsible for making sure that the laptop is returned on time. There will be no reminder phone calls or emails. No excuses. By not returning a laptop on time you are inconveniencing other students. Continuing to turn in laptops past the due date will lose this privilege.

Students not returning the laptop when it is due may lose their privileges temporarily. The first time a laptop is not returned by the due date, the student will not be able to check out another laptop for two weeks. The second offense will be for a month, and the third offense for the rest of the semester. Once a laptop is overdue, the student’s account may be locked until the laptop is returned. Financial aid disbursement checks, grades, or transcripts may also be held until the laptop is returned.

When the laptop is returned, before it will be accepted the student must turn on the laptop to show that it is in working condition. Laptops and its accessories must be returned in the same condition they were checked out. Students will be responsible for any damages or replacement of the laptop or accessories, and will not be allowed to check out laptops until any costs are paid in full. The cost to replace a laptop, accessories and software is approximately $1,000. If a laptop or any accessory is returned dirty the student will be responsible to clean the dirty pieces before the laptop will be accepted.

Laptops are only to be used by the person signing the check-out agreement, NOT other students, family members or other people. The laptop remains college property at all times.
TRAVEL POLICY

To be eligible to participate or represent the College, a student must meet the following criteria:

1. Must be currently enrolled at SBC.
2. Must not be on Academic Probation.
3. Must not have received an “F” in the last term of attendance at SBC or any other college.
4. Must have completed 75% of classes initially enrolled in during the last term of attendance at SBC.
5. Must maintain a minimum 2.50 cumulative grade point average (GPA).
6. Must have and maintain greater than 75% attendance from beginning of semester of travel to actual travel date in each course.
7. Must be maintaining a 2.50 Grade Point Average in the current term.
8. Must have written approval of satisfactory academic progress as certified on form SBC-001, available through the Retention Coordinator’s office. A student must complete the initial approval before travel arrangements are made, and again complete final approval before travel is allowed*. To remain eligible for travel, a student must not drop a course or courses after the initial approval has been made.
9. Must follow travel policies and procedures as outlined in the Financial Management Policies and Procedures of SBC.
10. If required for activity, student must have been an active participant in fundraising.
11. Students who owe $1500 or less to Sitting Bull College will be allowed to travel IF they have a current payment plan in place and have been paying at least 10% of the total amount owed prior to July 1 of the current academic year. Students who stop paying on the plan AFTER travel will be assessed a service charge of 20% of the travel costs and will not be allowed to travel until debt is paid in full.
12. During travel students must comply with Sitting Bull College’s Student Code of Conduct. Failure to do so shall result in disciplinary action.

The policy does not apply to field trips that involve the entire class and does not require overnight travel.

*If travel costs are incurred for the student and the student is unable to fulfill the travel obligation, the student will be required to pay back all expenditures to the College (plane tickets, registration costs, hotel deposits, etc.)

COLLEGE FACILITIES

LIBRARY

Sitting Bull College provides a broad array of resources for students, staff and the local community at the main library location, campus sites in McLaughlin and Mobridge, as well as around Standing Rock. Online access to the library catalog, as well as access to other library resources is available through the library webpage at the following link: www.sittingbull.edu/community/library

Sitting Bull College Library serves as a library for the College in addition to serving as a public library for the local community. The services of the library are available equally to students and community members living on the Standing Rock Reservation.

In addition, the library has several computers that allow access to the Internet, research databases and other resources. The library also offers a broad array of peripheral devices such as scanners, a printer/copier, microfilm reader and other tools to help users.
Currently, there are over 16,000 volumes in the SBC Library. There are a broad range of print newspapers, magazines and journals available. The library also provides access to several online subscription resources that allow access to online journals, newspapers, auto repair, genealogy, eBooks and much more. These are also available to both students and the general public.

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

**STUDENT LOUNGE**

There is a lounge area available at each campus site. At the Fort Yates campus it is located in the Student Center. The Fort Yates campus lounge has tables and chairs, appliances, television, and lounge furniture for student use. The Mobridge and McLaughlin sites have appliances, tables and chairs, coffee maker, and television. All are made available to SBC students.

*Rules and regulations for use and cleanup are posted in the Student Lounge*

**BOOKSTORE**

Sitting Bull College Bookstore and Gifts supplies all of the course textbooks, materials and supplies for college students. The bookstore offers a variety of handpicked gift items, greeting cards and ever-changing promotional items. The gift shop also sells Native American arts and crafts including jewelry, star quilts, music and other authentic items.

**HANDICAP PARKING**

Parking facilities for the handicapped are located on the Fort Yates, McLaughlin and Mobridge College sites. SBC’s buildings also are handicapped accessible.

**STUDENT TRANSPORTATION SYSTEM**

In 1989, Sitting Bull College established the Standing Rock Public Transportation system for the Standing Rock Reservation. The Program provides transit services for Sitting Bull College students and the public to and from each of the eight tribal communities, Mobridge, South Dakota and Mandan and Bismarck, North Dakota. The transportation schedule is posted at www.sittingbull.edu/aboutus/transportation. More information can be found at http://sittingbull.edu/community/transport/index.asp or to schedule a ride call 701-854-8090.

**FACILITIES/EQUIPMENT**

Computers, printers, equipment, etc. are accessible to college students, staff, and faculty only. The college has had to take this position because college computers have experienced problems after non-college personnel have used them.

In addition, the only area open for public usage is the library. The community may use the College’s facilities to hold events approved by SBC administration such as meetings and workshops, but they must be scheduled in advance with the receptionist of the respective building in which the event is being planned. Such events cannot displace current SBC classes. Event organizers must insure that the facility is cleaned in an acceptable manner after use. Failure to comply with this will result in denial in use of facilities and may include charges to the organization for appropriate costs for clean-up.
STUDENT GOVERNMENT ORGANIZATION
The primary functions of the Student Government Organization are the allocation of student activity funds and to provide for programs, which meet the needs of the students in the area of education, culture, social activity, and student welfare. In addition, the organization provides for student involvement in the college decision-making process and communication between college administration and students.

Election for new officers to serve as a representative in the SBC Student Government is held in fall of each year.

AMERICAN INDIAN BUSINESS LEADERS (AIBL)
The American Indian Business Leaders (AIBL) Chapter is part of a national organization designed to promote and support the American Indian business student and/or entrepreneur. AIBL’s primary focus is to use its student foundation to assist tribal economic growth and stability through an emphasis in maintaining culturally appropriate American Indian business development. AIBL student chapters are designed to provide peer support, leadership/mentoring opportunities, career guidance, business networking connections, and internship placement opportunities.

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

AIHEC (AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM)
Students are offered opportunities each year to compete with students from other tribally controlled colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, art, and the “Knowledge Bowl” (similar to Jeopardy game).

Students have the opportunity to participate in activities of the AIHEC Student Congress as well as serve as officers of the Student Congress.

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

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

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

TEACHER CLUB
Members promote participation in college activities, gain an understanding of cooperation through fund raising activities, provide community service to area school systems and establish positive ties with professional educational organizations.

VETERANS CLUB
Serves as an advocate for student veterans, in any respect, that attend Sitting Bull College by providing essential information and guidance that aids in success and personal growth.
STUDENT SERVICES
POLICIES &
PROCEDURES
The Center for Student Success (CSS) is committed to providing support services to enhance life-long learning, personal growth and academic excellence to SBC Students. The CSS offers a variety of services to include: academic guidance and support, peer and professional academic coaches, weekly Connection Newsletter, assistance in the transition to college life (individual, family, group and career), referral services, financial literacy, disability services, intervention services and campus educational programs.

Student Services provides a variety of services designed to enhance SBC students' academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment.

This office provides:
• Academic coaching for all college subjects
• Academic counseling
• Personal counseling and referrals
• Remedial courses

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

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

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

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

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

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

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

FINANCIAL LITERACY

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

The Office of Student Services will test all new students who are pursuing a degree and have not previously attended another college. Students will be administered the ACCUPLACER to determine English, writing, reading, and math proficiency. Results of the test are utilized in conjunction with the student’s educational background to establish appropriate placement within those disciplines.

Standardized tests in such areas as career and technical education interests, aptitude and personal adjustments are available or can be arranged. Student test results and personal information are kept confidential. The Career and Technical Education Counselor assists those who utilize the Career and Technical Education Resources. With proper testing and counseling, students can understand their abilities, interests, and aptitudes and how they relate to appropriate educational and career placement.

ADULT BASIC EDUCATION

ABE is an adult basic education program that provides GED preparation, basic skills development, and career and employment counseling to all people of the Standing Rock Sioux Tribe.

ABE provides free pre-testing and official testing services for students enrolled in the program. Sitting Bull College is also an official GED Testing Center.

The ABE program also provides instruction sites in some of the districts. Anyone who would like to enroll in the program should contact the ABE Director at SBC.

A student under the ABE program is eligible to enroll part-time at SBC for one semester. The student is required to earn their GED before they are allowed to enroll a second term.
ACADEMIC POLICIES & PROCEDURES
SEMESTER DESCRIPTION

Sitting Bull College operates on a semester basis, which is a term averaging fifteen (15) weeks of instruction and one (1) week for final exams for a total of sixteen (16) weeks. A Summer Session is approximately six (6) weeks in length and the classes offered during the summer session vary. (See the Academic Calendar for starting and ending semester dates).

COURSE

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

NUMBERING

(099) Pre-college Level Courses
These course numbers indicate developmental, pre-college level classes. These courses are not transferable to other post-secondary institutions.

(100-299) Lower and Intermediate Division Courses
Courses numbered from 100-199 generally indicate introductory courses that survey an entire academic discipline and/or introduce students to the fundamental nature of a discipline’s method of inquiry. Such courses are often appropriate for fulfilling general education requirements.

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

(300-399) Upper Division Courses
These course numbers indicate upper division undergraduate courses that require prerequisites or that are of sufficient complexity or difficulty that they require a broader educational background and maturity to perform at optimal levels. Courses at this level require an advanced and rigorous level of study.

(400-499) Upper Division Advanced Courses
These numbers indicate advanced upper division undergraduate courses. These courses require previous, extensive study in the area or academic ability normally acquired during six full-time semesters of college work. Such courses may require students to work far more independently.

(500-699) Graduate-Level Courses
These courses are exclusively for graduate students, primarily for students working toward the master’s degree.
PREREQUISITES

Courses with prerequisites require prior course work, which must be completed satisfactorily. In some courses students must seek the approval of the instructor or academic advisor before they can enroll in specific classes. Courses that require prerequisites are designated in the course description.

CURRICULUM

Curriculum is a combination of courses required to complete a program of study leading to a certificate or degree. All programs of study require general education and core requirements.

ELECTIVE

An elective is a course opening in the designated curriculum, which can be filled, by a course of the student’s choice.

AUDITING A COURSE

Students who wish to audit courses at SBC must apply for and receive the permission of the Vice President of Operations or Dean of Academics. A student may not request such permission until after the regular registration period as regular enrollees have a priority in filing the class.

The following conditions apply:

1. Only lecture type course may be audited. Audits will not be permitted in classes requiring special equipment (example: computers). Audits will be allowed in the Language, Arts, and Sciences.
2. No academic credit will be granted.
3. Student must follow SBC’s registration process.
4. The student may not switch from the audit to regular registration or vice versa after the last day to add a class.
5. The audit registration will appear on the student’s transcript.
6. Students will be required to pay for the cost of the book, the registration fee, lab fees, and one-half of the tuition rates.

CREDIT HOUR DESCRIPTION

A credit is the unit used in computing the amount of work required for a course. Credits given for the course are listed after the course title in the course description. Sitting Bull College has various educational delivery methods for course offerings. The education methods include face-to-face lecture and laboratory, accelerated, hybrid, distance learning (internet and IVN), personalized system of instruction, and independent study. All course delivery methods require the same academic equivalency.
FACE-TO-FACE COURSE INSTRUCTION
In a lecture course, one (1) semester hour of credit represents one (1) contact hour per week for one (1) semester; in a laboratory course, one (1) semester hour of credit represents two (2) contact hours per week; and internships and practicum courses, one (1) semester hour of credit represents three (3) hours of practical work experience per week for one (1) semester. In addition, a minimum of two hours of additional outside work is recommended for students (such as reading, research, or completion of homework) each week for every one credit hour of lecture.

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

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

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

DISTANT LEARNING INSTRUCTION
SBC currently offers methods of instruction through distant learning, which includes the following methods:

1. INTERACTIVE VIDEO NETWORK (IVN)
   This method of delivery is an alternative to the regular classroom instruction methods. This two-way interactive communication system uses cameras and microphones at one site. Participants at other sites can watch and listen to an instructor or presenter on a television monitor.

2. INTERNET COURSES
   This method of delivery is an alternative to the regular classroom instruction methods. Only those student that have successfully completed their most recent semester of college courses (12 or more credits) with a 2.00 grade point average will be allowed to register for on-line Internet course(s). No first-time, first-year freshman or a student on probation will be allowed to register for on-line Internet course(s). Transfer students must provide transcripts prior to registering for on-line Internet course(s), and must have successfully completed college level coursework with a 2.00 grade point or higher in their most recent semester.

   A student’s academic advisor will assist in determining a student’s “readiness” for on-line Internet course(s) through discussion with the student in regards to previous computer experience prior to registration.

   Requirements for distance learning courses are just as stringent as attending regular classes.
PERSONALIZED SYSTEM OF INSTRUCTION (PSI) POLICIES AND PROCEDURES

The Personalized System of Instruction (PSI) was developed from a direct need for Sitting Bull College to provide an alternative method of instruction for college courses in the district sites, for students without internet access, and for students who work during the class hours. This alternative method of instruction does not require students to attend classes in a normal setting; rather students meet with the Faculty of Record on an as-needed basis for completion of course work.

Students who enroll in a PSI will receive a packet containing a course syllabus, which includes a description, introduction, objectives of the course, and method of grading. It also contains specific instructions and time lines concerning assignments, quizzes, and tests. The packet must be picked up from the Faculty of Record for the course.

The Faculty of Record is available to assist students in the completion of the PSI assignments, quizzes, and tests. The Faculty of Record is available for students in the Fort Yates area and by appointment basis for students in the district sites.

No first-time freshman or students on probation are allowed to take PSI courses, unless special permission is granted by the Vice President of Operations or Dean of Academics. An exception will be made for a student who has 12 or more transfer credits of a 2.00 or greater (minimum 12 credits) in the most recent semester attended, at any institution.

Requirements for PSI courses are just as stringent as attending regular classes. Students who do not adhere to the timeline provided for the course will be referred to the Academic Counselor.

INDEPENDENT STUDY POLICY

A student at Sitting Bull College may need to take a course independently in order to satisfy graduation requirements in the student’s major. An Independent Study course offers a student the opportunity to make an in-depth study of a topic in the student’s regular curriculum but at a time not offered by the college. (Please note that any class requiring a lab and/or hands-on activities, and any education methods course cannot be taken as an independent study course.)

No more than three (3) credit hours from an independent study may be earned in any one semester, and no more than nine (9) credit hours of independent study credit may count toward satisfying the minimum requirements for a degree at Sitting Bull College*.

The student assumes the major responsibility for conducting the independent study with the guidance of the program advisor and faculty of record. All independent studies are expected to include the same course requirements as the regular face-to-face course. While there is no official independent study class meeting time, regular class meetings may be scheduled to facilitate faculty-student conferences and reporting. Use of email communication is encouraged.

Sitting Bull College reserves the right to deny independent study for any course to any student at any time.

PROCEDURES

1. A student wishing to enroll in independent study should begin by completing the Independent Study Application Form at least one week before the first day of class for the semester. The student should confer with the Program Advisor for justification for the Independent Study course.
2. The student must meet the following requirements before taking an Independent Study course:
   a. The student needs to be making satisfactory progress in the student’s degree plan and have a 2.00 cumulative GPA at the time of requested independent study course;
   b. The student must have completed 12 credits of college with a minimum GPA of 2.00 or above;
   c. The application must present a convincing rationale for the intended independent study and must provide evidence of a genuine desire to work independently.
3. The student should then submit the Application Form to the approved faculty of record to agree to the Independent Study.
4. If the faculty of record agrees to the Independent Study course, the student will then submit the approved application form to the Dean of Academics for final approval. Copies of the application should be kept by the student, the program advisor, and the faculty of record.
5. The assigned faculty of record will layout the required coursework, necessary meeting times, and the timeline to the student. Communication may be in person, by phone, or electronic means.
6. To register, the student should complete regular registration materials for the course.

* Students may request a waiver of the maximum credit policy from the Dean of Academics. Waivers will be granted only with support from the student's advisor.

CONTINUING EDUCATION UNITS

The College offers Continuing Education Units (CEU's) to improve professional development. These are units offered through a workshop format. Ten (10) contact hours equal one (1) CEU. Each student enrolled in a learning experience will receive a CEU certificate, indicating the number of CEU's awarded. A student may request a CEU transcript from SBC. CEUs may not be used to fulfill a degree requirement and cannot be converted to college credit(s).
CANCELLATION OF COURSES/CLASSES

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

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

STUDENT CREDIT LOAD

The maximum student credit load per semester is 18 credit hours. The College does not encourage students to take over the 18 credit hours; however, it is possible if a student petitions to do so. The student, with the assistance of their advisor, will complete the petition to overload form and give to the Registrar, who will refer it to the Admissions Committee for approval. First semester students will not be eligible for petition of an overload unless they are transferring in with a satisfactory transcript (cumulative GPA of 2.00 or higher). Enrollment of over 18 credits will result in additional tuition costs, see page 28 College Fees Structure.

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

PSYC 100 FIRST YEAR LEARNING EXPERIENCE

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

Students who must take the three credit course:

• All new students.
• Returning/transfer students who have been out of school for seven years or more and have not earned a degree from SBC.

Students who must take the one credit course:

• Any transfer student who has taken a comparable course for at least one (1) credit.

Students who have earned a Bachelor’s degree from an accredited institution of higher learning will not be required to take a PSYC100 course.

SOC 120 TRANSITIONS – GRADUATION & BEYOND

All two-year degree-seeking students will be required to take SOC 120 Transitions – Graduation & Beyond in their sophomore year (preferably their graduation semester). This course provides tools for the students as they seek jobs and work to enhance their skills and careers.

Students who have a Bachelor’s degree are not required to take this course.
TRANSFER CREDITS

Students who have attended college elsewhere must notify Sitting Bull College of all previous enrollments. Students are required to have all official transcripts sent to the Registrar.

Transfer credits of “C”, or better will be accepted if they apply to the student’s degree plan. Students must contact their Advisor for specific information about what core credits may be transferred and how these credits fulfill any degree requirements.

Students who transfer from an accredited institution of higher learning and are short credits in a particular general education or core requirement course will require the following:

- If they are less than one credit short, they will not be required to repeat the general education or core requirement course.
- If they are more than one credit short the student will be required to repeat the course.
- If a student has taken courses such as ENGL 110 and ENGL 120 and is short from the six (6) hour requirements of Composition at Sitting Bull College, they can combine the credits for 110 and will only need to repeat 120.

CREDITS NOT ACCEPTED INTO SBC DEGREE PROGRAMS

The College will not accept credits into core requirements of a degree plan that are seven years old or older. This includes credits from Sitting Bull College and or accredited institutions of higher learning. Exceptions will be made in the Associate of Arts degree programs of General Studies and Native American Studies, or with approval of advisor and/or Vice President of Operations or Dean of Academics.

REPEATING COURSES

Students have the option to repeat a course, but for courses, in which the student received a D or better, the cost for the course will only be covered once under financial aid and the student will be required to pay on their own if repeated three or more times. Repeated courses will be noted on a student’s academic transcript and only the higher of the grades will be used to compute the grade point average. However, repeating a course more than once will result in the removal of only one previous grade from the GPA computation.
ATTENDANCE

Students are expected to attend classes regularly. The instructor will announce attendance requirements for each class and has final authority in excusing students from classes. Faculty are required to take weekly attendance for all methods of instructional delivery.

The student alone assumes responsibility for all absences, and must make arrangements with his/her instructor to make-up work. Conflicts about excused and unexcused absence must be resolved between the student and instructor. Permission to make-up the work is at the discretion of the individual instructor.

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

NAS 101 OCHETHI SAKOWIN LANGUAGE FOR BEGINNERS AND NAS 105 OCHETHI SAKOWIN CULTURE I CHALLENGE TESTS

Sitting Bull College recognizes that some students may be fluent speakers of the Ochethi Sakowin Language and possess a proficient knowledge of the culture. A challenge test may be taken for either the NAS 101 Ochethi Sakowin Language for Beginners or NAS 105 Ochethi Sakowin Culture I courses.

Students must enroll for either course during the registration process and will be required to pay the per credit hour tuition rate. The test will be administered and scored at the beginning of the semester the student enrolled. If the student earns the minimum required score on the challenge test they will receive credit for the course and will not be required to attend the class. If the student does not receive the minimum required score on the challenge test they will be required to attend and participate in the regular class.

A student will only be allowed to take the challenge test once.

Credit hours successfully challenged may not be included in total credits when determining eligibility for federal financial aid. Example: Student enrolls in 12 credit hours which includes a 4 credit hour language class which the student successfully challenges. The student’s Pell grant eligibility shall be based on 8 credits instead of 12 credits.
As an institution of higher education that intends to conduct and/or sponsor research, Sitting Bull College recognizes the importance of research in the generation of new knowledge. Such research is often sponsored by a federal department or agency. Title 45 Code of Federal Regulations Part 46 (45 CFR 46) Protection of Human Subjects specifies federal regulations for the conduct of research involving human subjects.

Sitting Bull College recognizes the importance of having in place a set of principles and guidelines that govern the institution, its faculty, and staff, in the discharge of its responsibilities for protecting the rights and welfare of human subjects taking part in research conducted at, or sponsored by the institution, regardless of the source of funding [Federal Policy §__.103(b)(1)].

The federal regulations and the history of research involving American Indian people serve as compelling reasons that human subjects must be protected in the conduct of research. Language and cultural differences caused misunderstanding about the intent and content of the research in which Native people were engaged. In sometimes intimidating situations, subjects were not informed, nor were they given the opportunity to decline participation. Sacred knowledge, objects, and sites were all too often violated in the name of research and the generation of new knowledge about indigenous peoples and their cultures. While Sitting Bull College must and will demonstrate research compliance, it is also committed to the protection of the citizens of Standing Rock so as not to repeat the history that took advantage of them. Therefore, research at, or sponsored by, Sitting Bull College will be well-designed and properly executed according to the following principles, policy, and guidelines.

STATEMENT OF PRINCIPLES
The ethical principles that govern acceptable conduct of research involving human subjects at or sponsored by Sitting Bull College are found in The Belmont Report. The ethical principles are:

- Respect for persons
- Beneficence
- Justice

Respect for persons involves recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy. This principle underlies the need to obtain informed consent.

Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm. This principle underlies the need to engage in a risk/benefit analysis and to minimize risks.

Justice requires that the benefits and burdens of research be distributed fairly. This principle requires that subjects be fairly selected.

RESEARCH POLICY
Research at, or sponsored by Sitting Bull College will be well designed and properly executed. All researchers will abide by ethical principles of respect for persons, beneficence, and justice. All researchers will respect the culture of the residents of the Standing Rock Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection cannot begin without IRB approval. Research results will be shared with Sitting Bull College.
IRB REVIEW AND APPROVAL PROCEDURES
Sitting Bull College requires that all research projects and particularly those involving human subjects be approved by the Sitting Bull College IRB. The IRB meets quarterly during the academic year and as needed during the summer.

Any employee, adjunct faculty member, or student, who on behalf of SBC conducts research using human subjects, must receive IRB approval prior to any data collection. The necessary forms for approval must be submitted to the IRB before a research proposal is submitted to a sponsor for funding. Faculty, adjunct faculty, or staff who wish to undertake research involving human subjects as part of their duties, and students who wish to conduct research as part of class requirements shall be subject to the same rules regarding IRB submission of their research proposal. Adjunct faculty and students must have a full-time faculty member as a co-principal investigator (PI).

APPLICANT RESPONSIBILITY:
1. Obtain application packet and Institutional Review Board Guidebook from the Office of the Academic Vice President or online at www.sittingbull.edu.
3. Determine type of IRB review application to be used (see section on Types of IRB Review).
4. Complete the appropriate IRB review application. Any required parts of the protocol such as an informed consent form or an interview instrument must be attached to the application.
5. Submit the complete application, with attachments, to the IRB Chair for review; indicate what will happen with the research results.
6. Secure IRB approval before data collection can begin.
Sitting Bull College has established a daycare facility for use by students. For safety and liability issues, students should not bring their children to classes and should make use of the daycare facility. A student who constantly brings their children to classes will be in violation of SBC’s policies and will be referred to the Vice President of Operations or Dean of Academics to resolve the issue.

**GRADING**

The evaluation of a student’s work is based upon a system of grade reports and is issued at the end of each term.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD INTERPRETATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High degree of excellence</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Completion of minimum requirement</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure to satisfactorily complete</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passed</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal done by the student prior to the deadline</td>
<td>0</td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>WIP</td>
<td>Work in Progress</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**GRADE POINT AVERAGE (GPA)**

A student’s scholastic standing of Grand Point Average (GPA) is obtained by the total number of grade points earned for the semester divided by the total number of semester hours attempted for the semester.

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Credits</th>
<th>Honor Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>B</td>
<td>3</td>
<td>x 3</td>
<td>= 9</td>
</tr>
<tr>
<td>Algebra</td>
<td>A</td>
<td>4</td>
<td>x 4</td>
<td>= 16</td>
</tr>
<tr>
<td>Language</td>
<td>A</td>
<td>4</td>
<td>x 4</td>
<td>= 16</td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>3</td>
<td>x 3</td>
<td>= 9</td>
</tr>
</tbody>
</table>

Total 14 50

Semester GPA: 50/14=3.57

The cumulative or total grade point averages are obtained by the same method using overall semester hours attempted and overall honor points earned. Grades of (P), (W), (I) are disregarded when figuring grade point averages.
**INCOMPLETE**

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

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

The student and instructor must complete an "Incomplete Grade Report Form" indicating the course work to be completed; the deadline date for completion; and the grade assigned if the student does not complete the work as indicated. Students will have three weeks from the end of the semester to complete the course work unless the instructor indicates an earlier date. If the course work is not finished, the grade will be changed from an “I” to the grade the instructor indicated on the “Incomplete Grade Report Form”.

No credits are earned for this course unless the Incomplete grade is changed to a passing grade. Students receiving an "I" are not eligible for the Honor Roll or Graduation and may lose their eligibility for Financial Aid.

**WITHDRAWAL POLICY**

Change of schedule forms may be obtained from either of the Counselors, and must be completed within the date allowed to withdraw from classes. The student must sign the form provided by the Counselor. If the student is unable to personally come to Main Campus, then he/she must provide a signed notice of intent via fax or pdf* that states the reason for withdrawing and includes the name(s) of the class or classes from which the student will withdraw and have it delivered before the allowed date to withdraw or, if mailed, to have it postmarked no later than the date allowed to withdraw from classes. Upon obtaining a signature from a student or letter of intent, the Counselor will forward the original withdraw form to the Registrar's office. The student’s instructor(s), advisor, and Jenzabar Database Manager will be notified of the student drop.

*Faxes will be accepted with the student’s signature and information clearly written. An email message without a pdf attached will not be considered an authentic signature. Signatures will be compared with the student’s signature on the admissions application on file.

Any tuition refund or credit will be determined by the date of the change of schedule form.

A student who withdraws from all their courses will not meet minimum academic standards and will be placed on academic warning, academic probation, or academic suspension. (See Academic Probation and Academic Suspension for more information.)

If a course is completed before the last date to withdraw from classes, the student will not be allowed to withdraw from this course (i.e. First Aid).
**MIDTERM GRADES**

Mid-term grades are reported during the Fall and Spring semesters and are mailed to all students by the Registrar. Incomplete grades are not allowed at mid-term. Midterm grades are used to assist students in determining their academic progress. They are not recorded grades and therefore a grade appeal cannot be filed. Midterm grade reports can be viewed and printed by the student through MySBC.

Mid-term grades are not reported during the Summer term or for accelerated courses. Instructors will notify one of the counselors of any student(s) who are failing. The counselor will then contact the student(s).

**FINAL GRADES**

The instructor submits final grades at the end of the semester. The instructor must submit final grades for an accelerated course one week after the end of the course. Final grade reports can be viewed and printed by the student through MySBC.

**GRADE APPEAL**

Occasions arise when a student is convinced that a final course grade is in error. A course grade is considered final unless the student files an appropriate appeal. For the student who has reason to believe the grade issued is incorrect, the SBC Student Grievance Policy must be followed. See pages 73 for the policy and procedures to follow.

A student has up to three (3) weeks from the end of the semester from which the final grades were awarded to file a grade appeal. Unless an appeal has been made to the Dean of Academics within three weeks from the end of the semester, no grade changes will be made.

**FINAL EXAM POLICY**

Students are required to take their finals during the scheduled time. A makeup final will be granted when students are unable to take the regularly scheduled final for reasons beyond their control or by circumstances created by the College. If a make-up final is granted the student will receive an incomplete (I) grade. The procedures outlined in the Incomplete section will be followed.
SCHOLASTIC HONORS

Sitting Bull College acknowledges the importance of dedication, determination and discipline in academic endeavors. It awards deserving students who have distinguished themselves by their high scholastic achievement. In order for a student to be eligible, students must have been enrolled full time and have no incomplete grades.

PRESIDENT’S HONOR LIST - Any full time student who has achieved a 4.00 GPA is placed on the President's Honor List.

VICE PRESIDENT’S HONOR LIST - Any full time student who attains a 3.50-3.99 GPA for any one semester is placed on the Dean’s Honor List.

DEAN’S HONOR LIST - Any full time student who attains a GPA in the Range of 3.00-3.49 is placed on the Honor List.

A student who receives a final grade of a “D” or an “F” in a course(s) is not eligible for scholastic honors for the semester.

ACADEMIC PROBATION

At the end of the semester, students whose current grade point average falls below 2.00 will receive an academic probation statement on their grade report. The effect of the academic probation is to serve notice to students that the quality of their work is below an acceptable level and that continuation of unsatisfactory work during their next semester of enrollment will result in academic suspension. Students who receive an academic probation letter will be required to contact their advisor before registering for next semester.

WITHDRAWAL FROM ALL COURSES
- First occurrence student will be placed on academic warning.
- Withdrawal from all courses during next term of enrollment will cause the student to be placed on academic probation.
- Withdrawal from all courses following academic probation will cause the student to be placed on academic suspension.
ACADEMIC SUSPENSION

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

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

Example (Suspension #1)
A student who is placed on suspension at the end of the fall semester will be required to sit out the spring and summer semesters before s/he can reapply for admissions. A student who is placed on academic suspension at the end of the spring semester will be required to sit out the summer session and fall session before s/he can reapply for admissions. The student will receive an academic suspension statement on his/her grade report.

RE-ADMISSION

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

A student whom is on suspension from Sitting Bull College, but has successfully attended another institution does not have to petition for re-admissions if they can provide an official transcript, were in good academic standing in their last term of their attendance, and have a 2.00 cumulative grade point average or better from the last college they attended.

EXCEPTIONS:
If an applicant for admission is NOT a current high school student, a graduate of an accredited high school or has not received a GED certificate, the applicant is eligible to enroll for one semester in up to eight credit hours with a course requirement of PSYC 100 First Year Learning Experience for three of the eight credits, providing they have successfully completed the following official GED tests – Language Reasoning, math, and either social studies or science. However, the applicant will be required to work with the GED Director on obtaining a GED by the end of the semester. Students are not eligible to enroll a second semester until proof of GED completion is submitted to the Registrar's office.
GRADUATION REQUIREMENTS

1. Graduation application should be completed the semester of anticipated graduation.
2. Student must have achieved a cumulative grade point average of 2.00 within their degree plan. The Bachelor of Science in Elementary Education, Early Childhood Education, and Secondary Science Education requires a minimum 2.75 cumulative grade point average. Master’s degrees require a minimum 3.00 cumulative grade point average.
3. The student must complete the following post assessment requirements:
   - Certificate: degree specific assessments
   - Associate of Applied Science: degree specific assessments, institutional outcomes survey, student services satisfaction survey
   - Associate of Arts; Associate of Science: degree specific assessments, CAAP test, institutional outcomes survey, student services satisfaction survey, Native American Studies General Knowledge Test
   - Bachelor of Science: Bachelor of Arts: degree specific assessments, institutional outcomes survey, student services satisfaction survey, Native American Studies General Knowledge Test
   - Master of Science: degree specific assessments
4. Transfer students must earn a minimum of fifteen (15) credits at SBC prior to graduation for an Associate degree, (30) credits for a Bachelor’s degree, and (24) credits for a Master’s degree.
5. The student must be enrolled at SBC during the final semester of graduation.
6. The student may not apply transfer graduate credit toward requirements for an associate or baccalaureate degree at SBC.
7. The student must complete payment of all fees and financial obligations to the College before diplomas and transcripts are released.
8. Graduation dates include: May, July, and December. The college only holds one commencement ceremony in May.

SCHOLASTIC HONORS AT GRADUATION

Students who complete all degree requirements for a Certificate, Associate, or Bachelor’s Program of Study may graduate with the following honors:

Summa Cum Laude  
Representing a cumulative grade point average or 4.00 through 3.90.

Magna Cum Laude  
Representing a cumulative grade point average of 3.89 through 3.75.

Cum Laude  
Representing a cumulative grade point average of 3.74 through 3.50.

DISPERSING OF DIPLOMAS

Diplomas will not be dispersed until 30 days after graduation; at the time of graduation, students will receive the diploma cover.
PARTICIPATION IN SITTING BULL COLLEGE’S
ASSESSMENT PROGRAM

All new/returning and graduating students are required to participate in SBC’s assessment program. The assessment program consists of several pre and posttests, general departmental evaluations, job placement information, satisfaction surveys, and college and community activities. Several programs require the completion of an electronic portfolio, research project, or PowerPoint presentation as a graduation requirement. A student should consult their academic advisor on program assessment requirements for graduation.

TRANSCRIPTS

Complete and submit a Sitting Bull College Transcript Request Form which is available in Student Services or can be downloaded from our website. A student can submit a written request that must include all of the following information in order for the request to be processed:

- Full Name
- Social Security Number
- Date of Birth
- Address where you would like the transcript sent
- Signature (to be verified with SBC records)

Telephone requests for transcripts will not be honored. Please allow up to five (5) working days for a transcript to be processed. Transcript requests will not be honored if a financial obligation exists or a hold has been placed on the transcript.

All transcript fees are paid to the Finance Center. Official transcripts cost $5 each. There is no cost for an unofficial transcript. Official transcripts will not be faxed; however, an unofficial copy can be faxed.

Students in need of official transcripts for courses taken prior to SBC’s accreditation (fall 1984) should contact Bismarck State College, Bismarck, North Dakota for needed documentation.
TRANSCRIPT/DIPLOMA HOLD POLICY

Sitting Bull College reserves the right to place a transcript and/or diploma hold on a student for one or more of the following reasons:

a) past due financial obligations to any department, office, or unit of the college*;
b) need to obtain official documents such as high school or GED transcripts;
c) need to fulfill graduation requirements;
d) as a result of judicial actions.
e) computer or other equipment not returned.

In order to resolve, or clear a hold, a student must contact the college/department/office which placed the hold and correct the issue accordingly.

*Students who are enrolled at Sitting Bull College for the semester and have an outstanding bill may apply for scholarship opportunities. If the scholarship requires an official transcript, the Registrar may issue the transcript directly to the scholarship organization. In addition, the Registrar or Director of Financial Aid may send letters of enrollment and GPA information to funding sources directly for registered SBC students as requested.

TRANSFERABILITY

Credits earned at SBC are transferable to other colleges and universities. The student intending to transfer to a four-year institution should consult the catalog of that institution, since requirements vary. Regardless of the number of credits earned, the credits accepted for transfers toward a degree are determined solely by the institution to which the student transfers.

A student who plans to transfer to a four-year college or university should follow these four steps:

1. Obtain a current catalog of the institution to which he/she wishes to transfer and study the entrance requirements and suggestions for freshman and sophomore programs in the major field of interest.
2. Talk with a SBC Counselor or Academic Advisor about fulfilling these requirements.
3. Confer either by letter or by personal interview, with an admissions officer of the institution for further information about the curriculum and transfer regulations.
4. Check carefully a semester or two before transferring to be certain all requirements will be met and all regulations observed to the satisfaction of the four-year college or university.
PROGRAMS OF STUDY
Sitting Bull College (SBC) offers academic and career and technical education training. The College has implemented a standard core curriculum incorporating the essential basics for each specified degree offering. The core curriculum is found in the general education requirements. These requirements are directly linked to the four student outcomes identified as the central goals for student achievement by the institution and directly correlate to the mission of the college.

**MASTER OF SCIENCE**

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

Sitting Bull College offers the following Master of Science degree:

- Environmental Science

**MASTER OF EDUCATION**

The Master of Education (M.Ed.) degree is granted to the student, who wishes to complete a program of study in curriculum and instruction. The M.Ed. degree program requires a minimum of thirty-six (36) credit hours of course work. For admissions into a Master's program a student must have successfully completed a Bachelor's degree, in a related field is preferred but not required, and meet the necessary requirements for admission into the program.

Sitting Bull College offers the following Master of Education degree:

- Curriculum and Instruction

**BACHELOR OF SCIENCE/BACHELOR OF ARTS**

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

Sitting Bull College offers the following Bachelor of Science/Arts degrees:

- Business Administration
- Early Childhood Education
- Elementary Education
- Secondary Science Education
- Environmental Science
- General Studies
- Native American Studies
- Social Work
ASSOCIATE OF ARTS

The Associate of Arts (AA) degree is generally granted to the student who intends to transfer to a four-year institution. Students must complete the SBC general education requirements and may also select an area of emphasis in any of the instructional areas. Each AA degree program requires a minimum of sixty (60) credit hours of course work.

Sitting Bull College offers the following Associate of Arts degrees:

- Business Administration
- General Studies
- General Studies – Nursing Transfer
- Native American Studies
- Pre-Engineering

ASSOCIATE OF SCIENCE

The Associate of Science (AS) degree is designed to prepare students for a vocation by providing more specialized training than the AA degree. It also provides enough general education course work for the student who intends to transfer. Each AS degree program requires a minimum of sixty (60) credit hours of course work.

Sitting Bull College offers the following Associate of Science degrees:

- Criminal Justice
- Early Childhood Education
- Environmental Science
- Human Services Technician
- Information Technology
- Lakhotiyapi/Dakhotiyapi
- Practical Nursing
- Teacher Education

ASSOCIATE OF APPLIED SCIENCE

The Associate of Applied Science (AAS) degree is granted to the student who wishes to complete a vocational program of study, which leads to employment in a specific career. It requires that nearly all the course work be in a specific area, with only limited general education requirements. Each AAS degree program requires a minimum of sixty (60) credit hours of course work.

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

- Lay Advocate/Paralegal

CERTIFICATE

A certificate of completion is awarded for successful completion of a vocational training program. Certificate programs provide vocational skills training and will require minimum academic course work.

Sitting Bull College offers the following Certificates of Completion:

- Building Trades
- Commercial Driver’s License
- Electrical
- Heavy Equipment Operations I
- Heavy Equipment Operations II
- Information Technology
- Lakhotiyapi/Dakhotiyapi I
- Lakhotiyapi/Dakhotiyapi II
- Welding
GENERAL EDUCATION PHILOSOPHY STATEMENT

Sitting Bull College general education is intended to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society. Course offerings are designed to enhance employability, provide a foundation and opportunity for lifelong learning, promote the Ochethi Sakowin culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

GENERAL EDUCATION
ESSENTIAL LEARNING OUTCOMES

1. Students will gain knowledge of human cultures and the physical and natural world:
   through study in the science and mathematics, social sciences, humanities, histories, languages, and the arts.
   Assessment Tools: CAAP, Tribal Knowledge Pre/Post Test, Math/Science embedded final questions.

2. Students will gain intellectual and practical skills:
   through inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, and information literacy.
   Assessment Tools: CAAP, Computer end of course assessment, Composition/Essay and Speech end of course assessments.

3. Students will display personal and social responsibility:
   through civic knowledge and engagement – local and global, intercultural knowledge and competency, ethical reasoning and action, and foundations and skills for lifelong learning.
   Assessment Tools: Noel Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, and Employer Survey.

4. Students will display integrative and applied learning:
   through synthesis and advanced accomplishment across general and specialized studies.
**GENERAL EDUCATION REQUIREMENTS**

The following general education requirements must be completed for an Associate of Arts, Associate of Science, and Associate of Applied Science programs at Sitting Bull College. Competency is measured in all areas by a letter grade of A, B, C, D, or F. The minimum competency level should be a letter grade of a C.

<table>
<thead>
<tr>
<th>Skills/Student Outcomes</th>
<th>Course offered by Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate of Arts</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>ENGL 110 Composition I - 3 cr.</td>
</tr>
<tr>
<td>Institutional Outcome (1)</td>
<td>ENGL 120 Composition II - 3 cr.</td>
</tr>
<tr>
<td>Essential Learning Outcome (2)</td>
<td>Students will be able to complete an essay and a research paper using APA style.</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>COMM 110 Fundamentals of Public Speaking – 3 cr.</td>
</tr>
<tr>
<td>Institutional Outcome (1)</td>
<td>Students will be able to use critical thinking to speak effectively in front of an audience.</td>
</tr>
<tr>
<td>Essential Learning Outcome (2)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MATH 103 College Algebra - 4 cr.</td>
</tr>
<tr>
<td>Institutional Outcome (1,3)</td>
<td>Students will learn the manipulation skills that are at an advanced level in the application of algebra.</td>
</tr>
<tr>
<td>Essential Learning Outcome (1,2)</td>
<td></td>
</tr>
<tr>
<td>Student Success Institutional Outcome (3) Essential Learning Outcome (3, 4)</td>
<td>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation &amp; Beyond – 2 cr.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Culture/History Institutional Outcome (4) Essential Learning Outcome (1, 3)</td>
<td>NAS 101 Ochethi Sakowin Language I - 4 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</td>
</tr>
<tr>
<td>Humanities or Social &amp; Behavioral Science Institutional Outcome (2, 3) Essential Learning Outcome (3)</td>
<td>Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology - 6 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</td>
</tr>
<tr>
<td>Health/Physical Education Institutional Outcome (3) Essential Learning Outcome (3)</td>
<td>Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.</td>
</tr>
<tr>
<td>Laboratory Science Institutional Outcome (1, 3) Essential Learning Outcome (1, 2)</td>
<td>Any two (2) science course - 8 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</td>
</tr>
<tr>
<td>Computer Applications Institutional Outcome (3) Essential Learning Outcome (2, 4)</td>
<td>CSCI 101 Introduction to Computers – 3 cr. Students will learn to become computer literate.</td>
</tr>
<tr>
<td>Total Credit Hours Required</td>
<td>41 credits</td>
</tr>
</tbody>
</table>

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

**First Semester**

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

**Total Credits** ......................................................................................................................... 12 cr.

**Second Semester**

- **Composition (Next course in sequence)** ................................................................. 3 cr.
- **Math (Next course in sequence if applicable to degree)** ........................................... 4 cr.
- **NAS 101 Ochethi Sakowin Language for Beginners/NAS 103 Introduction to Ochethi Sakowin Language, Culture & History, Speech, Science course or Introduction courses from major** ................................................................. 5-10

**Total Credits** ......................................................................................................................... 12-17 cr.

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

Second semester students should not be encouraged to take courses beyond the 13/14 credits unless they received a 2.00 or greater in the first semester.
DEGREE PLANS
Associate of Arts – General Studies

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES:
1. The student will express ideas effectively through writing and speaking.
2. The student will demonstrate use of technology.
3. The student will develop their knowledge of various cultures with an emphasis on the Ochethi Sakowin culture.
4. The student will demonstrate sound critical thinking skills and reflective processing of information to enhance problem solving.

Associate of Arts – General Studies Nursing Transfer

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

Bachelor of Science – General Studies

Bachelor of Science – General Studies with an emphasis in Native American Studies

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE DEGREE IN GENERAL STUDIES:
1. The student will create written and oral communication to meet professional standards.
2. The student will demonstrate advanced use of technology.
3. The student will demonstrate research skills by retrieving, evaluating, and using information appropriately.
4. The student will develop critical thinking skills and reflective processing of information to enhance problem solving.
ASSOCIATE OF ARTS
GENERAL STUDIES

The program is designed to provide students with the opportunity to acquire basic principles and skills in the general education area while pursuing specific interests. It prepares students to enter into the Bachelor of Science General Studies degree or to transfer to another bachelor’s program.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NAS 101</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NATIVE AMERICAN STUDIES ELECTIVE</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select any one (1) course from Native American Studies</td>
<td></td>
</tr>
<tr>
<td>HEALTH/PHYSICAL EDUCATION</td>
<td>2 cr.</td>
<td></td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td>8 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any two (2) one-hour courses or any one (1) two-hour course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any two (2) four-hour laboratory science courses</td>
<td></td>
</tr>
<tr>
<td>Total General Education Requirements</td>
<td>41 credits</td>
<td></td>
</tr>
</tbody>
</table>

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 297</td>
<td>General Studies Capstone</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Elementary Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Humanities Course</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>Technology Course</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Science Course</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>8 cr.</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>21 credits</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL DEGREE REQUIREMENTS ................................................. 62 CREDITS
ASSOCIATE OF ARTS
GENERAL STUDIES
NURSING TRANSFER DEGREE PLAN

This program is designed to meet the needs of those students who plan to continue their education in nursing at other institutions. This program is aimed at students who graduate from Sitting Bull College with their AS in Practical Nursing and who want to continue their education as well as those students who are choosing to attend Sitting Bull College to pick up their general education requirements before transferring to another nursing program.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NAS 101 or Ochethi Sakowin Language I</td>
<td>4 cr.</td>
<td></td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HPER 200</td>
<td>Nutrition</td>
<td>2 cr.</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 255</td>
<td>Child and Adolescent Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Anatomy and Physiology I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>Introduction to Chemistry</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

Total General Education Requirements..................................................................... 41 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 202</td>
<td>Microbiology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 230</td>
<td>Anatomy and Physiology II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

Choose 12 credits from the following (based on the program the student plans to transfer to):

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

Total Core Requirements ............................................................................. 24 credits

TOTAL DEGREE REQUIREMENTS ....................................................................... 65 CREDITS
BACHELOR OF SCIENCE
GENERAL STUDIES

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

REQUIREMENTS:
Requirements for admission are as follows:
1. Successful completion of Associate degree in appropriate area.

Requirements for graduation are as follows:
1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.
4. For the Native American Studies concentration: a minimum of 27 credit hours of 300 and 400 level course work in a specific area.
5. Completion of assessment project.

GENERAL EDUCATION REQUIREMENTS

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<td>Composition I</td>
<td>3 cr.</td>
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<td>MATH 103</td>
<td>College Algebra</td>
<td>4 cr.</td>
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<td>PSYC 100</td>
<td>First Year Learning Experience</td>
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<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
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<tr>
<td>NAS 101</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

NATIVE AMERICAN STUDIES ELECTIVE

Select any one (1) course from Native American Studies

PSCY 111 Introduction to Psychology 3 cr.

HEALTH/PHYSICAL EDUCATION

Any two (2) one-hour courses or any one (1) two-hour course 2 cr.

LABORATORY SCIENCE

Any two (2) four-hour courses 8 cr.

CSCI 101 Introduction to Computers 3 cr.

Total General Education Requirements 41 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210</td>
<td>Elementary Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Electives</td>
<td>100+ Level</td>
<td>41 cr.</td>
</tr>
<tr>
<td>HUM 497</td>
<td>General Studies Capstone Course</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Applied Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Electives</td>
<td>300+ Level</td>
<td>36 cr.</td>
</tr>
</tbody>
</table>

Total Core Requirements 84 credits

TOTAL DEGREE REQUIREMENTS 125 CREDITS

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

Associate of Arts – Business Administration

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

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION:
1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate advanced proficiency of integration of business concepts.
3. The student will apply advanced management theory and techniques to actual business situations.
4. The student will be able to evaluate an organization and provide strategic business recommendations.
5. The student will analyze the impact of global business issues.
6. The student will demonstrate proficiency of current computer information systems within the business environment.
**Certificate – Information Technology A+**

PROGRAM OUTCOMES FOR CERTIFICATE IN INFORMATION TECHNOLOGY A+:
1. The student will demonstrate the applications of computer information systems and fundamental computer concepts.
2. The student will install internal and external options and devices.
3. The student will configure and enhance the hardware and software of a computer to optimize computer performance.
4. The student will utilize tools, hardware components, and hardware/software interfacing to troubleshoot personal computer problems.
5. The student will plan and implement a technical solution for networking in a small business environment.
6. The student takes CompTIA A+ certification exam and achieves passing scores on each section.

**Certificate – Information Technology Maintenance/OS/Networking**

PROGRAM OUTCOMES FOR CERTIFICATE IN INFORMATION TECHNOLOGY MAINTENANCE/OS/NETWORKING:
1. The student will demonstrate the applications of computer information systems and fundamental computer concepts.
2. The student will install internal and external options and devices.
3. The student will configure and enhance the hardware and software of a computer to optimize computer performance.
4. The student will utilize tools, hardware components, and hardware/software interfacing to troubleshoot personal computer problems.
5. The student will plan and implement a technical solution for networking in a small business environment.
6. The student will create IP addressing plans for a small network and implement a network equipment upgrade.
7. The student takes Cisco CCENT certification exam and achieves passing scores on each section.

**Associate of Science – Information Technology**

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN INFORMATION TECHNOLOGY:
1. The student will comprehend and resolve common desktop computer and network issues.
2. The student will practice communication, problem solving and decision-making skills through the use of appropriate technology and with an understanding of the use environment.
3. The student will identify, design, and develop appropriate information technology solutions in web, desktop, network, and/or database applications.
4. The student will configure and administer database servers to support contemporary business environments.
5. The student will plan and implement a technical solution for networking in a small business environment.
6. The student will design and develop software solutions for various use environments by employing appropriate problem solving strategies.
7. The student will investigate issues and/or solve problems using current topics in computing as well as application of industry trends.


**BUSINESS ADMINISTRATION**

Sitting Bull College offers associate and bachelor level programs for students seeking training in Business Administration.

The Business Administration Program offers students the skills necessary to be positive and successful in a number of management level positions. Business Administration derives its instructional base from the employment field of business and has as its mission the preparation of individuals for employment in business occupations, including entrepreneurship. Employment and Career Opportunities include the following: Entrepreneurship, Administrative Services, Advertising, Financial Management, Human Resource, Sales, Tourism, Training and Development, Purchasing, Storage and Distribution in all area markets.

**ASSOCIATE OF ARTS BUSINESS ADMINISTRATION**

The program prepares students for positions in the accounting/business world or for transfer to a four-year institution of higher learning. The curriculum is designed to offer students an introduction to business, accounting, and economics.

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>Composition I</td>
<td>3 cr.</td>
</tr>
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<td>ENGL 120</td>
<td>Composition II</td>
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</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NAS 101 or NAS 103</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NATIVE AMERICAN STUDIES ELECTIVE</td>
<td>3 cr.</td>
<td>Select any one (1) course from Native American Studies</td>
</tr>
<tr>
<td>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>3 cr.</td>
<td>Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology</td>
</tr>
<tr>
<td>HEALTH/PHYSICAL EDUCATION</td>
<td>2 cr.</td>
<td>Any two (2) one-hour courses or any one (1) two-hour course</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td></td>
<td>8 cr.</td>
</tr>
<tr>
<td>Total General Education Requirements</td>
<td>41 credits</td>
<td>Any two (2) four-hour laboratory science courses</td>
</tr>
</tbody>
</table>

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 101</td>
<td>Introduction to Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 103</td>
<td>Legal Environment of Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 201</td>
<td>Principles of Accounting I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 202</td>
<td>Principles of Accounting II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 208</td>
<td>Entrepreneurial Marketing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 219</td>
<td>Entrepreneurial Business Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 297</td>
<td>Business Administration Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Microeconomics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Macroeconomics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BOTE 247</td>
<td>Spreadsheet Applications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>30 credits</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 CREDITS</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION

This program is to ensure the efficacy of our students to succeed in changing our world; Sitting Bull College Business Department provides opportunities for future managers and entrepreneurs of area markets. The four-year Business Administration program focuses on stimulating business creations that are compatible with, and supportive of, the American Indian Culture or Ochethi Sakowin Nation’s Culture. The success and uniqueness of our program is directly related to the development of our North and South Dakota communities. Through education, we have a unique ability to focus on local community, business, and economic development. The four-year Business program is aware of the individuality of Standing Rock markets and economies and creates a product that is more able to facilitate in the planning and implementation of development strategies.

Employment and career opportunities for the Bachelor’s degree include; entrepreneur, manager, program director, comptroller, sales, human resource manager, personnel director, marketing manager, bookkeeper, auditor, real estate agent, information systems manager, business consultant, and motivational speaker.

The professional core requirements of the degree may be offered in an accelerated format.

REQUIREMENTS:
Requirements for admission are as follows:
3. Successful completion or in the last semester of Associate degree in Business Administration.
4. Transfer students must meet all program pre-requisites before being accepted into the Bachelor of Science accelerated program.

Requirements for graduation are as follows:
1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.

GENERAL EDUCATION REQUIREMENTS

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

Total General Education Requirements....................................................................................... 40-41 credits
### BUSINESS CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 101</td>
<td>Introduction to Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 103</td>
<td>Legal Environment of Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 201</td>
<td>Principles of Accounting I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 202</td>
<td>Principles of Accounting II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 208</td>
<td>Entrepreneurial Marketing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 219</td>
<td>Entrepreneurial Business Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 297</td>
<td>Business Administration Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Microeconomics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Macroeconomics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BOTE 247</td>
<td>Spreadsheet Applications</td>
<td>3 cr.</td>
</tr>
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</table>

**Total Business Core Requirements** ........................................................................... 30 credits

### PROFESSIONAL CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 301</td>
<td>Principles of Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 303</td>
<td>Human Resource Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 305</td>
<td>Organizational Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 311</td>
<td>Principles of Marketing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 323</td>
<td>Payroll Accounting</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 333</td>
<td>Business Writing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 353</td>
<td>Tax Procedures</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 363</td>
<td>Business Finance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 401</td>
<td>New Venture</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 405</td>
<td>Business Law I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 406</td>
<td>Business Ethics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 434</td>
<td>World Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 453</td>
<td>Strategic Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BAD 497</td>
<td>Internship/Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Applied Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>300+ Electives</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>

**Total Professional Core Requirements** .................................................................... 51 credits

**TOTAL DEGREE REQUIREMENTS** .................................................................................. 121-122 CREDITS
INFORMATION TECHNOLOGY

We live in a computerized and networked society, and supporting these computers and networks offers a wide job market with a variety of locations and environments. Technology is driving businesses and governments today, especially health care, financial services, public utilities, sales, and mining and manufacturing. Individuals own personal computers, tablets, smartphones and home networks, and a wide variety of other computerized devices. Computer specialists will require technical skills to work with computers, networks and devices; and communications skills to work with employers, co-workers and end-users.

The IT student at SBC will develop a firm foundation in Information Technology to prepare for employment or for seeking a baccalaureate degree. This program will prepare students to enter into the world of work with the most commonly accepted IT certifications; CompTIA’s A+ for IT technicians, and the Cisco CCENT for networking. The courses offered at SBC are standardized with the North Dakota University System’s common course numbering system, so the student will also be well prepared to transfer to a four-year institution of higher learning for more advanced degrees.

The program is also designed for students who are seeking certification alone. Two certificates are offered; A+ from CompTIA and/or Maintenance/OS/Networking with CCENT from Cisco. Sitting Bull College is a Postsecondary Local Cisco Networking Academy, offering CCNA Routing & Switching I: Introduction to Networks, and CCNA Routing & Switching II: Network Basics.

### CERTIFICATE IN INFORMATION TECHNOLOGY

#### A+ CERTIFICATION (CompTIA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 128</td>
<td>Microcomputer Hardware I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Microcomputer Hardware II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 164</td>
<td>Networking Fundamentals I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CIS 212</td>
<td>Operating System Client</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 215</td>
<td>Implementing a Server Environment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TOTAL A+ CERTIFICATE REQUIREMENTS** .......................................................... **19 CREDITS**

#### MAINTENANCE/OS/NETWORKING EMPHASIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 128</td>
<td>Microcomputer Hardware I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 129</td>
<td>Microcomputer Hardware II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 164</td>
<td>Networking Fundamentals I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CIS 165</td>
<td>Networking Fundamentals II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CIS 212</td>
<td>Operating System Client</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Implementing a Server Environment</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TOTAL Maintenance/OS/Networking CERTIFICATE REQUIREMENTS** .......................... **20 CREDITS**

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

To earn the A+ Certification in Information Technology, students must take the current CompTIA A+ certification exam and achieve passing scores on each section. This requires a separate exam fee at the time of testing. A student who has already earned the current CompTIA A+ Certificate will receive class credit for CIS 128 and CIS 129 by paying the tuition cost for these classes.

To earn the Maintenance/OS/Networking Certification in Information Technology, students must take the current Cisco CCENT certification exam and achieve passing scores on each section. This requires a separate exam fee at the time of testing. A student who has already earned the current Cisco CCENT will receive class credit for CIS 164 and CIS 165 by paying the tuition cost for these classes.
ASSOCIATE OF SCIENCE
INFORMATION TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

ENGL 110  Composition I ......................................................... 3 cr.
ENGL 120  Composition II ....................................................... 3 cr.
COMM 110  Fundamentals of Public Speaking ................................. 3 cr.
MATH 102  Intermediate Algebra or higher .................................. 4 cr.
PSYC 100  First Year Learning Experience .................................. 3 cr.
SOC 120   Transitions-Graduation & Beyond ................................ 2 cr.
NAS 101 or Ochethi Sakowin Language I .................................... 4 cr.
NAS 103   Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101  Introduction to Computers ......................................... 3 cr.

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE.......................... 3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Music, Native
American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography,
Human Services, Political Science, Psychology, and Sociology

HEALTH/PHYSICAL EDUCATION ................................................... 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course

LABORATORY SCIENCE .................................................................. 4 cr.
Any one (1) four-hour laboratory science course

Total General Education Requirements ........................................... 34 credits

CORE REQUIREMENTS

CIS 128  Microcomputer Hardware I .......................................... 3 cr.
CIS 129  Microcomputer Hardware II .......................................... 3 cr.
CIS 141  Introduction to Cybersecurity ........................................ 3 cr.
CIS 164  Networking Fundamentals I .......................................... 4 cr.
CIS 165  Networking Fundamentals II .......................................... 4 cr.
CIS 212  Operating Systems Client ............................................. 3 cr.
CIS 215  Implementing a Server Environment ................................ 3 cr.
CIS 297  Information Technology Internship ................................. 3 cr.
CSCI 122  Visual Basic ............................................................... 3 cr.
CSCI 133  Database Concepts I (SQL) ......................................... 3 cr.

INFORMATION TECHNOLOGY ELECTIVES - (SELECT A TOTAL OF 3 CREDIT HOURS)

CIS 181  Creating Web Pages .................................................... 3 cr.
ENS 211  Introduction to GIS/GPS .............................................. 3 cr.
CIS/CSCI 299  Computer Information Systems/Computer Science Elective 3 cr.

Total Core IT Requirements ......................................................... 35 credits
TOTAL DEGREE REQUIREMENTS .................................................... 69 CREDITS
DIVISION OF CONSTRUCTION TECHNOLOGY

Construction, as in many other occupations, is becoming a field of specialists.

SBC’s Building Trades Program follows curriculum guidelines set forth by the Associated General Contractors of America and the National Center for Construction and Education and Research (NCEER).

Students who successfully complete the program leave with a solid foundation as entry-level carpenters. Jobs that await them are many as demand are high for motivated individuals here locally and elsewhere with building contractors, lumber yards and maintenance shops.

PROGRAM OUTCOMES FOR ASSOCIATE IN BUILDING TRADES
1. The student will prepare building site according to building plan.
2. The student will demonstrate the proper use of hand and power tools.
3. The student will estimate amount of material needed to complete building project.
4. The student will be able to layout and construct exterior wall sections and roofing according to a building plan.
5. The student will be able to install interior walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.

CERTIFICATE BUILDING TRADES

GENERAL EDUCATION REQUIREMENTS
ENGL 100 Applied English or higher ................................................................. 3 cr.
HPER 210 First Aid/CPR/AED ............................................................................. 2 cr.
SOC 099 Job Skills ............................................................................................ 2 cr.
Total General Education Requirements ......................................................... 7 credits

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

PROGRAM OUTCOMES FOR CERTIFICATE IN COMMERCIAL DRIVERS LICENSE (CDL):
1. The students will gain a working knowledge of a tractor trailer and basic skill driving.
2. The students will gain a working knowledge of standard safety practices set by the Occupational Safety and Health Administration.
3. The students will understand an overview of all North or South Dakota Department of Transportation Regulations.

CERTIFICATE
COMMERCIAL DRIVERS LICENSE (CDL)

CERTIFICATE REQUIREMENTS
CDL 100 CDL Permit .................................................................................................................. 4 cr.
CDL 105 Novice CDL Training ............................................................................................... 2 cr.
CDL 107 Advanced CDL Training .......................................................................................... 3 cr.
CDL 109 Driver Endorsements .............................................................................................. 3 cr.
HPER 210 First Aid/CPR/AED ............................................................................................... 2 cr.
SOC 099 Job Skills ................................................................................................................ 2 cr.
TOTAL CERTIFICATE REQUIREMENTS .............................................................................. 16 CREDITS

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

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

CERTIFICATE
ELECTRICAL

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

Student’s must follow SBC’s admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.
PROGRAM OUTCOMES FOR HEAVY EQUIPMENT OPERATOR:
1. Attain the technical skills and knowledge necessary to earn credentials from NCCER in Heavy Equipment Operations
2. Use critical thinking to describe basic mechanical operations and implement maintenance procedures, and to demonstrate knowledge of laws, regulations and safety requirements of the profession.
3. Demonstrate familiarity with the realities of employment in the heavy equipment industry.

CERTIFICATE
HEAVY EQUIPMENT OPERATION I

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL 100</td>
<td>CDL Permit</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CDL 105</td>
<td>Novice CDL Training</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HEO 101</td>
<td>Heavy Equipment Operation Training I</td>
<td>8 cr.</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid/CPR/AED</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SOC 099</td>
<td>Job Skills</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

TOTAL CERTIFICATE REQUIREMENTS ................................................................. 18 CREDITS

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

CERTIFICATE
HEAVY EQUIPMENT OPERATION II

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL 106</td>
<td>CDL Refresher Course</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CDL 107</td>
<td>Advanced CDL Driving</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CDL 109</td>
<td>Driver Endorsements</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HAZ 099</td>
<td>HAZWOPER Training – 24 Hour</td>
<td>1 cr.</td>
</tr>
<tr>
<td>HEO 201</td>
<td>Heavy Equipment Operation Training II</td>
<td>8 cr.</td>
</tr>
<tr>
<td>OSHA 201</td>
<td>Construction Course – 30 Hour</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

TOTAL CERTIFICATE REQUIREMENTS ................................................................. 18 CREDITS

Student’s must follow SBC’s admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.
PROGRAM OUTCOMES FOR CERTIFICATE IN WELDING:
1. The student will understand the theory behind the various welding processes.
2. The student will be able to demonstrate their ability to perform welds utilizing the SMAW, FCAW, and FMAW processes.
3. The student will be able to perform proper welds in the following positions: 1G-Flat, 2G-Horizontal, and 3G-Vertical.
4. The student will demonstrate knowledge of OSHA standards for welding safety practices.

CERTIFICATE REQUIREMENTS

CERTIFICATE WELDING

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 100</td>
<td>Orientation &amp; Safety</td>
<td>1 cr.</td>
</tr>
<tr>
<td>WELD 101</td>
<td>OA Welding &amp; Cutting</td>
<td>2 cr.</td>
</tr>
<tr>
<td>WELD 103</td>
<td>GMA Welding</td>
<td>2 cr.</td>
</tr>
<tr>
<td>WELD 104</td>
<td>SMA Welding</td>
<td>2 cr.</td>
</tr>
<tr>
<td>WELD 153</td>
<td>Welding Practicum</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid/CPR/AED</td>
<td>2 cr.</td>
</tr>
<tr>
<td>OSHA 100</td>
<td>Safety Course</td>
<td>1 cr.</td>
</tr>
<tr>
<td>SOC 099</td>
<td>Job Skills</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

TOTAL CERTIFICATE REQUIREMENTS .......................................................... 16 CREDITS

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

Associate of Science – Early Childhood Education
Associate of Science – Teacher Education

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

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

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

1. The candidate will demonstrate advanced knowledge, skills, and dispositions.
2. The candidate will understand, develop, and apply research and research methods through effective communication relevant to the advanced field of study using effective communication through writing.
3. The candidate will demonstrate a deepened understanding of the study of the role of schools in society and the development of positive-relationship partnerships with families and the larger community through effective communication and the implementation of programs, services, events, and/or best practices.
4. The candidate will demonstrate a deepened understanding and apply advanced teaching strategies and models of teaching relevant to the advanced field of study, in order to meet the needs of students.
5. The candidate will demonstrate various methods of integrating current, appropriate instructional technologies.
6. The candidate will demonstrate practicum performance via a field experience that shows evidence of the potential impact on P-12 student learning using varied assessments.
ASSOCIATE OF SCIENCE
EARLY CHILDHOOD EDUCATION

This program is designed for students to develop the knowledge and skills required for working with infants, toddlers, and preschoolers. The focus of this program is to prepare students to work in positions dealing with the development and educational needs of children from birth through second grade.

This program is structured such that students may continue their education and acquire a Bachelor of Science degree in Early Childhood Education. Students will be required to complete a background check.

Careers options include: private or public nursery schools, preschools such as Head Start, home or center-based day care, primary grade paraprofessional, nanny positions, and recreational programs.

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Intermediate Algebra or higher</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NAS 101 or</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>3 cr.</td>
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</tr>
<tr>
<td></td>
<td>Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology</td>
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</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td>4 cr.</td>
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<tr>
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<td>Any one (1) four-hour laboratory science course</td>
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**Total General Education Requirements** .......................................................... 34 credits

### CORE REQUIREMENTS

<table>
<thead>
<tr>
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<tr>
<td>ECE 210</td>
<td>Introduction to Early Childhood Education</td>
<td>2 cr.</td>
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<tr>
<td>ECE 211</td>
<td>Introduction to Assessment</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ECE 213</td>
<td>Language &amp; Literacy Development in Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 228</td>
<td>Developing Learning Environments</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ECE 233</td>
<td>Pre-K Methods and Materials</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 236</td>
<td>Social/Emotional Development &amp; Guidance in Early Childhood Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ECE 238</td>
<td>Child, Family &amp; Community Relations</td>
<td>2 cr.</td>
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<td>ECE 252</td>
<td>Stages of Child Development</td>
<td>3 cr.</td>
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<tr>
<td>ECE 254</td>
<td>Early Childhood Curriculum &amp; Methods</td>
<td>2 cr.</td>
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<tr>
<td>ECE 297</td>
<td>Early Childhood Education Internship</td>
<td>3 cr.</td>
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<tr>
<td>ENGL 238</td>
<td>Children’s Literature</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPD 200</td>
<td>Exceptional Children</td>
<td>3 cr.</td>
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</tbody>
</table>

**Total Core Requirements** ........................................................................... 33 credits

**TOTAL DEGREE REQUIREMENTS** ....................................................................... 67 CREDITS
**TEACHER EDUCATION**

Sitting Bull College provides an Associate of Science degree designed to prepare students for specialized vocational training as Assistant Teachers in K-12. Additional course work is also provided through Sitting Bull College for those pursuing a B.S. Degree in Elementary Education. Students will be required to complete a background check prior to any field experience.

The mission of the Teacher Education program is to ensure the efficacy of our children to succeed in a changing world; Sitting Bull College Education Department provides educational opportunities for future educators of the Standing Rock Sioux Tribe. The two-year Teacher Education program and the four-year Elementary/Special Education program focus on the history of Ochethi Sakowin Culture, Language and Values. The success and uniqueness of our program is directly related to the participation of local North and South Dakota community educators who are aware of the individuality of Standing Rock children and who facilitate in the planning and implementation of our curriculum.

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

**ASSOCIATE OF SCIENCE**

**TEACHER EDUCATION**

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ENGL 110</td>
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<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
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<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
</tr>
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<td>MATH 102</td>
<td>Intermediate Algebra or higher</td>
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<td>NAS 101 or NAS 103</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
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<td>PSYC 100</td>
<td>First Year Learning Experience</td>
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<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
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<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
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<td>MUSC 100</td>
<td>Music Appreciation or MUSC/NAS 110 Ochethi Sakowin Music &amp; Dance</td>
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<td>NAS/ART ELECTIVES - Choose one (1) course listed below</td>
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<tr>
<td>ART 245</td>
<td>North American Art or NA Traditional Art Course</td>
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<tr>
<td>NAS 105</td>
<td>Ochethi Sakowin Culture</td>
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<td>NAS 112</td>
<td>Introduction to Native American Studies</td>
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<td>HEALTH/PHYSICAL EDUCATION</td>
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<td>LABORATORY SCIENCE - Choose any two (2) four-hour laboratory science course</td>
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<td>Physical Science</td>
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<tr>
<td>Life Science</td>
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<tr>
<td>Earth or Space Science</td>
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**Total General Education Requirements** ................................................................. 41 credits

**CORE REQUIREMENTS**

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<td>EED 250</td>
<td>Introduction to Education</td>
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<td>EED 254</td>
<td>Classroom Management</td>
<td>3 cr.</td>
</tr>
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<td>EED 262</td>
<td>Strategies, Methods &amp; Observation in Teacher Education</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EED 297</td>
<td>Teacher Education Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 298</td>
<td>Pre-Professional Experience</td>
<td>1 cr.</td>
</tr>
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<td>PSYC 111</td>
<td>Introduction to Psychology</td>
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<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>4 cr.</td>
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<td>SPD 200</td>
<td>Exceptional Children</td>
<td>3 cr.</td>
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**Total Core Requirements** ........................................................................ 23 credits

**TOTAL DEGREE REQUIREMENTS** ...................................................................... 64 CREDITS
ADMISSION REQUIREMENTS
Admission into the Division of Education Bachelor degree programs is not automatic. All students must apply and be accepted into the program prior to taking most upper division courses (300-400 levels). State law requires a background check for student teachers; therefore, Sitting Bull College requires a background check prior to acceptance into the Bachelor program. (See Division of Education Student Policies & Procedures for details.)

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

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

Upon completion and submission of the listed documents, an interview will be scheduled with the candidate and the Division of Education Admissions committee.

Once accepted into a Division of Education Bachelor program, a candidate must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Candidates must pass all methods courses with a 3.0 or higher.

ENDORSEMENTS/AUTHORIZATIONS
The Bachelor of Science programs in education at Sitting Bull College offer course work which meets the requirements for North Dakota and South Dakota state endorsements in birth through preschool, kindergarten, and middle school teaching. (See Division of Education Student Policies & Procedures)

ASSESSMENT
E-Portfolio – Education candidate progress will be assessed through a regular review of the e-portfolio and other units developed throughout the program beginning with the introductory courses. There will be several opportunities for the candidates to self-evaluate their progress throughout their junior and senior level coursework.

STUDENT TEACHING
The Division of Education makes every effort to place students in a setting with the least hardship for the candidate. Candidates must apply prior to placement for student teaching according to dates set on application form. Late applicants cannot be guaranteed placement in the preferred semester. Candidates must have completed all methods courses prior to student teaching. For further information on the student teaching process please refer to the SBC Student Teaching Handbook.

Suspension - Suspension is the removal from student teaching for the remainder of the semester with a right to reapply. A student teacher may be suspended from student teaching for serious violation(s) of student teaching policies and procedures, or serious incompetence which is deemed uncorrectable. For further information on suspension from student teaching please refer to the SBC Student Teaching Handbook.

Termination or dismissal – Grievous violations of policies or procedures, or incompetence which results in serious harm to a student in the student teaching classroom may be cause for termination. Recommendation for termination will be made by the SBC supervisor/faculty, the cooperating teacher, and the school administrator in which the student teaching is taking place. A student who is terminated from student teaching may not reapply to student teach at Sitting Bull College. For further information on termination/dismissal from student teaching please refer to the SBC Student Teaching Handbook.
OTHER ISSUES TO CONSIDER

- At times candidates will be required to attend classes during the day, evening, and weekends.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to teach.
- A candidate will be required to meet or exceed the North Dakota PRAXIS II scores before graduating with a teaching degree. Candidates in the non-teaching track of the Bachelor of Science in Early Childhood are exempt from this requirement.
- Grant funding may be available for a specified period. Candidates need to be aware that each grant provides different kinds of support and federal guidelines must be followed. Therefore, students must apply for all other funding prior to acceptance.
- A candidate must complete 12 weeks of student teaching in each area and must be available to be in the classroom setting during school hours. North Dakota standards do not allow this to be a paid experience.
BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION
TEACHING TRACK

GENERAL EDUCATION REQUIREMENTS

ENGL 110 Composition I ................................................................................. 3 cr.
ENGL 120 Composition II ................................................................................ 3 cr.
COMM 110 Fundamentals of Public Speaking .................................................. 3 cr.
MATH 103 College Algebra ................................................................................ 4 cr.
NAS 101 or Ochethi Sakowin Language I ......................................................... 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History

NATIVE AMERICAN STUDIES ELECTIVE ....................................................... 3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)

PSYC 100 First Year Learning Experience ...................................................... 3 cr.
SOC 120 Transitions-Graduation & Beyond ..................................................... 2 cr.
CSCI 101 Introduction to Computers ................................................................ 3 cr.

HEALTH/PHYSICAL EDUCATION .................................................................
Any two (2) one-hour courses or any one (1) two-hour course

LABORATORY SCIENCE
Two (2) four-hour courses in the following areas:
BIOL 240 Ethnobotany .................................................................................... 4 cr.
Earth Science .................................................................................................... 4 cr.

Total General Education Requirements ................................................................ 38 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210 Introduction to Early Childhood Education ......................................... 2 cr.
ECE 211 Introduction to Assessment ................................................................ 1 cr.
ECE 213 Language & Literacy Development in Early Childhood ................. 3 cr.
ECE 228 Developing Learning Environments .................................................. 2 cr.
ECE 233 Pre-K Methods and Materials ............................................................. 3 cr.
ECE 236 Social/Emotional Development & Guidance in Early Childhood .... 2 cr.
ECE 238 Child, Family, & Community Relations .......................................... 3 cr.
ECE 252 Stages of Child Development ............................................................ 3 cr.
ECE 254 Early Childhood Curriculum and Methods ...................................... 2 cr.
ECE 297 Early Childhood Education Internship ............................................. 3 cr.
ENGL 238 Children’s Literature ...................................................................... 3 cr.
PSYC 111 Introduction to Psychology ............................................................... 3 cr.
SPD 200 Exceptional Children ........................................................................... 3 cr.

Total Early Childhood Education Core Requirements ....................................... 33 credits

PROFESSIONAL CORE REQUIREMENTS

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

Total Professional Core Requirements ................................................................ 53 credits

TOTAL DEGREE REQUIREMENTS ..................................................................... 124 CREDITS

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BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION
NON-TEACHING TRACK

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

GENERAL EDUCATION REQUIREMENTS
ENGL 110  Composition I .................................................................................................................. 3 cr.
ENGL 120  Composition II .................................................................................................................. 3 cr.
COMM 110  Fundamentals of Public Speaking ..................................................................................... 3 cr.
MATH 103  College Algebra .................................................................................................................. 4 cr.
NAS 101 or Ochethi Sakowin Language I ............................................................................................ 4 cr.
NAS 103  Introduction to Ochethi Sakowin Language, Culture & History
NATIVE AMERICAN STUDIES ELECTIVE ......................................................................................... 3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)
PSYC 100  First Year Learning Experience ....................................................................................... 3 cr.
SOC 120  Transitions-Graduation & Beyond ......................................................................................... 2 cr.
CSCI 101  Introduction to Computers ................................................................................................... 3 cr.
HEALTH/PHYSICAL EDUCATION ........................................................................................................ 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course
LABORATORY SCIENCE
Two (2) four-hour courses in the following areas:
BIOL 240 Ethnobotany ......................................................................................................................... 4 cr.
Earth Science ......................................................................................................................................... 4 cr.
Total General Education Requirements .............................................................................................. 38 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS
ECE 210  Introduction to Early Childhood Education ........................................................................ 2 cr.
ECE 211  Introduction to Assessment .................................................................................................. 1 cr.
ECE 213  Language & Literacy Development in Early Childhood Education ...................................... 3 cr.
ECE 228  Developing Learning Environments ..................................................................................... 2 cr.
ECE 233  Pre-K Methods and Materials .............................................................................................. 3 cr.
ECE 236  Social/Emotional Development & Guidance in Early Childhood Education ....................... 2 cr.
ECE 238  Child, Family, & Community Relations ............................................................................. 3 cr.
ECE 252  Stages of Child Development ............................................................................................... 3 cr.
ECE 254  Early Childhood Curriculum and Methods .......................................................................... 2 cr.
ECE 297  Early Childhood Education Internship .................................................................................. 3 cr.
ENGL 238  Children’s Literature .......................................................................................................... 3 cr.
PSYC 111  Introduction to Psychology ................................................................................................. 3 cr.
SPD 200  Exceptional Children ............................................................................................................. 3 cr.
Total Early Childhood Education Core Requirements ............................................................................ 33 credits
PROFESSIONAL CORE REQUIREMENTS

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

Total Professional Core Requirements .................................................................................. 56 credits
TOTAL DEGREE REQUIREMENTS ....................................................................................... 127 CREDITS
BACHELOR OF SCIENCE
ELEMENTARY EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110 Composition I ........................................................................................................... 3 cr.
ENGL 120 Composition II ......................................................................................................... 3 cr.
COMM 110 Fundamentals of Public Speaking .......................................................................... 3 cr.
MATH 103 College Algebra ....................................................................................................... 4 cr.
NAS 101 or Ochethi Sakowin Language I ............................................................................... 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History................................. 4 cr.
NATIVE AMERICAN STUDIES ELECTIVE ............................................................................... 3 cr.
PSYC 100 First Year Learning Experience .............................................................................. 3 cr.
SOC 120 Transitions-Graduation & Beyond ............................................................................ 2 cr.
CSCI 101 Introduction to Computers ......................................................................................... 3 cr.
NATIVE AMERICAN HISTORY ELECTIVE ............................................................................ 3 cr.
ENGL 238 Children’s Literature ............................................................................................... 3 cr.
NAS 110 Ochethi Sakowin Music and Dance ........................................................................... 3 cr.
ART 245/246 North American Indian Art History or NA Traditional Art .................................. 3 cr.

LABORATORY SCIENCE

Three (3) four-hour courses in the following areas:
BIOL 240 Ethnobotany ............................................................................................................. 4 cr.
Physical Science ...................................................................................................................... 4 cr.
Earth or Space Science .......................................................................................................... 4 cr.

Total General Education Requirements .................................................................................. 54 credits

ELEMENTARY EDUCATION CORE REQUIREMENTS

EED 220 Geography for Teachers ............................................................................................. 3 cr.
EED 250 Introduction to Education .......................................................................................... 2 cr.
EED 254 Classroom Management ............................................................................................ 3 cr.
EED 256 Foundation of Education ........................................................................................... 3 cr.
EED 260 Educational Psychology ............................................................................................. 3 cr.
EED 262 Strategies, Methods & Observation in Teacher Education ......................................... 4 cr.
EED 277 Math for Elementary Teacher I .................................................................................. 3 cr.
EED 278 Math for Elementary Teacher II ................................................................................ 2 cr.
EED 290 Art for Elementary Teacher ....................................................................................... 2 cr.
EED 298 Pre-Professional Experience ...................................................................................... 1 cr.
EED 301 Integrating Technology into the Classroom ................................................................. 2 cr.
EED 305 Methods of Teaching in the Elementary, Middle, or Secondary School ................. 3 cr.
EED 310 Methods of Teaching Science in the Elementary School ......................................... 2 cr.
EED 315 Methods of Teaching Math in the Elementary School ............................................ 2 cr.
EED 320 Methods of Teaching Social Studies in the Elementary School ............................. 2 cr.
EED 325 Methods of Teaching Language Arts in the Elementary School ........................... 2 cr.
EED 330 Methods of Teaching Reading in the Elementary School ......................................... 3 cr.
EED 335 Methods of Teaching Music in the Elementary School ............................................ 2 cr.
EED 345 Methods of Teaching Physical Education in the Elementary School ....................... 2 cr.
EED 350 Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting .................................................................................................................. 2 cr.
EED 447 Multicultural Education ............................................................................................. 3 cr.
EED 450 Reading Theory and Process ..................................................................................... 3 cr.
EED 497 Student Teaching in the Elementary School ............................................................ 12 cr.
EED 498 Senior Capstone ......................................................................................................... 1 cr.
PSYC 111 Introduction to Psychology ...................................................................................... 3 cr.
PSYC 250 Developmental Psychology ..................................................................................... 4 cr.
SPD 200 Exceptional Children .................................................................................................. 3 cr.

Total Elementary Education Core Requirements ..................................................................... 77 credits

TOTAL DEGREE REQUIREMENTS .......................................................................................... 131 CREDITS
BACHELOR OF SCIENCE
SECONDARY SCIENCE EDUCATION

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ................................................................. 3 cr.
ENGL 120 Composition II ................................................................. 3 cr.
COMM 110 Fundamentals of Public Speaking ........................................... 3 cr.
MATH 103 College Algebra .............................................................. 4 cr.
MATH 107 Precalculus ........................................................................... 5 cr.
MATH 210 Statistics ............................................................................. 3 cr.
NAS 101 or Ochethi Sakowin Language I ................................................. 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History
NATIVE AMERICAN STUDIES ELECTIVE ..................................................... 3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)
PSYC 100 First Year Learning Experience ................................................ 3 cr.
SOC 120 Transitions-Graduation & Beyond .............................................. 2 cr.
CSCI 101 Introduction to Computers ....................................................... 3 cr.
PSYC 111 Introduction to Psychology ..................................................... 3 cr.
HEALTH/PHYSICAL EDUCATION .......................................................... 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course
Total General Education Requirements ................................................... 41 credits

SECONDARY SCIENCE EDUCATION CORE REQUIREMENTS
EED 250 Introduction to Education ..................................................... 2 cr.
EED 254 Classroom Management ......................................................... 3 cr.
EED 256 Foundation of Education ...................................................... 3 cr.
EED 260 Educational Psychology ......................................................... 3 cr.
EED 298 Pre-Professional Experience ................................................... 1 cr.
EED 301 Integrating Technology into the Classroom ................................ 2 cr.
EED 350 Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and
Secondary School Setting ................................................................. 2 cr.
EED 447 Multicultural Education ............................................................ 3 cr.
EED 495 Teaching Reading in the Content Area ....................................... 2 cr.
EED 498 Senior Capstone ..................................................................... 1 cr.
PSYC 250 Developmental Psychology .................................................. 4 cr.
SED 390 School Science Safety ............................................................ 4 cr.
SED 400 Methods & Materials of Secondary Science Education ................. 4 cr.
SED 497 Student Teaching in the Secondary School ................................ 12 cr.
SPD 200 Exceptional Children .............................................................. 3 cr.
Total Secondary Science Education Core Requirements ............................ 47 credits
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<td>BIOL 150</td>
<td>General Biology I</td>
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<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Ethnobotany</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 224</td>
<td>General Ecology</td>
<td>4 cr.</td>
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<td>or ENS 113</td>
<td>Introduction to Environmental Science</td>
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<tr>
<td>300/400 LEVEL BIOLOGY ELECTIVES</td>
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<td>CHEM 115</td>
<td>Introduction to Chemistry</td>
<td>4 cr.</td>
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<td>300/400 LEVEL CHEMISTRY ELECTIVES</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Earth Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>GEOLOGY ELECTIVES</td>
<td></td>
<td>8 cr.</td>
</tr>
<tr>
<td><strong>Total Geology Core Requirement</strong></td>
<td></td>
<td>12 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 102</td>
<td>Physical Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>or PHYS 211</td>
<td>Physics I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>or PHYS 110</td>
<td>Astronomy</td>
<td>4 cr.</td>
</tr>
<tr>
<td><strong>Total Physics Core Requirement</strong></td>
<td></td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

**Total Science Core Requirements** 52 credits

**TOTAL DEGREE REQUIREMENTS** 140 CREDITS
MASTER OF EDUCATION  
CURRICULUM AND INSTRUCTION

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

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

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

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 4 CREDITS IN RESEARCH OR SCHOLARLY SUBJECT AREAS)
EED 570  Research Seminar I ........................................................................................... 1 cr.
EED 571  Research Seminar II ............................................................................................. 2 cr.
EED 572  Research Presentation ........................................................................................ 1 cr.
EED 580  Scholarly Project Seminar I ............................................................................... 1 cr.
EED 581  Scholarly Project Seminar II ............................................................................... 2 cr.
EED 582  Scholarly Project Presentation ............................................................................. 1 cr.
Total Specialization/Emphasis Requirements .................................................................... 4 credits
Total Degree Requirements .............................................................................................. 32 credits
PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS IN PRE-ENGINEERING

1. The student will apply knowledge of Chemistry, Physics, mathematics through Calculus II, and introductory engineering to the analysis of engineering problems.

2. The student will conduct experiments and analyze and interpret data.

3. The student will design a system, component, or process to meet desired needs within realistic constraints at a level typical of a beginning 3rd year undergraduate in an ABET (Accreditation Board for Engineering and Technology, Inc.) accredited engineering program.

4. The student will function on teams having a diversity of educational, occupational, and cultural backgrounds.

5. The student will identify, formulate, and solve engineering problems at a level typical of a beginning 3rd year undergraduate in an ABET accredited engineering program.
ASSOCIATE OF ARTS
PRE-ENGINEERING

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

GENERAL EDUCATION REQUIREMENTS
ENGL 110  Composition I ................................................................. 3 cr.
ENGL 120  Composition II ............................................................... 3 cr.
COMM 110  Fundamentals of Public Speaking ..................................... 3 cr.
MATH 165  Calculus I ........................................................................4 cr.
PSYC 100  First Year Learning Experience ....................................... 3 cr.
SOC 120  Transitions-Graduation & Beyond ...................................... 2 cr.
NAS 101 or Ochethi Sakowin Language I ......................................... 4 cr.
NAS 103  Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101  Introduction to Computers ................................................ 3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE ..........................6 cr.
Select any two (2) courses from:  Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology
HEALTH/PHYSICAL EDUCATION .................................................... 2 cr.
CHEM 121  General Chemistry I ......................................................... 4 cr.
CHEM 122  General Chemistry II ...................................................... 4 cr.
or PHYS 251  University Physics I ..................................................... 4 cr.
Total General Education Requirements ..............................................41 credits

CORE REQUIREMENTS
ENGR 115  Introduction to the Engineering Profession w/CAD ............. 4 cr.
ENGR 221  Statics ........................................................................... 3 cr.
ENGR 222  Dynamics ...................................................................... 3 cr.
MATH 129  Basic Linear Algebra ....................................................... 2 cr.
MATH 166  Calculus II ..................................................................... 4 cr.
PHYS 252  University Physics II ....................................................... 4 cr.
PRE-ENGINEERING ELECTIVE .......................................................3-4 cr.
Select any one (1) course from: Pre-Engineering, Math, Science or Computer Science
CORE REQUIREMENTS-MATH
Select two (2) courses
MATH 102  Intermediate Algebra ..................................................... 4 cr.
or MATH 103  College Algebra ......................................................... 4 cr.
MATH 105  Trigonometry ................................................................. 2 cr.
or MATH 107  Precalculus ............................................................... 5 cr.
MATH 265  Calculus III ................................................................... 4 cr.
MATH 266  Differential Equations ................................................... 3 cr.
Total Core Requirements ................................................................ 29-32 credits
TOTAL DEGREE REQUIREMENTS .................................................... 70-73 CREDITS
PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE IN ENVIRONMENTAL SCIENCE:
The student will describe and show competency in the following issues associated with environmental science:

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

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE:
The student will describe and show competency in the following issues associated with environmental science:
1. The proper use of environmental sampling equipment and current technology in the classroom and in the field according to accepted "Standard Methods";
2. The ability to design and conduct a field or laboratory study using appropriate sampling equipment and techniques according to accepted "Standard Methods";
3. The ability to describe the similarities and differences between traditional and modern views of the Earth;
4. The ability to describe biological, chemical, and physical influences on environmental media, including human health effects;
5. The ability to describe transport mechanisms for contaminants as they travel through various environmental media;
6. The ability to develop a professional research proposal and demonstrate the various steps of the scientific method in the design;
7. The ability to develop and present a professional research presentation and answer questions in an appropriate manner;
8. The ability to produce a final report of a research project that effectively provides a general narrative of the student’s research;
9. The skill to integrate GPS/GIS technology into presentations; and
10. The competency of developing a wildlife conservation and management plan applicable to the needs of the Standing Rock Sioux Reservation and/or the Cheyenne River Sioux Reservation.

Masters of Science – Environmental Science

PROGRAM OUTCOMES FOR MASTERS OF SCIENCE IN ENVIRONMENTAL SCIENCE:
The student will show competency and mastery in the following skill sets associated with environmental sciences:
1. The student will develop scientific critical thinking skills.
2. The student will demonstrate the ability to articulate knowledge of environmental science, methodologies, and policy both in writing and orally.
3. The student will synthesize a cogent research thesis inclusive of appropriate statistical analysis.
4. The student will demonstrate an understanding of Native Science as it relates to the Lakota/Dakota culture, while maintaining the balance with and the integrity of Western Science.
ASSOCIATE OF SCIENCE
ENVIRONMENTAL SCIENCE

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

GENERAL EDUCATION REQUIREMENTS
ENGL 110  Composition I ........................................................................................................... 3 cr.
ENGL 120  Composition II ........................................................................................................... 3 cr.
COMM 110  Fundamentals of Public Speaking ........................................................................... 3 cr.
MATH 102  Intermediate Algebra or higher ............................................................................... 4 cr.
PSYC 100  First Year Learning Experience ............................................................................. 3 cr.
SOC 120  Transitions-Graduation & Beyond ............................................................................ 2 cr.
NAS 101 or Ochethi Sakowin Language I ................................................................................. 4 cr.
NAS 103  Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101  Introduction to Computers ....................................................................................... 3 cr.
BIOL 150  General Biology I ...................................................................................................... 4 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE .................................................................. 3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology
HEALTH/PHYSICAL EDUCATION .............................................................................................. 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course
Total General Education Requirements ....................................................................................... 34 credits

CORE REQUIREMENTS
BIOL 224  General Ecology ........................................................................................................ 4 cr.
CHEM 115/121  Introduction to Chemistry or General Chemistry I ........................................... 4 cr.
ENS 113  Introduction to Environmental Science ...................................................................... 4 cr.
ENS 202  Environmental Issues .................................................................................................. 2 cr.
ENS 225  Environmental Sampling .............................................................................................. 4 cr.
ENS 240  Environmental Statistics .............................................................................................. 2 cr.
ENS 260  Environmental Research Project I ............................................................................ 2 cr.
ENS 261  Environmental Research Project II ............................................................................ 2 cr.
ENS 297  Environmental Science Internship ............................................................................ 3 cr.
ENS 299  Special Topics .............................................................................................................. 1 cr.
Elective - (SELECT A TOTAL OF 3-4 CREDIT HOURS)
ARSC 236  Introduction to Range Management ....................................................................... 3 cr.
BIOL 240  Ethnobotany ............................................................................................................. 4 cr.
ENS 216  Wildlife Management & Conservation ...................................................................... 4 cr.
SOIL 210  Introduction to Soil Science ....................................................................................... 4 cr.
Total Core Requirements ........................................................................................................ 32-33 credits
TOTAL DEGREE REQUIREMENTS ........................................................................................... 66-67 CREDITS
BACHELOR OF SCIENCE
ENVIRONMENTAL SCIENCE

The agencies and organizations where students with degrees in environmental science are obtaining jobs vary greatly. To date, SBC has placed students locally at the Standing Rock Sioux Tribe Environmental Protection Agency, the Cheyenne River Tribe Game and Fish Department, Sitting Bull College, the Standing Rock Sioux Tribe Department of Environmental Regulation, the U.S. Game and Fish Department, MRI Water, and with private farms and ranches.

In addition, to the ample areas of employment available to SBC’s environmental science graduates, there are many opportunities available to students pursuing work experiences through internships. SBC environmental science students have conducted work experience internships with the following agencies and organizations: the Natural Resource and Conservation Service, Sioux County Extension, National Aeronautical and Space Administration (NASA), the University of Minnesota, Iowa State University, the United States Forest Service, Sitting Bull College, the Standing Rock Sioux Tribe Environmental Protection Agency, the Standing Rock Sioux Tribe Game and Fish Department, Oahe Veterinary Hospital, and the Experimental Program to Stimulate Cooperative Research (EPSCoR). Many of these entities have expressed a genuine need exists in finding qualified personnel that have a bachelor of science degree in environmental science or a natural resources-related field. Advancement in careers is also contingent on obtaining a degree at the B.S. level or higher for nearly all federal and state agencies, as well as with many tribal organizations. The B.S. degree in environmental science from Sitting Bull College will provide SBC graduates with a degree that will allow them to compete for jobs and receive career advancement, while obtaining their B.S. degree in environmental science locally.

Graduates from SBC’s environmental science program will provide essential support for managing local natural resources. Standing Rock Sioux Tribal agencies have expressed an interest in hiring SBC’s graduates and those applicants who have showed a dedication to management and an appreciation of field work experience.

REQUIREMENTS:
Successful completion of an Associate of Science degree in Environmental Science is required for admission. Requirements for graduation are as follows:
1. Completion of all course work in the curriculum.
2. A minimum of a 2.0 cumulative grade point average.
3. A minimum of 40 credit hours of 300 and 400 level course work.
4. Completion of research project.

Environmental Science Course-Transfer Policy
The following policy will guide the transferability of 100- and 200-level courses from other institutions which are similar to specific required courses within the Professional Core Requirements of the B.S. Environmental Science degree plan. Although certain courses may be substituted with proper documentation, students will need to take additional 300+ electives in order to fulfill the 46-credit (300+) core requirements.

- 100-200 level courses may be accepted in place of taking a redundant upper-division course with a similar title, if the course contains more than 75% of similar material from an accredited program and the student completed the course with a "C" (2.0) or better.
- The transfer of a 100-200 level Introduction to GIS/GPS course will include the above requirements and the additional requirement of passing the Sitting Bull College GIS Basic Skills Examination by answering more than 80% of the questions correctly.
BACHELOR OF SCIENCE
ENVIRONMENTAL SCIENCE

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ................................................................. 3 cr.
ENGL 120 Composition II ................................................................. 3 cr.
COMM 110 Fundamentals of Public Speaking .................................... 3 cr.
MATH 103 College Algebra .............................................................. 4 cr.
PSYC 100 First Year Learning Experience ....................................... 3 cr.
SOC 120 Transitions-Graduation & Beyond ..................................... 2 cr.
NAS 101 or NAS 103 Introduction to Ochethi Sakowin Language I .... 4 cr.
NATIVE AMERICAN STUDIES ELECTIVE
Select any one (1) course from Native American Studies .............. 3 cr.
CSCI 101 Introduction to Computers .................................................. 3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE.............................. 3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology
HEALTH/PHYSICAL EDUCATION ....................................................... 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course
BIOL 150 Biology I ................................................................. 4 cr.
CHEM 115/121 Introduction to Chemistry or General Chemistry I .... 4 cr.
Total General Education Requirements ........................................... 41 credits

ENVIRONMENTAL SCIENCE CORE REQUIREMENTS
BIOL 224 General Ecology ................................................................. 4 cr.
ENS 113 Introduction to Environmental Science ............................... 4 cr.
ENS 202 Environmental Issues ....................................................... 2 cr.
ENS 225 Environmental Sampling ................................................... 4 cr.
ENS 240 Environmental Statistics ..................................................... 3 cr.
ENS 260 Environmental Research Project I ...................................... 2 cr.
ENS 261 Environmental Research Project II ..................................... 2 cr.
ENS 297 Environmental Science Internship .................................... 3 cr.
CHEM 116 Introduction to Organic and Biochemistry ....................... 4 cr.
SOIL 210 Introduction to Soil Science .............................................. 4 cr.
ARSC 236 Range Management ........................................................ 3 cr.
Electives 100+ Level ................................................................. 4-5 cr.
Total Environmental Science Core Requirements ......................... 39-40 credits

PROFESSIONAL CORE REQUIREMENTS
CHEM 403 Analytical Chemistry ....................................................... 3 cr.
ENS 301 Hydrology ........................................................................ 3 cr.
ENS 311 Introduction to GIS/GPS ....................................................... 3 cr.
ENS 321 Environmental Chemistry .................................................. 3 cr.
ENS 331 Wildlife Conservation ....................................................... 4 cr.
ENS 422 Environmental Toxicology ................................................ 3 cr.
ENS 432 Aquatic Ecosystems ............................................................ 3 cr.
ENS 452 Science Literature ............................................................. 3 cr.
ENS 453 Environmental Law and Policy ........................................ 3 cr.
ENS 493 Senior Research ............................................................... 3 cr.
MATH 314 Applied Statistics ............................................................ 3 cr.
SOIL 431 Soil Conservation and Management ................................... 3 cr.
Electives 300+ Level ................................................................. 9 cr.
Total Professional Core Requirements ........................................... 46 credits

TOTAL DEGREE REQUIREMENTS ...................................................... 126-127 CREDITS
ADMISSIONS REQUIREMENTS FOR THE MASTER’S IN ENVIRONMENTAL SCIENCE PROGRAM

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

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

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

Criteria for Admissions:
1. Completion of a Bachelor’s degree in Environmental Science or related field by the spring semester in which applying.
2. Cumulative GPA of 3.0 or higher
3. Combined GRE scores of 300 or higher
4. Demonstration of readiness for graduate school and scientific research – should be revealed in Letter of Recommendations, CV, and Letter of Intent
5. Students with poor GPAs or GRE scores should still apply. Applicants should use the Letter of Intent and CV to highlight academic and career accomplishments. Students with a good record of research and work experience may still be accepted even though the cumulative GPA or GRE scores are lower than the admission standards.

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

Special Notes
SBC will be offering the Master’s in ENS using a cohort model. Therefore, admission will be on a competitive basis. The first cohort will focus on water quality for field research, so it is highly suggested that applicants have an interest in working in this area. The program will be offering courses during the day and evening and the program will require an extensive amount of research/field time. It is anticipated that the program will take between two to three years to complete. Therefore, it is highly encouraged that selected participants not hold full-time employment during this period. If the participant does have full-time employment it is highly encouraged that a commitment is received from their employer understanding that the participant will be required to take course(s) and do research/field time during working hours. Half time assistantships may be available for participants in the program, depending on grant funds.
The graduate program in Environmental Science (ENS) is an extension and builds off of the college’s current A.S. and B.S. programs. The program description for the B.S. program states that it:

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

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

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENS 500</td>
<td>Graduate Research Seminar</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ENS 511</td>
<td>Advanced Experimental Design</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 515</td>
<td>Advanced Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 520</td>
<td>Advanced Techniques in GIS</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 542</td>
<td>Environmental Policy &amp; Resource Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 545</td>
<td>Applying Dakota/Ochethi Sakowin Culture to Environmental Science</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 550</td>
<td>Conservation Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 600</td>
<td>Research and Thesis</td>
<td>6-9 cr.</td>
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</table>

**Total Core Requirements** .................................................................................. 26-29 credits

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENS 522</td>
<td>Advanced Remote Sensing and Digital Image Processing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 530</td>
<td>Limnology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 532</td>
<td>Watershed Analysis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 552</td>
<td>Avian Ecology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 554</td>
<td>Grassland Ecology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 556</td>
<td>Ecology of Invasive Species</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 558</td>
<td>Restoration Ecology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 560</td>
<td>Advanced Water and Soil Biogeochemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 562</td>
<td>Microbial Ecology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 570</td>
<td>Climate Change</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 572</td>
<td>Environmental Water Quality</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 580</td>
<td>Advanced Water Sampling Techniques</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Specialization/Emphasis Requirements** ......................................................... 12+ credits

**TOTAL DEGREE REQUIREMENTS** .................................................................................. 38+ CREDITS
DIVISION OF NATIVE AMERICAN STUDIES

Associate of Science/Certificates – Lakhotiyapi/Dakhotiyapi

PROGRAM OUTCOMES FOR CERTIFICATE/ASSOCIATE OF SCIENCE DEGREE IN LAKHOTIYAPI/DAKHOTIYAPI:
1. The student will demonstrate a knowledge base of the Ochethi Sakowin Language using best practices in the following areas:
   a) language acquisition
   b) field methods
   c) practical applications
   d) teaching techniques

Associate of Arts – Native American Studies

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

Bachelor of Arts – Native American Studies

PROGRAM OUTCOMES FOR BACHELOR OF ARTS DEGREE IN NATIVE AMERICAN STUDIES:
The Bachelor of Arts in Native American Studies will facilitate the achievement of Sitting Bull College’s overall mission to build intellectual capital and promote economic and social development by preparing students to be community-centered leaders. Upon completion of the program:
1. Students will read, write, understand, and speak the Ochethi Sakowin language proficiently both in and outside the classroom.
2. Students will identify the challenges that Native people face today through effective oral and written communication.
3. Students will demonstrate knowledge of Ochethi Sakowin history, institutions, values, by applying such teachings in personal, public and academic situations.
CERTIFICATE  
**LAKHOTIYAPI/DAKHOTIYAPI I**

**GENERAL EDUCATION REQUIREMENTS**
- ENGL 100  Applied English or higher ................................................................. 3 cr.
- MATH 100  Applied Math or higher ........................................................................ 3 cr.
- SOC 120  Transitions-Graduation & Beyond ............................................................ 2 cr.

Total General Education Requirements ........................................................................ 8 credits

**CORE REQUIREMENTS**

METHODS COURSE OPTIONS .................................................................................. 6 cr.

- LDL 110  Ochethi Sakowin Phonology I ................................................................. 1 cr.
- LDL 124  Intensive Ochethi Sakowin for Elementary I .............................................. 1 cr.
- LDL 125  Intensive Ochethi Sakowin for Elementary II ............................................ 1 cr.
- LDL 126  Intensive Ochethi Sakowin for Elementary III ........................................... 1 cr.

Total Core Requirements ......................................................................................... 10 credits  
TOTAL CERTIFICATE REQUIREMENTS ...................................................................... 18 CREDITS

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

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

**CORE REQUIREMENTS**

METHODS COURSE OPTIONS .................................................................................. 3 cr.

- LDL 210  Ochethi Sakowin Inflectional Morphology I .............................................. 1 cr.
- LDL 211  Ochethi Sakowin Syntax I ...................................................................... 1 cr.
- LDL 212  Ochethi Sakowin Phonology II ............................................................... 1 cr.
- LDL 223  Intensive Ochethi Sakowin for Pre-Intermediates III ............................. 1 cr.
- LDL 233  Immersion Methods III ........................................................................ 1 cr.

LITERACY DEVELOPMENT COURSE OPTIONS .................................................. 2 cr.
Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Ochethi Sakowin Reading I, LDL 242 Discursive Narrative & Recording I, LDL 243 Field Methods/Transcription I

PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS ........................................................................ 1 cr.
Select any one (1) course from: LDL 250 Indigenous Language I, LDL 251 Ochethi Sakowin Song & Dance, LDL 252 Northern Plains Sign Language

Total Core Requirements ......................................................................................... 11 credits  
Total Lakhotiyapi/Dakhotiyapi Certificate I Requirements .................................... 18 CREDITS  
TOTAL CERTIFICATE REQUIREMENTS ...................................................................... 29 CREDITS

Student’s must follow SBC’s admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.
ASSOCIATE OF SCIENCE
LAKHOTIYAPI/DAKHOTIYAPI

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

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ENGL 110</td>
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<tr>
<td>MATH 102</td>
<td>Intermediate Algebra or higher</td>
<td>4 cr.</td>
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<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
<td>3 cr.</td>
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<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
<td>2 cr.</td>
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<tr>
<td>OCHETHI SAKOWIN LANGUAGE</td>
<td>intensive study of the Ochethi Sakowin</td>
<td>3 cr.</td>
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<tr>
<td>NAS 101</td>
<td>Ochethi Sakowin Language Language for Beginners I</td>
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<tr>
<td>LDL 121</td>
<td>Advanced Ochethi Sakowin Language for Beginners II</td>
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</tr>
<tr>
<td>LDL 122</td>
<td>Advanced Ochethi Sakowin Language for Beginners III</td>
<td></td>
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</tbody>
</table>

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE

Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology

HEALTH/PHYSICAL EDUCATION

Any two (2) one-hour courses or any one (1) two-hour course

LABORATORY SCIENCE

Any one (1) four-hour laboratory science course

Total General Education Requirements ........................................................................ 36 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS


METHODS COURSE OPTIONS


LIGUISTICS COURSE OPTIONS

Select any three (3) courses from: LDL 110 Ochethi Sakowin Phonology I, LDL 210 Ochethi Sakowin Inflectional Morphology, LDL 211 Ochethi Sakowin Syntax I, LDL 212 Ochethi Sakowin Phonology II

LDL 221                    Intensive Ochethi Sakowin for Pre-Intermediate I               | 1 cr.   |
LDL 222                    Intensive Ochethi Sakowin for Pre-Intermediate II              | 1 cr.   |
LDL 223                    Intensive Ochethi Sakowin for Pre-Intermediate III             | 1 cr.   |

IMMERSION METHODS & STRUCTURE COURSE OPTIONS

Select any two (2) courses from: LDL 231 Immersion Methods I, LDL 232 Immersion Methods II, LDL 233 Immersion Methods III

LITERACY DEVELOPMENT COURSE OPTIONS

Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Ochethi Sakowin Reading I, LDL 242 Discursive Narrative & Recording I

PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS

Select any two (2) courses from: LDL 250 Indigenous Language I, LDL 251 Ochethi Sakowin Song & Dance, LDL 252 Northern Plains Sign Language

LAKHOTIYAPI/DAKHOTIYAPI ELECTIVES

Six (6) credit hours should be selected carefully by the student and advisor from the Lakhotiyapi/Dakhotiyapi courses.

Total Core Requirements ........................................................................................................ 24 credits

TOTAL DEGREE REQUIREMENTS ............................................................................................. 60 CREDITS
ASSOCIATE OF ARTS
NATIVE AMERICAN STUDIES

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

GENERAL EDUCATION REQUIREMENTS
ENGL 110  Composition I ........................................................................................................ 3 cr.
ENGL 120  Composition II ..................................................................................................... 3 cr.
COMM 110  Fundamentals of Public Speaking ...................................................................... 3 cr.
MATH 103  College Algebra .................................................................................................. 4 cr.
PSYC 100  First Year Learning Experience ....................................................................... 3 cr.
SOC 120  Transitions-Graduation & Beyond ....................................................................... 2 cr.
NAS 101  Ochethi Sakowin Language I ............................................................................... 4 cr.
CSCI 101  Introduction to Computers ................................................................................ 3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE .......................................................... 6 cr.
  Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology
HEALTH/PHYSICAL EDUCATION ...................................................................................... 2 cr.
  Any two (2) one-hour courses or any one (1) two-hour course
LABORATORY SCIENCE ....................................................................................................... 8 cr.
  Any two (2) four-hour laboratory science courses
Total General Education Requirements .................................................................................. 41 credits

CORE REQUIREMENTS
Art Course ................................................................................................................................. 3 cr.
  Select one: ART 145, ART 146, ART 245, ART 246, ART 247, NAS 110, or NAS 213
NATIVE AMERICAN HISTORY: .............................................................................................. 3 cr.
  Select one: NAS 107, NAS 108, or NAS 109
NAS 102  Ochethi Sakowin Language for Elementary Learners ......................................... 4 cr.
NAS 120  Ochethi Sakowin Teachings I ................................................................................ 1 cr.
NAS 121  Ochethi Sakowin Teachings II ............................................................................. 1 cr.
NAS 122  Ochethi Sakowin Teachings III ............................................................................ 1 cr.
NAS 123  Ochethi Sakowin Teachings IV .......................................................................... 1 cr.
NAS 204  Native American Governments: Traditional and Contemporary ..................... 3 cr.
NAS 208  Ochethi Sakowin Tradition, Philosophy, and Spirituality .................................. 3 cr.
NAS 211  Ochethi Sakowin Language for Pre-Intermediates ............................................ 4 cr.
NAS 212  Ochethi Sakowin Language for Intermediates .................................................... 4 cr.
Total Core Requirements ........................................................................................................ 28 credits
TOTAL DEGREE REQUIREMENTS ....................................................................................... 69 CREDITS

172
BACHELOR OF ARTS
NATIVE AMERICAN STUDIES

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

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ........................................................................................................................................ 3 cr.
ENGL 120 Composition II ........................................................................................................................................ 3 cr.
COMM 110 Fundamentals of Public Speaking ........................................................................................................ 3 cr.
MATH 103 College Algebra....................................................................................................................................... 4 cr.
PSYC 100 First Year Learning Experience ............................................................................................................... 3 cr.
SOC 120 Transitions-Graduation & Beyond .............................................................................................................. 2 cr.
NAS 101 Ochethi Sakowin Language I .................................................................................................................... 4 cr.
CSCI 101 Introduction to Computers ......................................................................................................................... 3 cr.

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE ........................................................................................................ 6 cr.
Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology

HEALTH/PHYSICAL EDUCATION ..................................................................................................................................... 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course

LABORATORY SCIENCE .................................................................................................................................................. 8 cr.
Any two (2) four-hour laboratory science courses

Total General Education Requirements ......................................................................................................................... 41 credits

NATIVE AMERICAN STUDIES CORE REQUIREMENTS

Art Course ......................................................................................................................................................................... 3 cr.
Select one: ART 145, ART 146, ART 245, ART 246, ART 247, NAS 110, or NAS 213

NATIVE AMERICAN HISTORY: ........................................................................................................................................... 3 cr.
Select one: NAS 107, NAS 108, or NAS 109

NAS 102 Ochethi Sakowin Language for Elementary Learners .................................................................................. 4 cr.
NAS 120 Ochethi Sakowin Teachings I .......................................................................................................................... 1 cr.
NAS 121 Ochethi Sakowin Teachings II ........................................................................................................................ 1 cr.
NAS 122 Ochethi Sakowin Teachings III ........................................................................................................................ 1 cr.
NAS 123 Ochethi Sakowin Teachings IV ....................................................................................................................... 1 cr.
NAS 204 Native American Governments: Traditional and Contemporary ................................................................. 3 cr.
NAS 208 Ochethi Sakowin Tradition, Philosophy, and Spirituality ............................................................................. 3 cr.
NAS 210 Ochethi Sakowin Language for Pre-Intermediates .......................................................................................... 4 cr.
NAS 211 Ochethi Sakowin Language for Intermediates ............................................................................................... 4 cr.

Total Native American Studies Core Requirements ......................................................................................................... 28 credits

PROFESSIONAL CORE REQUIREMENTS

NAS 301 Ochethi Sakowin Language for Advanced Intermediates .............................................................................. 4 cr.
NAS 302 Ochethi Sakowin Language for Proficient Learners ........................................................................................ 4 cr.
NAS 311 Native American Women ............................................................................................................................... 3 cr.
NAS 419 Native Sovereignty & Decolonization .............................................................................................................. 3 cr.
NAS 421 Ochethi Sakowin Social & Kinship Systems .................................................................................................. 3 cr.
NAS 431 Traditional Ochethi Sakowin Leadership ...................................................................................................... 3 cr.
NAS 497 Native American Studies Capstone Course .................................................................................................. 1 cr.

Electives 300+ Level ............................................................................................................................................................ 24 cr.

Total Professional Core Requirements ............................................................................................................................ 57 credits

TOTAL DEGREE REQUIREMENTS ..................................................................................................................................... 126 CREDITS
DIVISION OF NURSING

Associate of Science – Practical Nursing

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN PRACTICAL NURSING:

1. The student will practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
2. The student will demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
3. The student will utilize the nursing process to give culturally focused care.
4. The student will demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long term care settings.
5. The student will practice within the ethical and legal guidelines of the Nurse Practices Act.
6. The student will demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, or licensed practitioners.
The Practical Nursing Program is a fully accredited program that is an integral part of Sitting Bull College. This technical program exists to create the vision and behavior of a balanced, responsible, holistic health care practitioner. The primary aim of this program is to facilitate the development of competent practical nurses prepared to serve in an evolving health care environment.

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ................................................................. 3 cr.
ENGL 120 Composition II ................................................................. 3 cr.
COMM 110 Fundamentals of Public Speaking .................................... 3 cr.
MATH 102 Intermediate Algebra or higher ...................................... 4 cr.
PSYC 100 First Year Learning Experience ...................................... 3 cr.
SOC 120 Transitions-Graduation & Beyond ................................... 2 cr.
NAS 101 or Ochethi Sakowin Language I ....................................... 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101 Introduction to Computers ............................................. 3 cr.
HPER 200 Nutrition ........................................................................ 2 cr.
PSYC 111 Introduction to Psychology ............................................ 3 cr.
BIOL 220 Anatomy and Physiology I ............................................. 4 cr.

Total General Education Requirements ........................................ 34 credits

CORE REQUIREMENTS
BIOL 202 Microbiology .................................................................. 4 cr.
BIOL 230 Anatomy and Physiology II .......................................... 4 cr.
NURS 101 Introduction to the Nursing Profession ........................... 1 cr.
NURS 201 Holistic Health Assessment Across the Lifespan .............. 3 cr.
NURS 205 Basic Pharmacology for Nurses .................................... 2 cr.
NURS 206 Fundamental Nursing Interventions ............................... 3 cr.
NURS 206C Fundamental Nursing Interventions (Nursing Practice Experience) .................................................... 1 cr.
NURS 231 Mental Health/Behavioral Health Nursing ..................... 2 cr.
NURS 245 Nursing Care of Families ............................................. 4 cr.
NURS 246 Nursing Care Across the Lifespan .................................. 9 cr.
NURS 297 Capstone Experience in Nursing ................................... 1 cr.
PSYC 255 Child and Adolescent Psychology ................................ 3 cr.

Total Core Requirements ................................................................ 37 credits

TOTAL DEGREE REQUIREMENTS ................................................................ 71 CREDITS

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

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

Formal Program Admission Requirements:
1. Admission to Sitting Bull College
2. A grade of C or higher in the prerequisite courses: BIOL 220, BIOL 230, BIOL 202, NURS 101, PSYC 111, HPER 200. NOTE: Enrollment in BIOL 230 and BIOL 202 may be concurrent with application for admission to the program.
3. A cumulative grade point average (GPA) of 2.3 or better. Conditional admission may be granted to a student with a cumulative GPA of less than 2.3 upon review by the Nursing Department faculty and the Director of the Nursing Department. If conditional admission is granted, the student may be required to retake courses and complete other work. A conditional student will be required to raise cumulative GPA to 2.3 or higher.
4. Submission of a formal letter requesting admission to the nursing program. This letter must be accompanied by two letters of recommendation – one of which must be from a Sitting Bull College faculty member who has had the student as a student in class.
5. An interview with the nursing faculty may be required.
6. Documentation of possession of the physical capabilities to perform in the role of health care professional as demonstrated by submitting a record of a current (within three months of application) physical examination.
7. Documentation of health requirements as outlined in the nursing student handbook.
8. Documentation of current certification in Basic Life Support and AED for Healthcare Providers. Students will be required to keep these certifications current during their time in the nursing program. The student must provide the nursing director with a photocopy of their certificates each time they renew them.
9. Federal Criminal Background Check. A Federal Criminal Background Check will be done no later than the first month of classes after admission to the nursing program.
10. Tribal Background Check may be requested due to clinical agency requests or other circumstances. (If this check is requested it is done at the student’s own expense.)

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

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

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

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

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

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

In addition, if a student fails to complete a major assignment, they also fail the course, regardless of the number of points earned in the course. All major assignments must be completed and passed to pass the course.
Any student who fails a nursing course two (2) times or two (2) or more nursing courses in the same semester must reapply for admission to the nursing program.

Readmission to the Formal Program:

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

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

OTHER ISSUES TO CONSIDER
- At times candidates will be required to attend classes during the day, evening, and weekends.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to practice.
DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

Associate of Applied Science – Lay Advocate/Paralegal
PROGRAM OUTCOMES FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN LAY ADVOCATE/PARALEGAL:
1. The student will demonstrate knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.

Associate of Science – Criminal Justice
PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE:
1. The student will demonstrate a working knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a basic understanding of the various theories of deviant behavior and society’s responses to such behavior.

Associate of Science – Human Service Technician
PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN HUMAN SERVICES TECHNICIAN:
1. The student will demonstrate the ability to effectively communicate with clients and other professionals verbally and in writing.
2. The student will demonstrate knowledge of social and human service delivery systems and their role within the local and regional community:
   a) Role Identification
   b) Agency Planning, Budgeting, Management
   c) Legal and Ethical
3. The student will apply systematic procedure to identify problems, provide therapeutic supportive and preventive services.
Bachelor Science – Social Work

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE DEGREE IN SOCIAL WORK:

1. The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.

2. The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.

3. The student will participate in positive social change and social justice practices throughout the program of study.

4. The student will engage in evidence based practice methods of study throughout the program and internship opportunity.

5. Students will engage in policy practice through policy reviews and analysis.

6. The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.

7. Students will demonstrate their ability to assess individuals, families, groups, organizations and communities.

8. The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.

9. Students will demonstrate a variety of evaluation methods to utilize while working with individuals, families, groups, organizations and communities.
ASSOCIATE OF APPLIED SCIENCE
LAY ADVOCATE/PARALEGAL

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

GENERAL EDUCATION REQUIREMENTS

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<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
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General Education Requirements .......................................................... 23 credits

CORE REQUIREMENTS

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<td>Introduction to Criminal Justice</td>
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</tr>
<tr>
<td>CJ 203</td>
<td>Interviewing &amp; Interrogation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 205</td>
<td>Indian Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 208</td>
<td>Family Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 209</td>
<td>Will, Probate, and Property Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Legal Research, Writing, and Case Analysis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 215</td>
<td>Criminal Procedure</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 225</td>
<td>Introduction to American Courts</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 230</td>
<td>Criminal Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 231</td>
<td>Contracts and Torts</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 235</td>
<td>Criminal Evidence</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 260</td>
<td>Ethics in Criminal Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 265</td>
<td>Trial Techniques</td>
<td>3 cr.</td>
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</tbody>
</table>

Total Core Requirements ................................................................. 42 credits

TOTAL DEGREE REQUIREMENTS ................................................................. 65 credits
# ASSOCIATE OF SCIENCE
## CRIMINAL JUSTICE PROGRAM

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields.

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</table>

### HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE

Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology

### HEALTH/PHYSICAL EDUCATION

Any two (2) one-hour courses or any one (1) two-hour course

### LABORATORY SCIENCE

Any one (1) four-hour laboratory science course

### Total General Education Requirements

34 CREDITS

### CORE REQUIREMENTS

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</tr>
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<td>Criminal Evidence</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 245</td>
<td>Survey of Forensic Sciences</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 252</td>
<td>Criminology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 260</td>
<td>Ethics in Criminal Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 297</td>
<td>Criminal Justice Internship/Capstone Experience</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### Total Core Requirements

33 CREDITS

### CORE REQUIREMENTS CRIMINAL JUSTICE ELECTIVES – (Select 1 Course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 208</td>
<td>Family Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Legal Research, Writing, and Case Analysis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 226</td>
<td>Criminal Investigations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 253</td>
<td>Juvenile Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 265</td>
<td>Trial Techniques</td>
<td>3 cr.</td>
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<tr>
<td>CJ 270</td>
<td>Introductions to Corrections</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 290</td>
<td>Criminal Behavioral Analysis</td>
<td>3 cr.</td>
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</tbody>
</table>

### Total Criminal Justice Electives

3 CREDITS

### TOTAL DEGREE REQUIREMENTS

70 CREDITS
ASSOCIATE OF SCIENCE
HUMAN SERVICE TECHNICIAN

The program is designed for students interested in working with people as human service workers in diverse settings or prepares students for transfer into a four-year institution of higher learning.

Students interested in this area should have a strong desire to help others, be patient, understanding, and caring in dealing with others, good verbal and written communication skills, ability to manage time effectively, problem solving skills, and knowledge of community resources.

Career opportunities include: employment in a wide variety of Human Service/Mental Health occupations. Employment in the field of human services is expected to grow faster than average for all occupations throughout the next decade due to population growth, increased demand for the care of the elderly and the disabled, and the disadvantaged. Job titles and duties in the human service field vary with the type of employer and the kinds of clients they serve. Examples of job titles include: social service technicians, case management aides, social work assistants residential counselors, mental health technicians, child abuse workers, community outreach workers and gerontology aides.

Settings that workers can be employed in include: group homes, mental retardation and community mental health centers, state, local and tribal government, programs for the elderly, hospitals, social service and mental health programs, facilities and programs for the developmentally disabled, special programs for alcoholics and drug abusers, child abuse, youth and family agencies, childcare and head start programs, and special education programs for children.

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ........................................................................................................ 3 cr.
ENGL 120 Composition II ..................................................................................................... 3 cr.
COMM 110 Fundamentals of Public Speaking ....................................................................... 3 cr.
MATH 102 Intermediate Algebra or higher .............................................................................. 4 cr.
PSYC 100 First Year Learning Experience ............................................................................ 3 cr.
SOC 120 Transitions-Graduation & Beyond ......................................................................... 2 cr.
NAS 101 or Ochethi Sakowin Language I ................................................................................ 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History .............................. 3 cr.
CSCI 101 Introduction to Computers ...................................................................................... 3 cr.

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE ........................................................................ 3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology

HEALTH/PHYSICAL EDUCATION........................................................................................................ 2 cr.
BIOL 150 General Biology ...................................................................................................... 4 cr.

Total General Education Requirements ................................................................................. 34 credits

CORE REQUIREMENTS
HS 101 Introduction to Human Services .................................................................................. 3 cr.
HS 102 Interviewing I ............................................................................................................. 3 cr.
HS 103 Interviewing II ............................................................................................................ 3 cr.
HS 201 Case Management I .................................................................................................. 3 cr.
HS 202 Case Management II ................................................................................................. 3 cr.
HS 211 Introduction to Addictions .......................................................................................... 3 cr.
HS 220 Management and Administration in Human Services .................................................. 3 cr.
HS 260 Crisis Intervention/Suicide Prevention ...................................................................... 3 cr.
HS 297 Human Services Internship ......................................................................................... 3 cr.
PSYC 111 Introduction to Psychology .................................................................................... 3 cr.
PSYC 250 Developmental Psychology .................................................................................... 4 cr.
SOC 220 The Family .............................................................................................................. 3 cr.

Total Core Requirements ......................................................................................................... 37 cr.

TOTAL DEGREE REQUIREMENTS ........................................................................................................ 71 CREDITS
ADMISSIONS REQUIREMENTS
BACHELOR OF SCIENCE SOCIAL WORK

- Successful completion an Associate’s degree in Social Work or Human Services
- Cumulative grade point average of 2.75
- Complete Social Work Application which includes:
  - Letter of recommendation that can attest to the applicant’s potential success in working in the field of Social Work.
  - Personal statement answering the following questions:
    - What has brought you to the desire to enter the field of Social Work?
    - What skills, abilities, values, and characteristics do you have that will be important to your success in the field of Social Work?
    - Describe your short and long term goals and how reaching these goals will impact your life and your community.
  - Program admission interview.
  - Curriculum Vitae
  - Note: Arrests, charges, or convictions of criminal offenses may limit professional licensure and/or employment possibilities.

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE DEGREE IN SOCIAL WORK:
1. The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.
2. The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.
3. The student will participate in positive social change and social justice practices throughout the program of study.
4. The student will engage in evidence-based practice methods of study throughout the program and internship opportunity.
5. Students will engage in policy practice through policy reviews and analysis.
6. The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations, and communities.
7. Students will demonstrate their ability to assess individuals, families, groups, organizations, and communities.
8. The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations, and communities.
9. Students will demonstrate a variety of evaluation methods to utilize while working with individuals, families, groups, organizations, and communities.
BACHELOR OF SCIENCE
SOCIAL WORK

This program is designed for students who wish to pursue further knowledge, education and skills in the Human Services area as a Social Worker and for those who wish to master their skills leading to a professional license to practice.

This program looks in depth into the social, cultural, behavioral, economical, and criminal justice aspects of individuals and communities as well as the functions of society. This program will also take an in-depth look at the Indian Child Welfare Act and the cultural component of providing services in Native communities.

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ................................................................................................. 3 cr.
ENGL 120 Composition II ................................................................................................. 3 cr.
COMM 110 Fundamentals of Public Speaking .................................................................... 3 cr.
MATH 102 Intermediate Algebra or higher ........................................................................ 4 cr.
PSYC 100 First Year Learning Experience ........................................................................ 3 cr.
SOC 120 Transitions-Graduation & Beyond ...................................................................... 2 cr.
NAS 101 or Ochethi Sakowin Language I .......................................................................... 4 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101 Introduction to Computers ................................................................................ 3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE ......................................................... 3 cr.
Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology
HEALTH/PHYSICAL EDUCATION .................................................................................. 2 cr.
Any two (2) one-hour courses or any one (1) two-hour course
BIOL 150 General Biology ............................................................................................... 4 cr.
Total General Education Requirements ........................................................................... 34 credits

SOCIAL WORK CORE REQUIREMENTS
HS 101 Introduction to Human Services ........................................................................... 3 cr.
HS 102 Interviewing I ........................................................................................................ 3 cr.
HS 103 Interviewing II ....................................................................................................... 3 cr.
HS 201 Case Management I .............................................................................................. 3 cr.
HS 202 Case Management II ........................................................................................... 3 cr.
HS 211 Introduction to Addictions ..................................................................................... 3 cr.
HS 220 Management and Administration in Human Services ......................................... 3 cr.
HS 260 Crisis Intervention/Suicide Prevention .................................................................. 3 cr.
HS 297 Human Services Internship .................................................................................. 3 cr.
MATH 210 Elementary Statistics ...................................................................................... 3 cr.
NAS 204 Native American Government: Traditional and Contemporary ......................... 3 cr.
NAS 208 Ochethi Sakowin Traditions, Philosophy, and Spirituality ................................... 3 cr.
PSYC 111 Introduction to Psychology ................................................................................ 3 cr.
PSYC 250 Developmental Psychology ............................................................................... 4 cr.
PSYC 270 Abnormal Psychology ...................................................................................... 3 cr.
SOC 220 The Family .......................................................................................................... 3 cr.
Total Social Work Core Requirements ............................................................................ 49 cr.
PROFESSIONAL CORE REQUIREMENTS

SWK 300 Child Welfare ................................................................. 3 cr.
SWK 330 Human Behavior and the Social Environment ................................................ 3 cr.
SWK 335 Social Work Methods I: Work with Individuals and Families ......................... 3 cr.
SWK 340 Development of Social Welfare ........................................................................ 3 cr.
SWK 350 Interpersonal Skills .......................................................................................... 3 cr.
SWK 356 Social Welfare Policy and Social Justices ......................................................... 3 cr.
SWK 364 Ethical Social Work Practice ............................................................................ 3 cr.
SWK 401 Help for the Professional .................................................................................. 1 cr.
SWK 435 Social Work Methods II: Work with Groups and Communities ...................... 3 cr.
SWK 442 Research Methods in Social Work .................................................................... 3 cr.
SWK 490 Field Internship .............................................................................................. 12 cr.
SWK 491 Senior Seminar ................................................................................................ 1 cr.

Total Professional Core Requirements ........................................................................ 41 credits

TOTAL DEGREE REQUIREMENTS .............................................................................. 124 CREDITS
Courses cross-referenced between divisions.

DIVISION OF AGRICULTURE

AGRICULTURAL ECONOMICS (AGEC)

141 INTRODUCTION TO AGRI-BUSINESS MANAGEMENT ................................................................. 3
This is an introductory course dealing with the economic importance of the agribusiness community and the potential for employment with the agribusiness industry.

297 AGRICULTURE INTERNSHIP ................................................................................................. 1-3
This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Agriculture degree plan.

299 AGRICULTURAL ECONOMICS SPECIAL TOPICS .............................................................. 1-3

ANIMAL AND RANGE SCIENCE (ARSC)

114 INTRODUCTION TO ANIMAL SCIENCE .................................................................................. 3
General principles of the livestock industry and relationship to mankind.

140 INTRODUCTION TO BISON PRODUCTION ......................................................................... 3
This course will be an introduction to bison production. Topics will include: history, role in the plains culture, anatomy and physiology, breeding and genetics and bison behavior and herd dynamics.

160 INTRODUCTION TO HORSEMANSHIP ............................................................................... 3
This course will offer students the knowledge on horsemanship training and will provide a successful career in the vast world of the horse industry business.

161 BASIC HORSEMANSHIP SKILLS ....................................................................................... 3
This course will provide basic horsemanship skills to the students and demonstrate the knowledge on nutritional sources that a horse needs. Prerequisite ARSC 160 Horsemanship or concurrent enrollment

162 HORSEMANSHIP NUTRITION & DISEASES ....................................................................... 3
This course will provide the students the knowledge about the functions and properties of nutrients and effects of proper nutrition at the different stages of the life of a horse. Prerequisite: ARSC 160 Introduction to Horsemanship, ARSC161 Basic Horsemanship Skills or concurrent enrollment

163 HORSEMANSHIP CONFIRMATION & ANATOMY ................................................................. 3
This course will offer the student the ability to select a horse, whether buying for pleasure or business.

164 INTRODUCTION TO VET CARE AND MANAGEMENT ....................................................... 3
This course will offer the students the knowledge in use and effects of different kinds of medications and dispense with documentation.
HORSEMANSHIP BUSINESS MANAGEMENT
This course will offer the student the opportunity to gain knowledge of the horse business industry.

LIVESTOCK PRODUCTION
General production and management of major meat animal species. Topics include: production systems, feeding, facilities, health, economics, and marketing.

INTRODUCTION TO RANGE MANAGEMENT
Principles of range management, which include plant identification, range evaluation, and range improvement.

BISON MANAGEMENT AND PRODUCTION
Topics will include feeding and nutrition; health, diseases and parasites; bison handling and facilities; marketing, productions and economics; and the future of bison.

ANIMAL AND RANGE SCIENCE SPECIAL TOPICS

PLANT SCIENCE (PLSC)

PRINCIPLES OF CROP PRODUCTION
This course will introduce the basic concepts and principles of crop production. Topics covered will include an introduction to the crops of the Northern Great Plains and their uses, crop and weed identification, crop and weed physiology, nutrition, fertilizers, growth stages, soil conservation and land management, cropping systems, seeding and harvest, storage of crops, diseases, pests, and safe use of pesticides and herbicides.

SOILS (SOIL)

INTRODUCTION TO SOIL SCIENCE
Physical, chemical, and biological properties of soils as related to use, conservation, and plant growth.

SOIL FERTILITY AND FERTILIZERS
Principles of plant nutrition and soil nutrient availability; soil testing and fertilizer recommendations and management. Macronutrient emphasis. Prerequisite: SOIL 210 Introduction to Soil Science

SOIL CONSERVATION MANAGEMENT
This course covers the conservation of soil and water resources. The management techniques necessary for conservation will be stressed. Erosion topics which will be covered are soil erosion, wind erosion, predicting soil loss, land use planning, cropping systems and tillage practices. Conservation structures, reclamation and irrigation management will be discussed. Soil and water pollution will also be covered. Prerequisite: SOIL 210 Introduction to Soil Science
DIVISION OF ARTS AND HUMANITIES

ART (ART)

107 POTTERY I .................................................................................................................. 3
A study of forms, methods, materials, and the characteristics of pottery. Basic hand-building techniques are explored in addition to contemporary concepts and ideas. Techniques of firing and kiln building. Native American history and culture will be emphasized.

110 INTRODUCTION TO ART .......................................................................................... 3
Lectures, films, slides of original works, discussions and demonstrations will be used to acquaint the student with the diverse dimensions of aesthetics, to discuss and analyze visual art forms as modes of expression; and to develop a basic understanding of the role of the visual arts in relation to one's culture.

121 INTRODUCTION TO WATERCOLOR ........................................................................ 1-3
A basic course in watercolor with emphasis on materials and various techniques. This course will explore composition and color in an experimental approach to landscape, still life, figure and contemporary modes.

122 INTRODUCTION TO DESIGN .................................................................................. 3
A course with emphasis on fundamental design and its application. The visual elements of line, space, mass, value, color and texture will be studied with an emphasis in Native American Art.

130 BASIC DRAWING ..................................................................................................... 3
Introduction to the technique of contour and gesture drawing. Principles of composition and design in figure, still life, and landscape. Media includes pencil, charcoal, pastels, pen and ink.

145 QUILLWORK .............................................................................................................. 3
Students will begin this course gathering and sorting quills, collecting or selecting dye and drying quills. Methods of applying quills to leather, etc. Native American cultural and historic designs and color will be emphasized.

146 BEADWORK .............................................................................................................. 3
This course will cover the basic stitches needed to complete beadwork used in Native American creations.

220 PAINTING I .................................................................................................................. 3
This course is an introduction to painting in oil and acrylics. It will provide experience in using different types of painting surface, materials and various techniques. Students will gain exposure to some theories of color, design, and composition.

221 PAINTING II .............................................................................................................. 3
Study of the techniques and concepts of painting, with an emphasis on design and creative expression. Students are encouraged to explore their own cultural background and experience. Prerequisite: ART 220 Painting I

*245 NORTH AMERICAN INDIAN ART HISTORY ................................................................ 3
This is a survey course exploring the arts of North American peoples from Paleolithic to contemporary times. Lectures, readings, audio-visual means, research and resource persons constitute the main learning activities.

*246 TRADITIONAL OCHETHI SAKOWIN ART ................................................................ 3
Lectures and demonstration of traditional arts forms. Students will complete the production of one piece in a selected media.
### NATIVE AMERICAN ART PROJECTS
Creation of art activity based on the five different cultural aesthetics: Northwest Coast Transformation Masks, Plains Style Parfleches, Southeastern Shell Carving, Woodlands Beadwork, and Southwest Pottery Designs. Students will be required to complete five (5) different projects.

### BEGINNING PHOTOGRAPHY
This course will introduce students to digital camera use and creative use of accessories. It will help students understand differences in lenses, filters, and other attachments to produce creative photographs. The course will help students to become more aware of light as it relates to photography and encourage students to incorporate Native American ideas into their pictures. The course will also teach students how to photography in crime scene investigating.

### COMMUNICATIONS (COMM)

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>100</td>
<td>APPLIED COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>110</td>
<td>FUNDAMENTALS OF PUBLIC SPEAKING</td>
<td>3</td>
</tr>
<tr>
<td>299</td>
<td>COMMUNICATIONS SPECIAL TOPICS</td>
<td>1-3</td>
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### ENGLISH (ENGL)

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>099</td>
<td>COLLEGE WRITING PREPARATION</td>
<td>4</td>
</tr>
<tr>
<td>100</td>
<td>APPLIED ENGLISH</td>
<td>3</td>
</tr>
<tr>
<td>110</td>
<td>COMPOSITION I</td>
<td>3</td>
</tr>
<tr>
<td>120</td>
<td>COMPOSITION II</td>
<td>3</td>
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</tbody>
</table>

**General Notes:**
- **Applied English** requires the use of library resources.
- **Composition** courses assume understanding of basic grammar, sentence structure, and paragraph development.
Students studying the behavioral, social, and environmental science in addition to the various disciplines of the humanities will learn the practical process of research from initiating thesis inquiry to writing a completed project report using professional APA or MLA conventions.

Exploration of creative writing techniques through poetry, short stories, and short dramatic pieces. Emphasis is placed on Native American forms of creative writing and resource materials.

Introduction to the different genres of literature, emphasizing literary terms and nomenclature involved in all literacy forms (short stories, novel, drama, and poetry. Prerequisite ENGL 110 Composition I

A survey of the world's greatest dramatic literature from Greek times to the present, including Native American dramatic expression. The history of playhouses and stagecraft, and other related arts of the theater are observed in connection with the study of world masterpieces.

To provide a general survey of children's literature from its origins to the present. Special emphasis will be given regarding how this topic impacts Native American students.

A study of the representative works of major writers throughout the world, especially looking at multi-cultural life views.

A study of the representative works of major American writers from the Colonial Period through the present, including Native American writers.

HISTORY (HIST)

A survey of the major economics, intellectual, political, social, geographical and religious developments from beginning of civilization through the Persian, Greek, and Roman Empires ending with the Middle Ages.

A survey of the major economic, intellectual, political, and social developments in Europe from the Renaissance to recent times.

An economic, intellectual, political and social survey of our nation including its colonial origins, the Revolution, the early growth of the nation, the issue of sectionalism, and the Civil War.

An economic, intellectual, political and social survey of our nation since the Civil War period including the areas of reconstruction, industrialization and our increasing involvement in global responsibilities.
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<tbody>
<tr>
<td>*107</td>
<td>NATIVE AMERICAN HISTORY I</td>
<td>3</td>
<td>This course is an introduction to Native American history from before the European colonization through the 1760's.</td>
</tr>
<tr>
<td>*108</td>
<td>NATIVE AMERICAN HISTORY II</td>
<td>3</td>
<td>This course is an introduction to Native American history from the era of the American Revolution through the 1920's.</td>
</tr>
<tr>
<td>*109</td>
<td>NATIVE AMERICAN HISTORY III</td>
<td>3</td>
<td>This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.</td>
</tr>
<tr>
<td>211</td>
<td>WORLD CIVILIZATIONS TO 1500</td>
<td>4</td>
<td>An overview of the development of the world’s major civilizations from earliest times to 1500. The major focus is on how developments in societies in the Americas, the West, China, India, southwest Asia, and Africa developed and influenced each other.</td>
</tr>
<tr>
<td>212</td>
<td>WORLD CIVILIZATIONS SINCE 1500</td>
<td>4</td>
<td>This is a continuation of HIS 211 and examines the development of societies in and around the world since the Reformation. This course emphasizes the interactions of a globalized and interconnected world from this time to the present.</td>
</tr>
<tr>
<td>299</td>
<td>HISTORY SPECIAL TOPICS</td>
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**HUMANITIES (HUM)**

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<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>101</td>
<td>INTRODUCTION TO HUMANITIES</td>
<td>3</td>
<td>This introductory survey course to the humanities explores selected world pieces in various forms to study human expression and experience as it relates languages, linguistics, literature, history, jurisprudence, philosophy, archeology, comparative religions, ethics, the history, criticism and theory of arts and aspects of the social sciences examining problems and insights in different cultures.</td>
</tr>
<tr>
<td>*202</td>
<td>NATIVE AMERICAN IMAGES IN FILM</td>
<td>3</td>
<td>This course will provide a critical examination of images and representations of Native Americans and their cultures in American film. The course will include relevant readings and analysis of particular films by non-native and indigenous film makers.</td>
</tr>
<tr>
<td>297</td>
<td>GENERAL STUDIES CAPSTONE</td>
<td>1</td>
<td>This interdisciplinary course serves as a summary and synthesis of courses in a student's academic career. A capstone presentation and reflective paper culminate the course. Prerequisite: Must be in final semester of AA General Studies degree.</td>
</tr>
<tr>
<td>299</td>
<td>HUMANITIES SPECIAL TOPICS</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>497</td>
<td>GENERAL STUDIES CAPSTONE</td>
<td>1</td>
<td>This interdisciplinary course is a review of the major ideas and issues across the broad areas of communications, humanities, mathematics, sciences, and social/behavioral sciences. Through development of an integrated E-Portfolio, the student will demonstrate proficiency in Sitting Bull College’s four institutional outcomes.</td>
</tr>
</tbody>
</table>
MUSIC (MUSC)

100 MUSIC APPRECIATION .............................................................................................................. 3
This class will attempt to increase the awareness and understanding of music through listening to and discussion of a wide variety of music. Students will review or learn basic elements of music critical to an appreciation of music through reading, lecture and hands-on activities.

*110 OCHETHI SAKOWIN MUSIC AND DANCE ........................................................................ 3
This course will provide an introduction to the music and dance of the Ochethi Sakowin. The course will include the traditional repertory, cultural context of musical and dance performance, musical styles and song types, dance styles, and study of dance regalia. Some comparative material from other Native American tribes will be included.

299 MUSIC SPECIAL TOPICS .................................................................................................. 1-3

DIVISION OF BUSINESS

BUSINESS ADMINISTRATION/MANAGEMENT (BAD)

101 INTRODUCTION TO BUSINESS ............................................................................................ 3
Introduction and analysis of the fundamental types of business organizations which include sole proprietorships, partnerships, and corporations. Includes the study of the accountability flow chart. This course will enable the student to study the comparative advantages and disadvantages unique to each type of organization and society's role in business. Emphasis on Native American heritage and culture.

103 LEGAL ENVIRONMENT OF BUSINESS .......................................................................... 3
Introduction and analysis of the legal environment of business. Includes governmental regulations, contracts and property regulations. Emphasis on Native American culture and heritage.

201 PRINCIPLES OF ACCOUNTING I ....................................................................................... 3
Introduction to the fundamentals of accounting including the classification of accounts, debits/credits, the basic financial statements, special journals, and adjusting and closing entries.

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

203 PERSONAL AND SMALL BUSINESS FINANCE ............................................................. 3
This is a basic course to assist students in problems of buying, money management, and in understanding their place as consumers in society. This course also includes practical application in banking services, investing, taxes, home ownership, credit cards, car ownership and business opportunities. Emphasis on Native American culture and heritage.

208 ENTREPRENEURIAL MARKETING ..................................................................................... 3
The course will help students examine the marketing strategies and methods used by start-up, early-stage companies, and small business enterprises The objective of this course is to move away from the abstract and closer to the real environment Therefore we will be making extensive use of actual firm experiences via the case method and real-world observations. Students will also utilize hands-on experiences with writing and presenting. Emphasis on Native American culture and heritage.

193
This course offers practical information relating to personnel issues. Course components include staffing, training, motivation, employee rights and responsibilities, and contractual agreements. Emphasis on Native American culture and heritage.

Introduction to conflict resolution in business with consideration of positive and negative outcomes. Causes of conflict will be considered with mediation procedures that might be utilized. Emphasis on Native American culture and heritage.

Content includes how to plan, organize, and manage an entrepreneurial business. Students will develop the skills to compose a business plan. Topics such as human resource development, ethics, finance, entrepreneurship and risk management, pricing, advertising, and promotion will be covered. Emphasis on Native American culture and heritage.

Basic grant administration including compliance, federal regulations, review of non-profit and profit, and minimal fund accountability. Emphasis on Native American culture and heritage.

This course introduces the step-by-step fundamentals for private sources and public agencies proposal requirements, with the objective of having students write a grant to be submitted for funding. Special emphasis will be placed on the needs of Native Americans since most funding is realized through grants and contracts.

Concepts and methods for providing financial and programmatic accountability of public and private grants will be covered. Topics will include evaluation and reporting procedures. Emphasis on Native American culture and heritage.

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Business Administration degree plan.

This course covers the basic functions of a manager including planning, organizing, staffing, directing and controlling activities at all levels. It is designed to provide students with the information essential to develop a framework about management and to develop managerial knowledge and skills.

This course offers undergraduate students a practical introduction to the function and responsibilities of human resource management within any company—from staffing the organization, enhancing motivation and employee performance, to overseeing compensation and benefits.

A research approach to management with emphasis on understanding, prediction, and control of human behavior in the organization setting. Topics include individual behavior, interpersonal and group behavior, environmental adaptation, and organizational effectiveness.
PRINCIPLES OF MARKETING
A study of marketing techniques and practices. The topics include: Strategic marketing and its environment, using technology for customer relationships in a global environment, target market selection and research, customer behavior, product decisions, pricing decisions, distribution decisions, and promotion decisions.

PAYROLL ACCOUNTING
A study of the various state and federal laws pertaining to payment of wages and salaries, preparation of employment records, payroll registers, employee earning records, time cards and state and federal reporting requirements. Prerequisite: BAD 201 Accounting I

BUSINESS WRITING
A course of modern practices in preparing, planning, writing and dictating types of business letters, memos, and reports which is commonly required in business operations. Prerequisites: ENGL 120 Composition II, CSCI 101 Introduction to Computers

TAX PROCEDURES
The course includes explanation and interpretation of the Internal Revenue Code in preparation and filing of federal income tax returns for individuals, partnerships, and corporations. Instruction includes VITA (Volunteer Income Tax Assistance) volunteer training and a computer lab component. Business topics include inventory, cost of goods sold, depreciation and business use of a home. Prerequisite: BAD 201 Accounting I

BUSINESS FINANCE
A course study in management of Capital in Business including asset structure, risk, income, cash flows, working capital and long term financing with some emphasis on International finance. Prerequisites: ECON 201 Microeconomics, ECON 202 Macroeconomics, MATH 103 College Algebra.

NEW VENTURE
The process of getting a new venture started, growing the venture, successfully harvesting it and starting again. The concepts of entrepreneurship and competencies, skills, know-how and experience those that are sufficient to pursue different entrepreneurial opportunities. Prerequisite: BAD 219 Entrepreneurial Business Management

BUSINESS LAW
The course offers a basic explanation of the legal rights and responsibilities of people in both the public and private sectors.

BUSINESS ETHICS
A course covering the complex environment in which managers confront ethical decisions. Understanding how to recognize the different kinds of business ethical dilemmas and knowing why they occur. The course explores the cost to business and society of unethical and illegal behavior.

WORLD BUSINESS
A comprehensive coverage of a broad range of topics and the steps a business must take to go global. The course focuses on huge multi-national corporations as well as the small and medium-sized enterprises. It also compares and contrasts articles that present conflicting opinions on international issues such as globalization, trade, country differences, and global strategy. Prerequisite: ECON 201 Microeconomics or ECON 202 Macroeconomics
453 STRATEGIC MANAGEMENT
This course provides a basis for integrating knowledge of various business disciplines. Skills developed are applied to the formation and implementation of strategic operation plans. The case study method is used throughout the course. Prerequisite: BAD 219 Entrepreneurial Business Management or BAD 301 Principles of Management

497 INTERNSHIP/SEMINAR
This course is intended for the student nearing completion of a degree goal. This course involves a more intense participation and responsibility in the area of study of Business Administration. Prerequisite: Senior Standing or Department Chair Approval.

499 BUSINESS ADMINISTRATION/MANAGEMENT SPECIAL TOPICS

BUSINESS & OFFICE TECHNOLOGY (BOTE)

247 SPREADSHEET APPLICATIONS
To provide hands-on experience using a spreadsheet application software package to gather, organize, and summarize numeric business data. Prerequisite: CSCI 101 Introduction to Computers

COMPUTER INFORMATION SYSTEMS (CIS)

128 MICROCOMPUTER HARDWARE I
Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, will learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, this course helps students prepare for CompTIA’s A+ certification.

129 MICROCOMPUTER HARDWARE II
Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, will learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, this course helps students prepare for CompTIA’s A+ certification.

141 INTRODUCTION TO CYBERSECURITY
This course will provide an introduction to concepts related to Cybersecurity. Students will learn safe practices which can be deployed to secure computer systems. Students will gain an understanding of different tools which can be used to defend attacks on computer systems.

164 NETWORKING FUNDAMENTALS I
This course focuses on the following: network terminology and protocols, Local Area Networks (LANs), Wide Area Networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, network standards. The first of four courses leading to the Cisco Certified Network Associate (CCNA) certifications.
This course focuses on the following: initial router configuration, Cisco IOS software management, routing protocol configuration, TCP/IP, and Access control lists (ACLs). Students will develop skills in configuring a router, managing Cisco IOS Software, configuring routing protocols, and creating access lists that control access to a router. The second of four courses leading to the Cisco Certified Network Associate CCNA certification. Prerequisite: CIS 164 Networking Fundamentals I.

Students create web sites using a current version of a graphical user interface (GUI) web authoring tool.

The course helps learners to gain the knowledge and skills to install, configure, customize, optimize, and troubleshoot the Microsoft Windows operating system in a stand-alone and network environment.

This course introduces the learner to the Microsoft Windows Server and the networking technologies it supports. The learner will become familiar with networking and operating system concepts and the common tasks required to administer and support the Microsoft Windows operating system in a network environment.

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the degree plan.

This course provides the student with an overview of computer information systems, fundamental computer concepts and programming techniques. Hands-on experience with selected business software and one programming language is utilized.

Introduction to programming in the BASIC/Visual BASIC language.

This course provides the student with an introduction to the structure and function of database systems, with emphasis on practical applications. Data structures, hierarchical relationships, sequential and indexed searching, updating and deleting records, and data security and recovery will be discussed. The students will use the select statement to query the database and produce the correct outcomes. Students will use functions, join multiple tables and create sub-queries.

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the degree plan.

Introduction to programming in the BASIC/Visual BASIC language.

This course provides the student with an introduction to the structure and function of database systems, with emphasis on practical applications. Data structures, hierarchical relationships, sequential and indexed searching, updating and deleting records, and data security and recovery will be discussed. The students will use the select statement to query the database and produce the correct outcomes. Students will use functions, join multiple tables and create sub-queries.
**DIVISION OF CONSTRUCTION TECHNOLOGY**

**ARCHITECTURE (ARCT)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>101</td>
<td>ARCHITECTURAL DRAFTING</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course is an introduction to architectural drafting and AutoCAD, which defines the skills necessary to interpret a blueprint during construction. Students will learn the step-by-step process for designing and laying out a set of working drawings for a residential home.</td>
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</tr>
<tr>
<td>144</td>
<td>CONSTRUCTION ESTIMATING</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is an introduction to residential material and labor estimating, material lists, and calculations. Costs are made for several different houses.</td>
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**CARPENTRY (CARP)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>102</td>
<td>CORE CURRICULUM</td>
<td>2</td>
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<tr>
<td></td>
<td>The course will establish safety procedures, shop and site operations, the proper use and maintenance of tools from the National Center for Construction Education and Research (NCCER) consisting of eight modules.</td>
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<tr>
<td>105</td>
<td>CONSTRUCTION MATH</td>
<td>3</td>
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<tr>
<td></td>
<td>Application of math operations and calculations that a carpenter will need to perform when constructing a building and preparing an estimate.</td>
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</tr>
<tr>
<td>120</td>
<td>PRINCIPLES OF FRAMING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Identification of floor, wall and roof framing members to include layout and assembly of house framing members. Estimate material for framing.</td>
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</tr>
<tr>
<td>125</td>
<td>CONSTRUCTION PRACTICUM I</td>
<td>4</td>
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<tr>
<td></td>
<td>This lab course will include the safe and proper use of tools in various construction projects. The semester activities will center on the actual construction of a house.</td>
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<tr>
<td>140</td>
<td>PRINCIPLES OF INTERIOR FINISH</td>
<td>2</td>
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<tr>
<td></td>
<td>This course will include the identification of interior framing techniques and procedures to include insulation, drywall and drywall finishing, and door and window trim.</td>
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<tr>
<td>145</td>
<td>CONSTRUCTION PRACTICUM II</td>
<td>4</td>
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<tr>
<td></td>
<td>This lab course is a practical building application, which includes insulation, drywall hanging, taping and texture, painting, and installing interior doors and trim. Activities will center around the actual construction of a house.</td>
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</tr>
<tr>
<td>160</td>
<td>CONCRETE SYSTEMS TECHNOLOGY</td>
<td>1</td>
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<tr>
<td></td>
<td>This course discusses the use of concrete, reinforcing for footings and foundations, and making concrete estimations.</td>
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<tr>
<td>222</td>
<td>CONSTRUCTION SAFETY</td>
<td>2</td>
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<tr>
<td></td>
<td>Construction Safety is a minimum of 10 hours of safety topics related to the construction industry. Upon completion of this course students will receive a 10 Hour OSHA Safety Card and a certificate from the National Center for Construction Education and Research (NCCER).</td>
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</tr>
</tbody>
</table>
ADVANCED INTERIOR FINISHING
This lab course will teach the student to identify and install all interior finish products such as window trim, extension jams, baseboards, handrails, and hardware.

CONSTRUCTION PRACTICUM III
This lab course will cover building applications which includes the safe and proper use of power tools, roofing and siding, and additional experience in house framing. Activities will center on the actual construction of a house.

CONSTRUCTION PRACTICUM IV
This lab course will provide the student with practical experience to perform interior finish procedures to industry standards. Activities will center on the actual construction of a house.

BUILDING TRADES SPECIAL TOPICS

COMMERCIAL DRIVERS LICENSE (CDL)

CDL PERMIT
This course is designed to assist students with the skills necessary to pass the North Dakota or South Dakota State Commercial Driver's License permit test.

NOVICE CDL TRAINING
This course is designed to gain a working knowledge of a tractor and trailer. Included in this course is basic driving skill training in a controlled environment with highway training to follow. Students must obtain their CDL Permit in order to participate in the driving portion of the class.

CDL REFRESHER COURSE
This course is designed to give students a review of the skills necessary to pass the North Dakota/South Dakota State Commercial Driver's License permit test.

ADVANCED CDL DRIVING
This course prepares students for advanced driving skills needed to obtain their commercial driver's license. Students must possess a current CDL permit in order to attend this class.

DRIVER ENDORSEMENTS
This course covers an overview of the hazardous materials endorsement as well as additional driver endorsements.

ELECTRICAL (ECAL)

ELECTRICAL FUNDAMENTALS I
This course will introduce the student to the various electrical properties and the equipment which produces those properties. Basic circuitry will be examined, utilizing algebraic skills to perform the calculations.

ELECTRICAL FUNDAMENTALS II
This course will introduce the student to alternating current. The electrical properties and their effects on the circuit will be examined. Basic trigonometric skills will be utilized to perform calculations for analyzing various electrical circuits.

ELECTRICAL CODE STUDY
A preliminary study of the National Electrical Code. Wiring design and protection, wiring methods and materials, and equipment for general use are covered.
This course will cover basic technical math skills required for students preparing for apprenticeship.

This course will provide the student with practical experience in the Electrical field and finishing projects according to industry standards. This course will allow them to put into practice the electrical fundamentals and electrical code learned in previous or concurrent classes. Lab required.

This course will provide the student with practical experience in the Electrical field and finishing projects according to industry standards. This course will allow them to put into practice the electrical fundamentals and electrical code learned in previous or concurrent classes.

**HAZWOPER (HAZ)**

Training is for workers at sites containing known hazardous materials who may witness or discover a release that requires notification of the proper authorities. Curriculum meets initial off-site training requirements in accordance with 20 CFR 1910.120 for workers in proximity to hazardous substances, hazardous wastes, hazardous materials, or health hazards, including emergency response. Students will receive hands-on training in regulations, site characterization, hazard identification, safe work practices, site control, personal protective equipment, monitoring, medical surveillance, decontamination, and emergency response.

This course covers proper handling of hazardous waste materials needed for oil rig workers.

**HEAVY EQUIPMENT OPERATOR (HEO)**

Heavy Equipment Operation Certificate I has a comprehensive classroom instruction (40 hours), as well as field time on the equipment (80 hours). The instruction is for three weeks and taught in 7 modules. These models include: 1). Orientation to the Trade; 2).Heavy Equipment Safety; 3). Identification of Heavy Equipment; 4). Basic Operation Techniques; 5). Utility Tractor Operation; 6). Introduction to Earthmoving; and 7). Grades (preparing graded surfaces using heavy equipment). In order to gauge the learned skills for each student, written tests will be utilized as well as field tasks for each module and/or machine. This will allow for documented standardized performance feedback as well as provide the candidates with National Center for Construction Education and Research (NCCER) certification.
Heavy Equipment Operation Certificate II has a comprehensive classroom instruction (40 hours), as well as field time on the equipment (80 hours). The instruction is for three weeks and taught in 14 modules. These models include: 1). Introduction to Earthmoving; 2). Dump Trucks; 3). Rollers; 4). Scrapers; 5). Loaders; 6). Grades part 2; 7). Civil Blueprint Reading; 8). Bulldozers; 9). Backhoes; 10). Excavators; 11). Motor Graders; 12). Advanced Operational Techniques; 13). Finishing and Grading; and 14). Soils. In order to gage the learned skills for each student, written tests will be utilized as well as field tasks for each module and/or machine. This will allow for documented standardized performance feedback as well as provide the candidates with National Center for Construction Education and Research (NCCER) certification.

Prerequisite: HEO 101 Heavy Equipment Operation Training I

**OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA)**

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

101 H2S SAFETY TRAINING .............................................................................................. 3
This course will prepare students to actively monitor and identify sources of hydrogen sulfide gas. Students will be trained on creating and implementing a contingency plan that covers response to an emergency and preventative measures.

201 CONSTRUCTION COURSE—30 HOUR ........................................................................ 2
This course is a comprehensive safety program designed for anyone involved in construction industry. Specifically devised for safety directors, foreman, and field supervisors, the program provides complete information on OSHA compliance issues.

**WELDING (WELD)**

100 ORIENTATION & SAFETY (OSHA 10) ........................................................................ 1
This course is designed to give the student a broad overview of the various welding and machining processes as well as their applications and to develop safe working habits and become aware of safe working conditions in the Welding and Machine Trades (OSHA).

101 OA WELDING & CUTTING .............................................................................................. 2
This course provides the theory to develop the manual skills necessary to produce high quality welding using the oxyacetylene welding and cutting processes on mild steel. This course will also provide the lab to develop these skills. Laboratory required.

103 GMA WELDING .............................................................................................................. 2
This course provides the theory to develop the manual skills necessary to produce high quality welds on mild steel plate using the gas metal process in all positions.
SMA WELDING

This course provides the technical lab training and classroom training to develop the manual skills necessary to produce high quality welds on mild steel plate in all positions using the shielded metal arc welding (SMAW) process according to the American Welding Society (AWS) standards.

INTRODUCTION TO PIPE WELDING

This course provides the theory to develop the manual skills necessary to produce high quality welds on mild steel plate using the gas metal process in all positions.

WELDING PRACTICUM

This course will cover a basic understanding of pipe welding using the shielded metal arc welding (SMAW) process. The positions of welds will be 1G, 2G, 5G and 6G utilizing various electrodes.

ADVANCED SAFETY

This course begins with a review of basic safety topics related to welding. The emphasis of the course is on job safety related to work being performed in the shop and on the jobsite. Topics would include crane and rigging, explosive atmospheres, stored energy, lock out tag out procedures for industrial and heavy equipment environments. The course is intended to add to knowledge gained in the OSHA 100 and WELD 100 classes. No prerequisites required.

ADVANCED WELDING & INTRODUCTION TO PIPE WELDING

This course builds on the basic welding skills gained through WELD 103, 104 and 153. Students will be able to complete or upgrade plate test certifications from previous classes. This course will include beginning pipe welding utilizing the Hobart Institutes curriculum for pipe welding. Students will learn to bevel prepare and weld out pipe in varying diameter and thickness, utilizing open root welds to industry standards. Prerequisites: Successful completion of the welding certificate or one year of related work experience and concurrent enrollment in WELD 200 Advanced Safety.

FABRICATION WELDING

This course is designed to allow students to complete a project or projects that they design and build from scratch. Students will determine the correct materials and the best welding process to complete the project. Projects could be something personal or something to benefit the school or community. Prerequisites: Successful completion of the welding certificate or one year of related work experience and concurrent enrollment in WELD 200 Advanced Safety.

REPAIR WELDING

This course will be a hands-on repair course. Students will learn how to properly and safely carry out repair and fabrication projects on heavy equipment. Students will learn how to properly determine the best practices for repair and how they correlate to the industry standards and codes. Prerequisites: Successful completion of the welding certificate or one year of related work experience and concurrent enrollment in WELD 200 Advanced Safety.
DIVISION OF EDUCATION

COMMUNICATION DISORDER (CD)

426 SPEECH/LANGUAGE DEVELOPMENT & DISORDER FOR THE TEACHER .................................. 3
The study of speech-language development and disorders of children. Inter-relationships among
personal, social, academic, speech and language skills are covered. Academic modifications and
coordination with specialized personnel are emphasized. Prerequisite: SPD 200 Exceptional
Children and successful completion of the Praxis I Test

EARLY CHILDHOOD EDUCATION (ECE)

210 INTRODUCTION TO EARLY CHILDHOOD EDUCATION.................................................. 2
This course will explore the historical and philosophical foundation of the care and schooling of
young children, ages 0 – 8. Attention will be given to current practices and concerns regarding
young children. Career options in Early Childhood will be explored. Personal characteristics and
legal requirements suitable for the profession will be reviewed. Special emphasis will be given
regarding how this topic impacts Native American students.

211 INTRODUCTION TO ASSESSMENT .................................................................................... 1
This course is designed to help students become oriented to the various types of assessment
used to evaluate their success in the Early Childhood program of studies. Special emphasis will
be given regarding how this topic impacts Native American students. Every effort will be made to
place students in an environment that emphasizes cultural integration.

213 LANGUAGE & LITERACY DEVELOPMENT IN ECE......................................................... 3
This course will introduce students to the many aspects of language; such as how it is acquired,
its function, how it develops, and various strategies to help support development and
communication. Students will develop a language learning activity for presentation, which
includes speaking, writing, and listening. Special emphasis will be given regarding how this topic
impacts Native American students.

228 DEVELOPING LEARNING ENVIRONMENTS ..................................................................... 2
This course will help students design classroom/daycare environments that enhance curriculum.
Issues to be examined include child nutrition, growth, disease, accident prevention and indoor
and outdoor safety. Environmental adaptations for children with special needs are included in
this class. Special emphasis will be given regarding how this topic impacts Native American
students.

233 PRE-K METHODS AND MATERIALS ................................................................................ 3
This course is designed to emphasize the importance of appropriate curriculum planning,
materials, and strategies to use with young children and their families. The student will learn to
apply creativity to the educational setting and design developmentally appropriate strategies
utilizing play, art, music, movement, drama, and other creative concepts. Special emphasis will
be given regarding how this topic impacts Native American students.

236 SOCIAL/EMOTIONAL DEVELOPMENT & GUIDANCE IN ECE............................................. 2
This course will focus on developmentally appropriate, effective guidance and classroom
management techniques for young children. Strategies for guiding behavior and the relationship
between development, children’s behavior, culture, and the environment are presented. Special
emphasis will be given regarding how this topic impacts Native American students.
This course is designed to integrate the diverse environments and relationships in which children develop the interactions that take place within and between environments. This course will stress the need for strategies of effective communication, the identification of family systems and dynamics, and the relationship in which parents and professionals work together as an instructional team. This course will include a comprehensive look at parent-school participation. Special emphasis will be given regarding how this topic impacts Native American students.

This class examines the emotional, social, physical, cognitive, and language development of infants, toddlers, and preschoolers of diverse backgrounds. This course provides a hands-on guide for teacher/caretakers in determining the characteristics of typical and atypical development. Special emphasis will be given regarding how this topic impacts Native American students.

This course is designed to assist students in developing meaningful curriculum and effective instructional methods for children ages 0 – 8. The emphasis will be on selecting developmentally appropriate topics of study, planning and implementing integrated curriculum and activities that are reflective of the children’s interests and which will foster development in all learning domains. Special emphasis will be given regarding how this topic impacts Native American students.

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Students will be required to obtain a background check before any observations. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Students will only be allowed to complete internship within the last two semesters of the Early Childhood Education Associate’s degree plan.

This course is a comprehensive overview of the sociological, historical, psychological, and philosophical foundations underlying the development and purposes of Early Childhood education. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This course covers all of the aspects of special education for the young child from a theoretical-developmental perspective. Attention is paid to the issues of special education’s historical foundations, the growth and development of the discipline, working with families, assessment and intervention. The future educator will gain a solid concept of exceptionality when compared to normal growth and development. The students will have a solid “knowledge-content-applications” approach from which to teach children from 0-8 years old with special needs. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This class is designed to teach strategies that engage children in learning mathematical concepts and the use of science processing. This class also includes a practicum. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test
EARLY CHILDHOOD SOCIAL STUDIES METHODS
This class includes the study of teaching and skill development including methodology, curriculum and global issues, computer assisted instruction and management, assessment, and evaluation for children ages 0-8. This class also includes a practicum. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test

ADMINISTRATION & LEADERSHIP IN ECE
This class explores aspects of administering early childhood programs. Program development focusing on local and state regulations, financing, personnel management, environmental design, and staff development will be examined. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

READING AND LANGUAGE ARTS METHODS
This class includes an investigation and analysis of the role of language arts of speaking, listening, reading, and writing, along a developmental continuum for children ages 0–8. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test

OBSERVATION/ASSESSMENT TECHNIQUES IN EARLY CHILDHOOD
Students will become acquainted with various techniques of child observation. The students will record and disseminate observations to aid in curriculum planning, behavior management, and parent collaboration. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Successful completion of the Praxis I Test

INCLUSION IN EARLY CHILDHOOD SETTINGS
By helping the early childhood educators understand the basic needs of disabled children they will be better able to meet all children's needs. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

PLAY AND THE SOCIAL ENVIRONMENT IN ECE
Play is one of the main vehicles by which children assimilate their experiences with the world around them. During this class, students will discover how to successfully use play to enhance learning. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

EARLY CHILDHOOD HUMANITIES
The study of aesthetic and physical development of young children ages 0–8 will be included in this class. The course will provide an opportunity for students to develop knowledge and skills in ways of creating a positive environment for the creative, physical, psychological and social growth of young children. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

ISSUES IN EARLY CHILDHOOD EDUCATION
This course is designed to be the culminating course in the Early Childhood program with emphasis on research and technology. Students will research and write about a topic of their choice in Early Childhood. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Must be within one semester of ECE 497 Internship - Field Study and successful completion of the Praxis I Test
FOUNTAINS OF ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION

Action research is a component of reflective practice and professional learning defined as a systematic, reflective, collaborative process that examines a situation for the purpose of planning, implementing, and evaluating change. Prerequisite: Consent of the instructor and successful completion of the Praxis I Test.

ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION

This course takes the student through the entire process of a formal Action Research Project. A final presentation to SBC employees will be required of each student completing their research project. Prerequisite: EED 495 Foundations of Action Research in Early Childhood Education and successful completion of the Praxis I Test.

EARLY CHILDHOOD INTERNSHIP – FIELD STUDY

This internship prepares Early Childhood candidates with the opportunity to work alongside a professional in Early Childhood. During the field study period, the candidate will observe, develop lessons while under the tutelage of a professional and eventually be in charge of the setting with either a daycare group or a group in preschool. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Candidates must have completed their coursework prior to enrolling in the internship. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test.

EARLY CHILDHOOD EDUCATION SPECIAL TOPICS

EDUCATION (EED)

GEOGRAPHY FOR TEACHERS

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

INTRODUCTION TO EDUCATION

This course is designed for students who are planning to major in education, with an emphasis on Ochethi Sakowin thought, philosophy, and culture. The course consists of two components: a) orientation to the teacher education program; b) observing experienced teachers as well as students. Special emphasis will be given regarding how this topic impacts Native American students.

CLASSROOM MANAGEMENT

This course is designed to familiarize students with basic theories of classroom control and to give them a working knowledge of classroom management. It will focus on prevention and remediation of problems through focusing on lesson content and evaluation of learning. Students will become familiar with current teaching methods and models for elementary teachers. Special emphasis will be given regarding how this topic impacts Native American students.
This course introduces the prospective teacher to the historical, social, and philosophical foundations of the American education system as well as the Ochethi Sakowin education system. In addition to the class time spent on campus, students are required to spend 30 hours of observations/participation in area classrooms. Special emphasis will be given regarding how this topic impacts Native American students.

This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in the class setting to facilitate learning. It includes discussion of relevant theories and topics including student needs, learning styles, cognitive processing, reflective teaching, and characteristics of learning environments and student assessment. This course introduces humanistic, cognitive, behavioral and psychological models of classroom management. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: PSYC 111 Introduction to Psychology

Students will become acquainted with various techniques of child observation. The students will record and disseminate observations to aid in curriculum planning, behavior management, and parent collaboration. Students will also learn to accurately interpret observation results and plan strategies to take appropriate action. The student will also be provided with a survey of current teaching methods and models for the elementary setting. A practicum is included in this class. Special emphasis will be given regarding how this topic impacts Native American students.

Utilizing a problem-solving approach, this course will provide a background in the structure and theory of mathematics including whole numbers, integers, rational numbers, and real numbers. Local, state, and national standards are addressed as well as the use of appropriate technology. Students will explore current elementary math programs and teaching techniques. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: MATH 103 College Algebra

This course is the second semester in a sequence of the study of mathematics theory for elementary teachers. This course will provide a background in the structure and theory of mathematics and will include the following topics: rational and real numbers, statistics, probability, measurement, and geometry. The class will explore current elementary math programs and teaching techniques. Mathematics standards are addressed also. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: EED 277 Math for Elementary Teacher I

This course is designed to introduce students to the basic concepts needed to teach art in the elementary classroom. Students will experience a broad range of activities, materials and teaching strategies in a workshop type setting. The main intent will be for students to develop an appreciation for self-expression and divergent thinking through art. An integrated approach to teaching art using listening, speaking, reading and writing will be explored. Students will become acquainted with audio-visual materials. Special emphasis will be given regarding how this topic impacts Native American students.

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. Students will be required to obtain a background check before any observations. Students will complete this internship within the last two semesters of the Teacher Education degree plan.
PRE-PROFESSIONAL EXPERIENCE
This course consists of documented observations in a variety of K-12 classrooms. The students will also experience the rewards and challenges in an educational setting. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. This course is taken in conjunction with EED 250 Introduction to Education.

EDUCATION SPECIAL TOPICS

INTEGRATING TECHNOLOGY INTO THE CLASSROOM
This course is designed to provide opportunities for the development of skills and strategies needed to integrate both instructional and assistive technologies into the curriculum throughout all disciplines and all grades. This course provides a thorough understanding of how to use PowerPoint, online activity and reporting databases, interactive whiteboards, audio/video devices, and other instructional tools for personal and classroom use. The course also gives strategies and tools for using assistive, adaptive and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. The candidate will develop methods to teach students to use instructional and assistive technologies for the benefit of all learners. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: CSCI 101 Introduction to Computers and successful completion of the Praxis I Test

METHODS OF TEACHING IN THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL
This course is designed to provide a survey of current teaching methods and models for elementary, middle, and secondary teaching. Develop competencies in using a variety of instructional strategies and materials through videotaped microteaching experiences. Students will write appropriate lesson plans and develop culturally relevant units. Students will be exposed to standards approved by the state of North Dakota. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience and successful completion of the Praxis I Test

METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
Students will have the opportunity to preview science materials and learn how to use them in a classroom through planning and simulation. This course provides opportunities for students to develop an understanding of what science is and how children learn. State content standards will be introduced and students will learn to integrate science lessons with other content areas including Ochethi Sakowin studies, with an emphasis on the integration with math and to critique science materials, activities, and children's materials for appropriateness. Students will identify the fields of study and explore cultural variations in science learning and teaching. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test
METHODS OF TEACHING MATH IN THE ELEMENTARY SCHOOL

This course is designed to provide a survey of current teaching methods in mathematics and to develop competencies in using various instructional strategies and materials including those involving calculators and computers. Problem solving approaches to teaching mathematics and providing teaching experiences using manipulatives will be included. Current state math standards will be emphasized as well as the integration of mathematics within the curriculum, in particular the connections between math, science and technology. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test.

METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

This course is intended to provide students an opportunity to explore multiple social studies teaching methods. Students will have an opportunity to read and discuss literature concerning the teaching of the social sciences and will create teaching units, which exemplify these methods. State standards will be introduced and used in writing lesson plans and unit plans. Students will be expected to utilize all resources available to them including print and electronics. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test.

METHODS OF TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

This course is designed to provide a survey of current teaching methods in the language arts and to develop competencies in using various instructional strategies and materials. All major aspects of expressive and receptive language will be addressed. State standards will be introduced and students will be required to develop lesson plans, projects, and teaching units that integrate the language arts throughout the curriculum. Current theories in teaching language arts will be explored. Students will be required to work with children in a classroom that reflects the Service Learning model of instruction. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test.

METHODS OF TEACHING READING IN THE ELEMENTARY SCHOOL

This course is designed to provide a survey of current teaching methods in expository and narrative reading materials; develop competence in using various instructional strategies; promote an enthusiasm for reading in elementary and middle school classrooms; and teach skills that will ensure future teachers can establish a balanced literacy approach in their classrooms. State standards will be introduced and used in writing lesson plans and unit plans. Different approaches toward analysis and reading comprehension will be discussed and modeled. Research related to reading styles will be discussed and integrated throughout the course. Current theories that build upon the unique strengths that each student possesses will be discussed. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test.
METHODS OF TEACHING MUSIC IN THE ELEMENTARY SCHOOL ........................................ 2
The purpose of this class is to provide the elementary education major with the necessary knowledge and skills required to teach music to their students. State standards will be introduced. This class will provide opportunities to explore the possibilities of the integration of music across the curriculum, presenting a more encompassing and less fragmented over-all education for the students. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 260 Educational Psychology, EED 298 Pre-Professional Experience. Co-requisite: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test

METHODS AND MATERIALS OF PHYSICAL EDUCATION .................................................. 2
This course is designed to provide pre-service teachers with an understanding of instructional methods, techniques, learning styles, and skill necessary to teach elementary level students. State content standards will be introduced and emphasis will be placed on the importance of health, physical movement, and activity as an integral part of the elementary curriculum. Students will participate in class activities and discussions relative to the specialized field of health and physical education. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 305 Methods of Teaching in the Elementary, Middle, and Secondary School and successful completion of the Praxis I Test

CURRICULUM PLANNING, DELIVERY, AND ASSESSMENT FOR THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOL SETTING ............................................................... 2
This course is designed to provide the pre-service teacher with knowledge about the various types of curriculum. Students will use state standards to help guide the curriculum process participants will experience the selection of curriculum, the development of curriculum, and the delivery of curriculum instruction. Course content will focus on the assessment issues encountered when designing and delivering instruction. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Students must have completed the methods courses in their major/minor field and successful completion of the Praxis I Test

THEORIES OF SECOND-LANGUAGE ACQUISITIONS ....................................................... 3
This course presents an overview of the field of SLA and on important research in Second Language Acquisition (SLA). SLA research examines the ways in which human acquire additional languages. In this course students will consider the way in which research on second language learning impacts classroom practice through targeted course observations in community classrooms. Prerequisite: Successful completion of PRAXIS I

METHODS OF SECOND-LANGUAGE ACQUISITIONS .................................................... 3
This course presents an overview of best practices in second-language teaching. Students will examine existing books and approaches, both in Ochethi Sakowin and in other languages. Students will prepare their own language lessons, exercises, and tests, and participate in micro-teaching sessions and evaluations in the classroom and in school settings. Prerequisite: EED 401 Theories of Second-Language Acquisition and successful completion of the Praxis I Test

OCHETHI SAKOWIN LANGUAGE PRACTICUM ............................................................ 1
This practicum provides the student with the opportunity to work alongside a Ochethi Sakowin language instructor in the classroom. The practicum is to be done in any pre K-12 classroom. During the practicum the student will develop and teach language lessons in the classroom. One semester hour of credit for a practicum is equivalent to forty-five (45) contact hours for a total of 45 contact hours for the course and successful completion of the Praxis I Test
MULTICULTURAL EDUCATION

This course provides pre-service and in-service teachers with an understanding of the importance of multiculturalism in our global society. Topics to be addressed will include: learning styles and multiple intelligences; culturally-sensitive teaching strategies; recognizing prejudices, biases, and stereotypes in teaching materials and in our lives as teachers and learners; learning how to develop curricular materials with a multicultural approach; respecting human rights and diversity; and developing sensitivity to the values of individuals and groups that are not always personally shared and understood. Special emphasis will be given regarding how this topic impacts Native American students.

READING THEORY AND PROCESS

This course is designed to give students knowledge of theory and procedures in the identification and remediation of reading. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: EED 330 Methods of Teaching Reading in the Elementary School and successful completion of the Praxis I Test.

TEACHING READING IN THE CONTENT AREA

This course is designed for pre-service teachers and experienced teachers pursuing a reading credential who want to gain knowledge and skills in helping their students read content assignments with more understanding. Strategies and techniques for teaching subject matter content and increase reading ability will be explained, demonstrated and practiced and successful completion of the Praxis I Test.

STUDENT TEACHING IN THE ELEMENTARY SCHOOL

This experience prepares candidates with the opportunity to observe, record, and assess children's behavior in order to plan appropriate instructional programs and learning environments. Candidates will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. This experience provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in a collaborative manner. It gives candidates the opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved elementary or middle school and the college supervision of student teaching. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test.

SENIOR CAPSTONE

This course ensures that teacher candidates complete all Division of Education requirements prior to graduating from any Department of Education four-year teaching program. Requirements for this course include: attempt the PRAXIS II Exam for the specific program area, completion of an Oral Interview in front of a three-person committee, and completion and presentation of the Department of Education electronic portfolio. Candidates are required to take EED 498 concurrently with student teaching (ECE/EED/SED/SPED 497) and successful completion of the Praxis I Test.

EDUCATION SPECIAL TOPICS

This course examines the historical, philosophical, and sociological foundations of education in the United States and addresses current and future societal and legal issues affecting education. It will provide an in depth examination of Ochethi Sakowin education and philosophy.
INTRODUCTION TO INDIGENOUS RESEARCH ................................................................. 3
This course examines the concept of knowledge democracy and the importance of multiple
knowledge systems such as organic, spiritual, and land based systems and the knowledge of the
marginalized or excluded including indigenous knowledge of the respective tribal communities of
the students, e.g., Ochethi Sakowin. Respectful engagement of Native communities through
processes such as community-based, participatory research (CBPR) will also be addressed.

RESEARCH ETHICS IN NATIVE COMMUNITIES .......................................................... 2
This course examines the ethics of human subject research. Ethical theory and principles are
introduced, followed by a brief history of research ethics. Topics covered in lectures and
moderated discussions include informed consent for research participation, role and function of
institutional review boards, just selection of research subjects, ethical aspects of study design,
and privacy and confidentiality. Specific attention will be on work within Native American
communities.

DIFFERENTIATED INSTRUCTION .................................................................................... 2
This course is designed to give candidates the theory and skills to create and teach lessons that
are varied to meet the individual learning needs of students. Candidates will demonstrate
proficiency in teaching the same curricula to all students by individualizing the complexity of the
content, learning activities, and/or products.

MULTICULTURAL EDUCATION: THEORY & PRACTICE .................................................. 3
This course examines multicultural education through historical, sociological, and philosophical
foundations. It emphasizes the role of ethnicity in educational systems. It includes an overview of
multicultural and multilingual curricula, exposure and understanding of various cultures, and
culturally and linguistically responsive instructional and assessment techniques.

MODELS OF TEACHING & LEARNING ........................................................................ 3
This course provides a comprehensive focus on teaching models. Students will become familiar
with teaching and learning contexts and identify models that may be used effectively in a given
situation.

QUALITATIVE RESEARCH ............................................................................................ 3
Education research is a complex process that can involve several different methodological
approaches. This course focuses on qualitative methods with the intent of obtaining in-depth
information about the behaviors and beliefs of people in naturally occurring social settings. This
course aims to provide students with an introduction to the theoretical perspectives which
underlie this methodological approach and the techniques for and issues in gathering, analyzing,
writing-up, and using qualitative data. Students will formulate research question(s) for study.

CRITIQUE & DESIGN OF RESEARCH ........................................................................... 2
This course focuses on the application and critique of research design in various educational
disciplines. It provides an in-depth examination of quantitative and qualitative research approaches,
sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative
and qualitative methodology descriptions for research proposals and reports.

RESEARCH WRITING ....................................................................................................... 1
This course covers basic research writing skills and requirements to write an effective APA
formatted research paper or thesis or research proposal/project.

STATISTICS ..................................................................................................................... 3
This course covers the fundamentals of modern statistical methods in the context of biology,
social science and other areas of interest. Topics covered in this course include descriptive
statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F,
and chi-square test statistics ANOVA and some exposure to multi-variant analysis are included.
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUCATIONAL ASSESSMENT</td>
<td>3</td>
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<tr>
<td>This course examines research theory and practice relevant to learning outcome assessments. It focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments.</td>
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<tr>
<td>CURRICULUM DESIGN &amp; CORE REQUIREMENTS</td>
<td>2</td>
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<tr>
<td>The course is designed to teach candidates to design, develop and evaluate curriculum to improve the instructional process and learning experiences. Topics include historical factors in society that influence curriculum, research regarding learning, models of curriculum design, methods of evaluation, and incorporating ethnic and cultural diversity into the curriculum planning process with specific emphasis on the Ochethi Sakowin cultures.</td>
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<tr>
<td>EDUCATION LAW &amp; ETHICS</td>
<td>3</td>
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<td>This course is designed as a beginning graduate level law course for educators. The topics to be studied include organizational structures of school, tribal, federal and state systems, church and state related issues, teacher rights, rights of students, instructional issues, tort liability, and equal opportunities in education.</td>
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<tr>
<td>ADVANCED INTEGRATION OF TECHNOLOGY INTO THE CLASSROOM</td>
<td>2</td>
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<td>This course is an in depth study of ways to incorporate practical teaching strategies and instructional methods for integrating computers, the Internet, and other interactive technology. It focuses upon the day-to-day realities of classroom situations, provides instructional examples, and lesson ideas.</td>
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<tr>
<td>FIELD EXPERIENCE</td>
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<td>This course is designed for students to utilize skills attained through prior coursework. The field experience requires 15 hours of classroom instruction and 30 contact hours in a school setting working with students, staff, and stakeholders. The field experience will take place during the time in which the candidate works on the thesis or scholarly project. A variety of assessments will be used to determine performance of the field experience.</td>
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<tr>
<td>RESEARCH SEMINAR I</td>
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<td>EED 570 is the first of two research courses in the thesis track. The thesis is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a research thesis. A thesis is a systematic inquiry into an issue or phenomenon. The candidate identifies an educational issue or phenomenon by investigating it and gathering, analyzing, and interpreting data. This seminar will result in the completion of the thesis proposal, which includes an introduction, review of the literature, and methodology that are written in APA format. Some of the requirements (e.g., collecting baseline data) for the field experience (EED 560) course may coincide with the data collection of the thesis.</td>
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<tr>
<td>RESEARCH SEMINAR II</td>
<td>2</td>
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<tr>
<td>EED 571 is the second research course in the thesis track. The candidate will have completed the thesis proposal that includes an introduction, review of the literature, and methodology (Chapter 1, 2, and 3). EED 571 will entail the gathering, coding, analyzing, and interpreting of data findings. It will include recommendations, summary of findings, and conclusions.</td>
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<tr>
<td>RESEARCH PRESENTATION</td>
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<tr>
<td>Candidates will orally present to faculty their research methodology, findings, conclusions, and recommendations from their thesis in the form of an electronic presentation.</td>
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</table>
EED 580 is the first of two courses in the scholarly project track. The scholarly project is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a scholarly project. A scholarly project results in the candidate applying theory and empirical research to create a product (e.g., program, curriculum, or intervention) that is designed to address (e.g., solve, remediate, or improve) a practical educational problem. The candidate identifies a problem, implements a product, compares data before and after the implementation of the product, and analyzes and interprets the comparative data findings. This seminar will result in the completion of the scholarly project proposal, which includes an introduction, review of the literature, and methodology that are written in APA format.

EED 581 is the second course in the scholarly project research track and will result in the completion of the project. EED 581 will entail the gathering, coding, analyzing, and interpretation of data findings.

Candidates will orally present to faculty their scholarly project methodology, findings, conclusions, and recommendations from their project in the form of an electronic presentation.

**MIDDLE SCHOOL (ME)**

PHILOSOPHY & CURRICULUM OF MIDDLE LEVEL EDUCATION

This course focuses on education foundations appropriate to middle schools and essential to meeting the needs of adolescents. It identifies and expands central ideas in the area of philosophy, historical background, curriculum, facilitation of learning, organizational practices, assessment, and planning.

MIDDLE SCHOOL SPECIAL TOPICS

FIELD EXPERIENCE IN THE MIDDLE SCHOOL

This experience is intended to give pre-service and in-service teachers the opportunity to observe in a middle school setting, linking theory to practice in the middle school. The course consists of two components: a) orientation to the middle school environment b) observing experienced middle school teachers as well as students involved in the learning process. All participants must complete at least 20 hours of field experience. Prerequisite: EED 330 Methods of Teaching Reading in the Elementary School and successful completion of the Praxis I Test.

MIDDLE SCHOOL SPECIAL TOPICS
SECONDARY EDUCATION (SED)

299 SECONDARY SCHOOL SPECIAL TOPICS ................................................................. 1-3

390 SCHOOL SCIENCE SAFETY .......................................................................................... 3
This course leads future teachers to investigate best practices in the area of classroom, laboratory and school safety and to make important decisions in the selection of methods and materials. Personal protective equipment, safety equipment, air quality, hazardous waste, chemical storage and labeling, liability issues, safety contracts and health issues will be among many areas that will be covered. The course will be based on the National Science Teachers Association (NSTA) publication: Exploring Safety--A Guide for Elementary, Middle School, and High School Teachers. Prerequisites: EED 250 Introduction to Education, EED 254 Classroom Management, EED 298 Pre-Professional Experience and successful completion of the Praxis I Test

400 METHODS AND MATERIALS OF SECONDARY SCIENCE EDUCATION ....................... 4
This course will explore various teaching methods and strategies along with the materials used to teach in secondary science education. The course is designed to provide students with increased professional development through knowledge and skills in pedagogy. Students will be required to develop lesson plans, projects, and teaching units that integrate inquiry based learning. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisites: EED 250 Introduction to Education, EED 254 Classroom Management, EED 298 Pre-Professional Experience and successful completion of the Praxis I Test

497 STUDENT TEACHING IN THE SECONDARY SCHOOL ................................................... 12
Prepares secondary science candidates with the opportunity to observe, record, and assess learners' behavior in order to plan appropriate instructional programs and learning environments. Candidates will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. This course provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in a collaborative manner. Candidates will have the opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved secondary school and the college supervision of student teaching. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Senior status or consent of instructor and successful completion of the Praxis I Test

499 SECONDARY SCHOOL SPECIAL TOPICS .................................................................... 1-3

SPECIAL EDUCATION (SPD)

200 EXCEPTIONAL CHILDREN .......................................................................................... 3
This course is an overview of special education, focusing on issues, concepts, and legal requirements related to the identification, assessment and provision of services to children with disabilities. The etiology and characteristics of each exceptionality will be discussed. The impact of disability will be explored; learning process and related areas of cognitive, affective and psychomotor development. In addition, this course will examine the importance of the child's culture, family and community when developing and implementing an individual education program. Special emphasis will be given regarding how this topic impacts Native American students.
This course focuses on demonstrating to potential teachers how to address classroom behaviors that occur while working with students with special needs and disabilities. The course illustrates concepts that promote self-control, building self-esteem, considering environmental influences and ways to promote acceptable behavior. The course will review effective theories and methods for classroom management that will promote success in students. This course includes a field experience in special education classroom or elementary classroom with special education students included in the regular curriculum. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This course will examine the education of persons with developmental disabilities. Topics will include handicapping conditions, legal aspects, history, parental perspectives, educational programming, service delivery, and current research. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This course addresses resources, issues and problems related to the field of special education. It will focus on developing individual education programs with an emphasis in strategies and methods for including all children with disabilities in classroom environments appropriate to meet their needs. Transition planning will be discussed as an integral part of designing individual education program. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This course will examine the current issues related to the field of teaching individuals with severe and multiple disabilities. A goal of the course is to provide current information about individuals with severe and multiple disabilities, to examine strategies for effective service delivery and appropriate teaching methods and curriculum development for meeting the individualized needs of children and young adults with severe disabilities. Strategies for collaboration with parents and other professionals in order to facilitate effective and meaningful programming will be discussed. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test

This course will examine methods and strategies for teaching students with mild to moderate disabilities. All curriculum and content areas will be discussed as they relate to meeting the individual learning needs of students with disabilities. This course will explore the relationship of assessment, curricular adaptations, and instructional and environmental modification when designing appropriate educational programs for individual students. Strategies for collaboration with parents and professionals in order to design and implement effective programming will also be examined. Legal requirements will be reviewed for their impact in teaching and curriculum. This course includes a field experience in a special education classroom or an elementary classroom with special education students included in the regular curriculum. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: Successful completion of the Praxis I Test
COMMUNICATION WITH PARENTS AND PROFESSIONALS ....................................................... 3
This course examines communication and negotiation skills necessary for conferring and planning with parents, staff members, administrators, community, professional, and others concerning the academic, vocational, social, cognitive, language, and physical needs of children. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: SPD 200 Exceptional Children and successful completion of the Praxis I Test

SPECIAL EDUCATION ASSESSMENT .................................................................................. 3
This course will provide an overview of assessment practices in special education programs. This course will examine the purposes and uses of norm-referenced, criterion-referenced, and curriculum-based, observation-based and portfolio methods of assess in order to identify the needs of children who may have a disability. The limitations of selected assessment practices and problems of interpretation will be addressed. The course will also address how assessment is tied to program planning for children with disabilities. The importance of active and meaningful participation of families in the assessment process will also be emphasized. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisites: SPD 322 Teaching Children and Youth with Severe Intellectual Disability, SPD 324 Teaching Child and Youth with Mild to Moderate Intellectual Disability and successful completion of the Praxis I Test

TRANSITION FOR SECONDARY STUDENTS WITH INTELLECTUAL DISABILITY ............... 3
This course provides the background required to understand the developmental and educational process that takes place from early adolescence through adulthood. Prospective teachers will learn the policies and procedures needed to help students through the transition process, explore the roles of both schools and post-school professionals functioning within a team process. The course will provide prospective teachers the background needed to meet the transition needs across the diverse populations of special education. Special emphasis will be given regarding how this topic impacts Native American students. Prerequisite: SPD 200 Exceptional Children and successful completion of the Praxis I Test

INTERNSHIP IN SPECIAL EDUCATION/INTELLECTUAL DISABILITY .......................... 12
Candidates will gain practical experience teaching children and youth with disabilities from the elementary through middle schools. Candidates will experience the multiple roles and responsibilities of being a special education teacher including preparing daily lessons, experimenting with different teaching strategies, consulting with regular classroom teachers, and participating in educational program planning. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. Prerequisite: Permission of Division of Education. Prerequisites: Senior status or consent of the instructor and successful completion of the Praxis I Test

SPECIAL EDUCATION SPECIAL TOPICS ......................................................................... 1-3
## DIVISION OF ENGINEERING

### ENGINEERING (ENGR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>115</td>
<td>INTRODUCTION TO ENGINEERING PROFessions w/CAD</td>
<td>4</td>
<td>This course is designed to introduce the profession of engineering, with its many types, to the students in particular the specific skills of computer aided design (CAD). In addition the students will learn skills and techniques used by successful college students in engineering. These topics will include study techniques, time management, test taking, note taking, goal setting, wellness, stress management, and career orientation with application to engineering. The CAD activities will engage the student in the basic steps of engineering design and how it relates to the profession. AutoCAD will be used as the introductory program to bring the potential of such programs to the awareness of students. Prerequisite: CSCI 101 Introduction to Computers</td>
</tr>
<tr>
<td>204</td>
<td>SURVEYING</td>
<td>4</td>
<td>Measurements and errors; topographical and construction surveys; vertical and horizontal control methods; field exercises and computation techniques for surveying data; computation of earthwork volumes.</td>
</tr>
<tr>
<td>206</td>
<td>CIRCUIT ANALYSIS I</td>
<td>4</td>
<td>The study of linear circuits, component models, circuit laws, transient analysis, design rules, and CAD. Prerequisites: MATH 129 Basic Linear Algebra, Co-requisite: PHYS 252 University Physics II and MATH 166 Calculus II</td>
</tr>
<tr>
<td>221</td>
<td>STATICS</td>
<td>3</td>
<td>Scalar and vector approaches to trusses, frames and machines internal forces, friction forces, center of gravity, centroid, and moment of inertia. Prerequisite: Math 165 Calculus I or consent of the instructor.</td>
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<tr>
<td>222</td>
<td>DYNAMICS</td>
<td>3</td>
<td>This course provides students with a thorough presentation of the theory and application of dynamics of particles and rigid bodies. Topics include the kinematics and kinetics of particles and rigid bodies (translational and rotational), principles of work and energy, and principles of impulse and momentum. The motion of bodies under the action of forces is studies. Dynamics principles are basic to the analysis and design of moving structures subjected to shock load, to robotic devices, to automatic control systems, to rockets, missiles, space craft, vibration and machinery of all types with moving parts. Prerequisite: ENGR 221 Statics</td>
</tr>
<tr>
<td>224</td>
<td>THERMODYNAMICS</td>
<td>3</td>
<td>Introduction to thermodynamics, fluid mechanics, and heat transfer. Prerequisite: ENGR 222 Dynamics or PHYS 252 University Physics II</td>
</tr>
</tbody>
</table>
DIVISION OF HEALTH, PHYSICAL EDUCATION, & RECREATION (HPER)

101 BEGINNING VOLLEYBALL ................................................................. 1
Fundamental rules and techniques are taught along with actual learning of skills and techniques during participation.

103 BEGINNING TENNIS ................................................................. 1
Fundamental techniques, scoring rules, and equipment care and selection are taught along with actual learning of skills and techniques during class participation.

105 AEROBICS ................................................................................. 1
Exercise and techniques for posture, figure control and personal physical fitness are discussed and practiced.

106 OCHETHI SAKOWIN TRADITIONAL GAMES .............................................. 2
This course will be an introduction to traditional Ochethi Sakowin games, including hand games.

110 WEIGHT LIFTING ........................................................................... 1
Fundamental information concerning body metabolic processes and personal conditioning. Emphasis is on coordination and muscle tone.

112 JOGGING/CONDITIONING ................................................................. 1
Fundamental information concerning normal physical development and the necessity for conditioning, sound health, proper respiration and weight control.

116 ARCHERY ....................................................................................... 2
This course involves learning terminology, safety habits for the sport, basic physical exercise for archery, as well as the fundamentals of longbow shooting.

117 CURLING I .......................................................................................... 1
This course is designed to provide students with an introduction to the sport of curling. Curling terminology, rules of the game, and basic delivery and sweeping mechanics will be covered.

118 CURLING II ...................................................................................... 1
This course is designed to provide students with advanced education in the sport of curling. Curling terminology and basic delivery and sweeping mechanics will be reviewed. An introduction to curling strategy will be covered. Prerequisite: HPR 117 Curling I.

123 FUNDAMENTAL OF BASKETBALL ............................................................ 1
Basic techniques and skills involved in basketball. There will be demonstrations and practices.

124 FUNDAMENTAL OF BOWLING ............................................................ 1
Fundamental rules, techniques, scoring, and terminology are taught along with actual learning of basic skills during practices games.

200 NUTRITION ..................................................................................... 2
Nutrition is the study of food, how it nourishes the body, and how it impacts health. Students in this course study food nutrients and their actions as well as nutrient need changes throughout the life cycle. The interaction between diet and health is explored. Topics include nutritional guidelines and reading food labels. Assessment of dietary intake and the influence of culture, values, and economics will be integrated.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>HORSEMANSHIP PHYSICAL EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course shall demonstrate the basics of learning how to ride a horse while</td>
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<tr>
<td></td>
<td>getting a good physical workout. This course is an introduction to using</td>
<td></td>
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<tr>
<td></td>
<td>horse riding and physical exercises associated with therapeutic uses of</td>
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<tr>
<td></td>
<td>horsemanship. It will provide experience in using different types of</td>
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<tr>
<td></td>
<td>physical activities, materials and various stretching techniques. Students</td>
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<tr>
<td></td>
<td>will gain exposure to some theories of physical exercise, use of equipment</td>
<td></td>
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<tr>
<td></td>
<td>and duration of techniques in horsemanship.</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>PREVENTION &amp; CARE OF INJURIES</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Methods of prevention and caring for the various types of injuries received</td>
<td></td>
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<tr>
<td></td>
<td>in activities.</td>
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<tr>
<td>210</td>
<td>FIRST AID/CPR/AED</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Instruction and laboratory practice in first aid procedures, including</td>
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<tr>
<td></td>
<td>cardiopulmonary resuscitation (CPR), automatic external defibrillator (AED),</td>
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<tr>
<td></td>
<td>healthy lifestyles and prevention. Successful completion leads to a</td>
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<tr>
<td></td>
<td>nationally recognized certification in CPR for adult, child, and infant;</td>
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<tr>
<td></td>
<td>AED for adult and child; and First Aid for emergencies.</td>
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</tr>
<tr>
<td>217</td>
<td>PERSONAL &amp; COMMUNITY HEALTH</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is designed to acquaint the student with those principles and</td>
<td></td>
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<td></td>
<td>practices which will ensure the maintenance of conditions necessary for</td>
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<td></td>
<td>wholesome personal and community living. Economic, social, and legal aspects</td>
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<td></td>
<td>of health preservation and disease prevention will be emphasized.</td>
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<tr>
<td>220</td>
<td>TRIBAL DIABETES EDUCATOR</td>
<td>2</td>
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<tr>
<td></td>
<td>This course will identify role of CHRs as health resource staff in American</td>
<td></td>
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<tr>
<td></td>
<td>Indian communities; describe the meaning of health as understood by American</td>
<td></td>
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<tr>
<td></td>
<td>Indian people; identify the extent of Type 2 diabetes in American Indian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communities and the risk factors that contribute to the development of</td>
<td></td>
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<tr>
<td></td>
<td>diabetes and its complications.</td>
<td></td>
</tr>
<tr>
<td>299</td>
<td>HEALTH, PHYSICAL EDUCATION, &amp; RECREATION SPECIAL TOPICS</td>
<td>1-3</td>
</tr>
</tbody>
</table>
### DIVISION OF MATHEMATICS AND SCIENCE

#### MATHEMATICS (MATH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>099</td>
<td>COLLEGE MATH PREPARATION</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The course covers the basic computations involved in working with whole numbers, fractions, decimals, percent’s, squares, and other topics. Laboratory required.</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>APPLIED MATH</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of basic mathematics, enabling the student to gain math proficiency required for vocational programs. Topics included are decimals, fractions, calculator use, and measurement.</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>PRE-ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course covers properties and operations of numbers, equations, computation with positive and negative numbers, and graphs.</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>INTERMEDIATE ALGEBRA</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Properties of the real number system, factoring, linear and quadratic equations, polynomial and rational expressions, inequalities, systems of equations, exponents, radicals, functional notation, rational equations and absolute value equations. Prerequisite: MATH 101 Pre-Algebra or placement test</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>COLLEGE ALGEBRA</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Relations and functions, equations and inequalities, complex numbers; polynomial rational, exponential and logarithmic functions and systems of equations. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra or placement test</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Systems of linear equations and inequalities, matrices, linear programming mathematics of finance, elementary probability, and descriptive statistics. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra or placement test</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>TRIGONOMETRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Angle measure trigonometric and inverse trigonometric functions, trigonometric identities and equations, parametric polar coordinates, and general application. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>PRECALCULUS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Equations and inequalities, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions, trigonometric identities and equations and applications. Graphing calculators are required. Prerequisite: MATH 102 Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>BASIC LINEAR ALGEBRA</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Systems of linear equations, row operations, echelon form, matrix operations, inverses determinants, vectors in Euclidean space, vector spaces, subspaces, homogeneous systems, linear independence, rank, and dimension. Prerequisite: MATH 105 Trigonometry</td>
<td></td>
</tr>
<tr>
<td>146</td>
<td>APPLIED CALCULUS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Graphing calculator required. Prerequisite: MATH 103 or ACCUPLACER (placement) test</td>
<td></td>
</tr>
</tbody>
</table>
CALCULUS I ................................................................. 4
Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of
Calculus, and applications. Graphing calculator required. Prerequisite: MATH 105 Trigonometry
or MATH 107 Precalculus

CALCULUS II ............................................................................................................ 4
Applications and techniques of integration, polar equations, parametric equations, sequences and
series, power series and application. Graphing calculator required. Prerequisite: MATH 165
Calculus I

CALCULUS III ............................................................................................................. 4
Multivariate and vector calculus including partial derivatives, multiple integration and its
applications, line and surface integrals, Green’s Theorem and Stoke’s Theorem. Prerequisite:
MATH 166 Calculus II

ELEMENTARY STATISTICS ................................................................................... 3
An introduction to statistical methods of gathering, presenting and analyzing data. Topics include
probability and probability distributions, confidence intervals, hypothesis testing, and linear
regression and correlation. Graphing calculator required. Prerequisite: MATH 102 Intermediate
Algebra

INTRODUCTION TO DIFFERENTIAL EQUATIONS ................................................ 3
Solution of elementary differential equations by elementary techniques, Laplace transforms,
systems of equations, matrix methods, numerical techniques and applications. Prerequisite:
MATH 265 Calculus III or department approval

MATHEMATICS SPECIAL TOPICS ........................................................................... 1-4

APPLIED STATISTICS ............................................................................................... 3
A continuation of MATH 210 Elementary Statistics. Topics include normal distribution, z-scores,
central limit theorem, estimation and confidence intervals, hypothesis testing, inferences about
differences and chi-square distributions. Graphing calculator required. Prerequisite: MATH 103
College Algebra or approval of instructor

SCIENCES

BIOLOGY (BIOL)

CONCEPTS OF BIOLOGY ............................................................................................ 4
This is an introductory level course for non-science majors, and includes basic concepts in
biology, natural history, and bio-social interactions. Laboratory required.

GENERAL BIOLOGY I ................................................................................................. 4
A general course including major concepts concerning the cell, genetics, plant biology, basic
human anatomy and physiology and ecological adaptation in plants and animals. Laboratory
required.

GENERAL BIOLOGY II ............................................................................................... 4
A course in the biological sciences including expansion on the core principles of physiology,
anatomy, genetics, ecology and other life processes in plants, vertebrates and invertebrates.
Laboratory required. Prerequisite: BIOL 150 General Biology I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>170</td>
<td>ZOOLOGY</td>
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<tr>
<td>202</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>220</td>
<td>ANATOMY AND PHYSIOLOGY I</td>
</tr>
<tr>
<td>224</td>
<td>GENERAL ECOLOGY</td>
</tr>
<tr>
<td>230</td>
<td>ANATOMY AND PHYSIOLOGY II</td>
</tr>
<tr>
<td>240</td>
<td>ETHNOBOTANY</td>
</tr>
<tr>
<td>258</td>
<td>BIRDS AND CULTURE</td>
</tr>
<tr>
<td>299</td>
<td>BIOLOGY SPECIAL TOPICS</td>
</tr>
<tr>
<td>341</td>
<td>GRASSLAND ECOLOGY</td>
</tr>
<tr>
<td>450</td>
<td>MAMMALOGY</td>
</tr>
</tbody>
</table>

This course is the study of the evolution, identification, classification, anatomy, distribution, and behavior of species in Kingdom Animalia. The course examines the diversity of animals in terrestrial and aquatic habitats, with emphasis on common animal species of this region. Laboratory required.

This course will familiarize students with the classification, recognition, characteristics, ecology, and positive and negative impacts of microorganisms. Emphasis is placed on understanding techniques to identify and control microorganisms. Laboratory required.

A general survey of the function and anatomy of the human body. The emphasis is on introductory topics of cell and tissue structure and function; anatomical terminology and integumentary; skeletal and muscular systems. Laboratory required.

The course will be an introduction to the basic concepts of ecological theory as it is related to the world around us. The examination of energy flow, nutrient cycles, and population ecology will form the basis of the course. Laboratory required. Prerequisite: BIOL 150 General Biology I

A general survey of the structure and function of the human body with emphasis placed on reproductive and maintenance systems including circulatory, respiratory, digestive, urinary, nervous, endocrine, lymphatic and reproductive. Laboratory required. Prerequisite: BIOL 220 Anatomy and Physiology I

The course will focus on identification of culturally important plants at various stages of growth. Topics include traditional uses; harvesting, preparation and storage protocols; and English, Ochethi Sakowin, and scientific nomenclature. The course will examine habitat diversity—including optimal growth conditions, plant origins (native and invasive), and the interdependence of all organisms. Laboratory required.

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

This course will focus on factors such as soils, climate, and disturbance that developed the habitats of the Great Plains region. Students will study the biodiversity, plant ecology, animal ecology, and ecosystem processes of North American grasslands. Students will evaluate threats to grasslands such as invasive species, climate change, and habitat loss. Conservation and restoration efforts in grasslands will also be examined.

This course is a study of the evolution, identification, classification, anatomy, distribution, behavior and ecology of mammals. Emphasis is placed on common species of this region, particularly grassland mammal species. Species with strong cultural significance such as buffalo, bear, and wolves will also be studied.
This course examines the biology of reptiles and amphibians (herpetiles). Students will study the evolution, identification, classification, anatomy, distribution, behavior, and ecology of reptiles and amphibians. Grassland and wetland species of this region will be the main focus of study. Emphasis is placed on cultural connections to herpetiles.

This course is a study of the evolution, identification, classification, anatomy, distribution, behavior, and ecology of birds. Emphasis is placed on common bird species of this region, particularly grassland species. Species with strong cultural significance such as raptors and corvids will also be emphasized.

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

This course will cover the basic principles and concepts of inorganic, organic and biological chemistry. Topics will include states of matter, measurements, elements, atoms and the periodic table, chemical bonding, chemical equations, gases, liquids and solids, energy and equilibrium reaction, acid-base and oxidation-reduction. Organic topics include hydrocarbons, alcohol, ethers, esters, aldehydes and ketones. Topics in biochemistry will include carbohydrates, carboxylic acids, liquids, amines, proteins, enzymes, and metabolism. Laboratory required. Prerequisites: MATH 101 Pre-Algebra

This course will cover the basic principles and concepts of inorganic, organic and biological chemistry. Topics will include states of matter, measurements, elements, atoms and the periodic table, chemical bonding, chemical equations, gases, liquids and solids, energy and equilibrium, reactions, acid-base and oxidation-reduction. Laboratory required. Prerequisites: MATH 101 Pre-Algebra

This course will cover the basic principles and concepts of inorganic, organic and biological chemistry. Organic topics include saturated and unsaturated hydrocarbons, alcohol, ethers, esters, aldehydes and ketones. Topics in biochemistry will include carbohydrates, carboxylic acids, lipids, amines, proteins, enzymes, and metabolism. Laboratory required. Prerequisites: CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 101 Pre-Algebra

This course will cover the basic principles and concepts of inorganic chemistry. Topics will include states of matter, measurements, matter and energy, elements, atoms and periodic table, chemical reactions, chemical equations and properties of gases. Laboratory required. Prerequisite: MATH 103 College Algebra
GENERAL CHEMISTRY II ................................................................. 4
This course will cover the basic principles and concepts of inorganic chemistry and an introduction to organic chemistry. Topics will include chemical bonding, liquids and solids, Solutions, acids and bases, chemical equilibrium, oxidation and reduction, nuclear chemistry and an introduction to organic chemistry. Laboratory required. Prerequisite: CHEM 121 General Chemistry I

CHEMISTRY SPECIAL TOPICS ................................................................... 1-4

ENVIRONMENTAL CHEMISTRY .............................................................. 3
This course will examine the chemical nature of air, water, and soil. Some of the specific topics covered will include: the ozone layer and ozone depletion, greenhouse effect, nutrient cycles, radiation, and acid rain. The fate of chemicals in the environment will be studied. Prerequisites: ENS 113 Environmental Science I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

ANALYTICAL CHEMISTRY ....................................................................... 3
This course will introduce students to the use of advanced scientific analytical equipment. This equipment will allow students to identify almost any element or chemical compound. Students will be exposed to analyses using pH meter, conductivity meter, spectrophotometers, atomic absorption and graphite furnace. They will also analyze samples using UV and IR spectrophotometers, HPLC, and gas chromatograph. Students will learn techniques of sampling, sample preparation and storage. Lab safety will be emphasized. Prerequisites: CHEM 115 Introduction to Chemistry, CHEM 121 General Chemistry I or CHEM 116 Introduction to Organic and Biochemistry

ENVIRONMENTAL SCIENCE (ENS)

INTRODUCTION TO ENVIRONMENTAL SCIENCE ...................................... 4
The course will be an introduction to environmental principles emphasizing the interrelationships between human cultures, organisms, and their environments. Specifically, this course will examine environmental interrelatedness, environmental ethics, energy sources and issues, and human influences on ecosystems. Laboratory required.

ENVIRONMENTAL ISSUES ........................................................................ 2
The course is a writing intensive course that will examine controversial issues that will inevitably shape future environmental legislation and the way we view the environment in which we live. The Environmental Issues course will address environmental controversies from both ends of the continuum and allow students to form their own opinions on where they stand regarding the environment as it relates to economics, legislation, technology and human rights.

INTRODUCTION TO GIS/GPS ................................................................. 3
This course will teach students to use Geographical Information System software and Global Position System (GPS) technology. Students will learn to collect waypoints using GPS technology and will download the waypoint data onto GIS mapping software. Students will develop maps and enter attribute data to correspond to maps that are created. This course will serve as a thorough introduction to GIS software and GPS technology. Prerequisites: CSCI 101 Introduction to Computers, MATH 103 College Algebra
WILDLIFE MANAGEMENT AND CONSERVATION................................................................. 4
The course will be an introduction to the management principles of wildlife as well as expose students to conservation practices that are used to enhance wildlife populations. Predation, wildlife diseases, carrying capacity, and a history of wildlife management are topics that will be studied in depth throughout the semester. The laboratory section of the course will allow students to use a hands-on approach to learning wildlife conservation principles. Laboratory required.

ENVIRONMENTAL SAMPLING.......................................................................................... 4
The course will expand on introductory courses in environmental science and ecology. Field samplings will allow students to understand the environment around them by using a hands-on approach. Specifically, this course will allow students to examine water, air, and soil quality, as well as introduce students to the concepts of soil stratification, soil profiles, and examine how drinking water distribution systems operate. Prerequisites: BIOL 224 General Ecology or CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, and ENS 113 Introduction to Environmental Science

ENVIRONMENTAL STATISTICS....................................................................................... 3
The course will introduce students to statistical methods that are important in ecological and environmental research. Quantitative analysis of data sets will be the primary focus of the course. Students will use actual data sets, utilizing statistical computer software, to calculate and interpret central tendencies, standard deviation, variance t-tests, chi square, confidence intervals, linear regression. Prerequisites: MATH 101 Pre-Algebra

ENVIRONMENTAL RESEARCH PROJECT I ................................................................. 2
This course will be an expansion of Introduction to Environmental Science (ENS 113) and General Ecology (BIOL 224). Students will learn the scientific method of research using a hands-on approach. Students that have chosen a concentration area in the Environmental Science Program will conduct an undergraduate research study that will be designed by the student with help from their major advisor. Prerequisites: ENS 113 Introduction to Environmental Science, BIOL 224 General Ecology

ENVIRONMENTAL RESEARCH PROJECT II .............................................................. 2
This course will be an expansion of Environmental Research Project I (ENS 260). Students that have chosen a concentration area in the Environmental Science Program will conduct an advanced undergraduate research study that will be designed by the student with help from their major advisor. This course should be a culmination of all environmental science courses that the student has taken in their concentration area. Prerequisite: ENS 260 Environmental Research Project I

ENVIRONMENTAL SCIENCE INTERNSHIP ............................................................. 1-3
This provides the student with the opportunity to experience environmental science in the work place in conjunction with their program of study. One semester hour of credit is equivalent to forty-five (45) contact hours. The internship experience will be conducted at an advisor-approved location that will provide the student with a quality educational and practical encounter in the field of environmental science. Prerequisite: Students through advisor approval will only be allowed to complete internship within the last two semesters of the Environmental Science degree plan.

ENVIRONMENTAL SCIENCE SPECIAL TOPICS....................................................... 1-4
HYDROLOGY

This course will examine the hydrologic cycle and how it functions to transport water across Earth. The study of surface flow and of groundwater flow will make up the major concentration of this course. Quantitative methods will be used to determine water infiltration into soil, surface runoff rates, precipitation measurements, and water pressure. Students will gain valuable knowledge in all areas of water transport through the environment. Prerequisites: ENS 113 Introduction to Environmental Science, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

INTRODUCTION TO GIS/GPS

This course will teach students to use Geographical Information System software and Global Position System (GPS) technology. Students will learn to collect waypoints using GPS technology and will download the waypoint data onto GIS mapping software. Students will develop maps and enter attribute data to correspond to maps that are created. This course will serve as a thorough introduction to GIS software and GPS technology. Prerequisites: CSCI 101 Introduction to Computers, MATH 103 College Algebra

ENVIRONMENTAL CHEMISTRY

This course will examine the chemical nature of air, water, and soil. Some of the specific topics covered will include: the ozone layer and ozone depletion, greenhouse effect, nutrient cycles, radiation, and acid rain. The fate of chemicals in the environment will be studied. Prerequisites: ENS 113 Introduction to Environmental Science I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

WILDLIFE CONSERVATION

This course is an advance study of the conservation and management of wildlife populations. Students will learn about population growth, population estimation, density effects, predation, conservation genetics and threats to wildlife species. Emphasis will be on how to use population and genetic data to manage wildlife. Emphasis will also be on habitat management and conservation. Prerequisites: BIOL 224 General Ecology

ENVIRONMENTAL TOXICOLOGY

This course will examine factors that influence the transport of contaminants and pollutants through environmental media of water, soil, and air. The effects of chemical compounds on living organisms, particularly humans, will form the foundation of the course. Routes of entry into organisms, as well as detoxification and toxin removal from living organisms will be discussed. Methods of obtaining human exposure limits, and risk assessment will be examined. Prerequisites: BIOL 150 Biology I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

AQUATIC ECOSYSTEMS

This course is designed to give students the basic understanding of the principles of aquatic ecosystems. The ecological functioning, and the chemical and biological processes occurring in aquatic ecosystems will make up the main focus of the course. Human impacts on aquatic ecosystems will be addressed in the course. Prerequisites: BIOL 224 General Ecology, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, ENS 113 Introduction to Environmental Science, MATH 103 College Algebra

SOLID WASTE MANAGEMENT

This course will survey common biological, thermal, chemical, and physical waste stream methods. A brief overview of the laws and regulations governing the treatment, storage, and disposal of solid waste, including hazardous waste, will be presented. Some of the tools used to identify, track, minimize, and prevent solid waste generation will be discussed. Case studies of selected waste minimization treatment and disposal techniques will be presented. Prerequisite: CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I
AIR POLLUTION
The course will examine and explore current air pollution issues from a balanced perspective, along with history, regulatory development, air pollution sources and air pollution control. Areas of emphasis will include the cutting edge regulatory developments of greenhouse gas/global climate change, Clean Air Transport and control technology regulations, and health effects of pollutants. The course will allow for class participation and discussion of current controversies. Prerequisite: CHEM 115 Introduction to Chemistry and ENS 113 Introduction to Environmental Science or consent of the instructor

APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT

Students will learn more about Native American perspectives on environmental issues and natural resource management. Students will discuss the traditional and contemporary relationships between Native Americans and the environment. Focus will be on Dakota and Ochethi Sakowin culture.

SCIENCE LITERATURE
This course will prepare students to read scientific literature in an objective manner. The interpretation of research published in journals will be the focal point of the course. In addition, students will learn methods of writing research papers for publication. Prerequisites: ENGL 110 Composition I, MATH 103 College Algebra, ENS 240 Environmental Statistics or MATH 210 Elementary Statistics, BIOL150 General Biology I, BIOL 224 General Ecology

ENVIRONMENTAL LAW AND POLICY
This course examines major federal, state, and tribal laws that are in place to regulate activities that impact the environment. Students will study the methods by which environmental laws are formed. Students will be trained to use the Federal Register and the Code of Federal Regulations to conduct research related to environmental issues. Students will become familiar with the major environmental acts passed by the United State Congress that impact environmental decisions across the U.S. Tribal law addressing environmental issues will be reviewed. Prerequisite: ENS 202 Environmental Issues

SENIOR RESEARCH
This course will be a capstone for all senior students. Students will learn methods of conducting undergraduate research in the field of science. This course will expand on the 200-level research courses that student completed in the Associate of Science degree plan. Statistical analysis of data collected will be incorporated into this course. A final presentation to a board of SBC employees will be required of each student completing their research project. Prerequisites: Senior status and consent of the instructor

ENVIRONMENTAL SCIENCE SPECIAL TOPICS

GRADUATE RESEARCH SEMINAR
In this seminar the student will prepare, present, and critique scientific presentations. The student will present research proposals, talks for research conferences, and a practice thesis defense. Graduate students and faculty will lead seminar in discussion of various scientific topics.

ADVANCED EXPERIMENTAL DESIGN
This course, designed for first year graduate students, is an intensive lecture course to prepare students for conducting independent research. The focus will be on the development of a quality research question, hypothesis testing, experimental design, and application of statistical methods. Short-term research mini-projects will be conducted throughout the semester and used for demonstration of research methodologies.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>515</td>
<td>ADVANCED STATISTICS</td>
<td>3</td>
<td>An advanced examination of statistics used in environmental science. Emphasis on specific applications and underlying assumptions, design of experiments, and observational schemes for research project. Linear, non-linear, and multivariate statistical analyses will be studied. Extensive computer analysis is employed, including Program-R and SAS.</td>
</tr>
<tr>
<td>520</td>
<td>ADVANCED TECHNIQUES IN GIS</td>
<td>3</td>
<td>This course will study the application and analysis of advanced techniques and principles of Geographic Information Systems and mapping to fully address spatial and time related problems related to resource management, urban site characterizations, hydrologic analyses, risk assessment, policy making, public health planning, disaster response, strategic defense techniques, range composition and condition, plant productivity, agriculture, and other applied fields. Prerequisite: ENS 311 Introduction to GIS/GPS</td>
</tr>
<tr>
<td>522</td>
<td>ADVANCED REMOTE SENSING AND DIGITAL IMAGE PROCESSING</td>
<td>3</td>
<td>This course will introduce Remote Sensing and Image processing platforms. The application of the principles of Remote Sensing to integrate multiple interrelated data to map and analyze variations in spectral indices, electromagnetic energy and other remotely collected data will be emphasized. Remote sensing mapping and analysis will be used to solve temporal and spatial variation on surficial features. Remote sensing capabilities to address issues associated with spectral reflectance of vegetation, soil and water analysis, seasonal variability, and pollution issues will be addressed. Prerequisite: ENS 311 Introduction to GIS/GPS</td>
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<td>530</td>
<td>LIMNOLOGY</td>
<td>3</td>
<td>This course will examine the physical, chemical, geological, and biological processes that occur within aquatic systems. Lake and wetland origins, classifications, and habitats will be discussed in depth. Natural and anthropogenic successional processes within aquatic systems will be covered.</td>
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<td>532</td>
<td>WATERSHED ANALYSIS</td>
<td>3</td>
<td>This course is a conceptual and quantitative analysis of watershed processes with an emphasis on modeling surface water hydrology and water resources management. The course will emphasize critical analysis of current hydrologic computational methods and hands-on use of watershed models.</td>
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<tr>
<td>542</td>
<td>ENVIRONMENTAL POLICY AND RESOURCE MANAGEMENT</td>
<td>3</td>
<td>This course will examine a comprehensive analysis of the relevant environmental theories and their application to the design of natural resources policy. The course will provide a presentation of principles, practices and key policy issues of natural resources management and planning.</td>
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<tr>
<td>545</td>
<td>APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT</td>
<td>3</td>
<td>Students will learn more about Native American perspectives on environmental issues and natural resource management. Students will discuss the traditional and contemporary relationships between Native Americans and the environment. Focus will be on Dakota and Ochethi Sakowin culture.</td>
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<tr>
<td>550</td>
<td>CONSERVATION BIOLOGY</td>
<td>3</td>
<td>This course will examine the fundamental principles of ecology, evolution, and environmental sciences in the conservation, management and restoration of organisms and ecosystems. Students learn will about the five main threats to biodiversity and how to protect biodiversity from these specific threats.</td>
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AVIAN ECOLOGY
This course will focus on the ecology and conservation of bird species and avian communities. Students will learn how avian behavior, life history strategies, and species interactions affect bird populations and communities. Students will learn how modern environmental change affects bird populations and what conservation measures can be taken to protect bird communities. Focus will be on local grassland, wetland, and forest bird communities.

GRASSLAND ECOLOGY
This course will focus on factors such as soils, climate, and disturbance that developed the habitats of the Great Plains region. Students will study the biodiversity, plant ecology, animal ecology, and ecosystem processes of North American grasslands. Students will evaluate threats to grasslands such as invasive species, climate change, and habitat loss. Conservation and restoration efforts in grasslands will also be examined.

ECOLOGY OF INVASIVE SPECIES
This course will address the effects invasive, or nonindigenous, species have on ecosystems and economies. Invasive species are a growing threat to global biodiversity and negatively affect agriculture. Students will study the cause of invasions, ecological impacts, and evolutionary impact of invasive species. Students will examine possible solutions for the control and eradication of invasives. Focus will be on invasive species that impact local natural resources, cultural resources, and economies.

RESTORATION ECOLOGY
This course reviews ecosystem structure and function, and community and population processes in intact systems, along with the effects of major disturbances on natural systems. Restoration amendments will be discussed in terms of their effects on ecosystem structure and function. The course includes case studies, and focuses on plant, animal, and soil systems. Focus will be on grassland, riparian, and wetland restoration.

ADVANCED WATER AND SOIL BIOGEOCHEMISTRY
This course is an advanced coverage of aqueous geochemistry in terrestrial and aquatic systems including various chemical processes. Applications of these principles will be demonstrated. Recitation will focus on current literature, applied problems, and case studies.

MICROBIAL ECOLOGY
This course will examine the ecological function of micro-organisms in the environment. Emphasis will be put on the relationships between microbes and the physical, chemical, and biotic components of their environments. The role of microbes in nutrient cycling, bioremediation, bio-control, biological waste treatment, fuel production, and energy recovery will be studied.

CLIMATE CHANGE
This course will examine the basic processes of the climate system. The course will study changing climate with emphasis on anthropogenic climate change. Various models for predicting future climate change will be presented, including the assumptions and uncertainties embedded in each model. The regional climate impacts and impacts on subsystems will be examined, including changes in rainfall patterns, loss of ice cover and changes in sea level. The possible ecological effects of these predicted changes will also be examined.

ENVIRONMENTAL WATER QUALITY
This is a general course introducing the topic of water quality. The topics covered include a history of water quality management, global water resources and how they are used, developing standards, classification and environmental quality assessment, water and the hydrologic cycle, rivers and streams, groundwater, coastal zone water, lakes, wetlands, effects of land use. Management of water quality in different landscapes will be covered. Laboratory work and field trips will be required.
This course focuses on water quality sampling, laboratory assessment, and data analyses. It includes surface water, groundwater, and pore water aspects. The course provides real-world, applied information for planning, evaluating, and implementing a water quality program. The course will emphasize critical analysis of current hydrologic computational methods and hands-on use of water quality models.

Student will work on research proposal or on research project. Number of credits taken each semester will be determined by graduate advisor and committee.

**GEOLOGY (GEOL)**

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<th>Course Code</th>
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<td>100</td>
<td>EARTH SCIENCE</td>
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<td>105</td>
<td>INTRODUCTION TO PHYSICAL GEOLOGY</td>
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<tr>
<td>121</td>
<td>HISTORICAL GEOLOGY</td>
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<td>201</td>
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<td>102</td>
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<td>PHYSICS SPECIAL TOPICS</td>
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DIVISION OF NATIVE AMERICAN STUDIES

LAKHOTIYAPI/DAKHOTIYAPI (LDL)

101  TEACHING OCHETHI SAKOWIN LEVEL I METHODS A .......................................................... 1
This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize introducing and reinforcing vocabulary with flashcards, props, and Total Physical Response (TPR) methods. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles.

102  TEACHING OCHETHI SAKOWIN LEVEL II METHODS A ...................................................... 1
This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles.

103  TEACHING OCHETHI SAKOWIN LEVEL III METHODS A ..................................................... 1
This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will emphasize methods to teach Ochethi Sakowin verbs (first, second, and third person) and tense (past, present, and future). The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.

104  TEACHING OCHETHI SAKOWIN LEVEL IV METHODS A ..................................................... 1
This course, which is an intensive practical overview of teaching Ochethi Sakowin language, will stress methods to teach Ochethi Sakowin intermediate conjugation of verbs. Reading, writing, and critical thinking in Ochethi Sakowin are emphasized. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.

105  TEACHING OCHETHI SAKOWIN LEVEL V METHODS A ..................................................... 1
This course is an intensive practical overview of teaching Ochethi Sakowin language using basic communicative language methods. The course emphasizes the use of organizers, schema, and contextualized exercises. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: Consent of the instructor.

106  TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS A .................................................. 1
This accelerated course emphasizes Level I concepts of introducing and reinforcing vocabulary and Total Physical Response (TPR) method and Level II concepts of Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 101 and 102.

107  TEACHING OCHETHI SAKOWIN LEVEL III & IV METHODS A ............................................. 1
This accelerated course emphasizes Level III methods to teach Ochethi Sakowin verbs (first, second, and third person) and tense (past, present, and future) and Level IV methods to teach Ochethi Sakowin intermediate conjugation of verbs; reading, writing and critical thinking in Ochethi Sakowin. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 103 and 104.
108  TEACHING OCHETHI SAKOWIN GRAMMAR I ................................................................. 1
This course introduces practical and theoretical knowledge of Ochethi Sakowin grammar, the conjugation patterns, and syntactical structure of Ochethi Sakowin verbs, and the basic rules of word order in Ochethi Sakowin sentences. This course provides the student with a foundation to become a more self-reliant learner as well as teacher.

110  OCHETHI SAKOWIN PHONOLOGY I ................................................................. 1
This course is the primary linguistic introduction to the Ochethi Sakowin phonetic system (i.e. its sounds and writing system). Emphasis will be on an overview of the Ochethi Sakowin phonetic system and consistency in writing the language. Special emphasis will be on developing a basic technical linguistic understanding of Ochethi Sakowin phonology, the issues and difficulties associated with English speakers learning these sounds, and developing a professional approach to teaching these concepts. The use of specialized fonts and keyboard software will also be covered.

121  INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS I ............................................. 1
This course is designed for second language learners of Ochethi Sakowin who are at a beginner level. It is part one of a three course continuum. It will give an overview of Ochethi Sakowin pronunciation and how to use an Ochethi Sakowin dictionary for self-learning. The course will focus on demonstratives, pronunciation, numbers, kinship terms, body parts, verbs of possession and coming and going, and time in Ochethi Sakowin (past, present, future and seasonal). Students will be exposed to various self-learning skills and strategies in order to become active self-learners of the language.

122  INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS II ......................................... 1
This course will build on LDL 121 and will focus on language used for expressing time in Ochethi Sakowin (habitual events, specific events in the past, non-specific events in the past, future or potential events, asking “when”). Other topics include the concept of “can” and “want” in Ochethi Sakowin; two verb constructions; relative clauses for describing people, animals and objects; direct speech and reported speech; Ochethi Sakowin counterparts for the English word “think”, and many other frequent and common aspects of Ochethi Sakowin vocabulary, structure, and usage. Prerequisite: Consent of the instructor.

123  INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS III ....................................... 1
This course will build on LDL 122 and will focus on conditional clauses, indirect questions, postpositions, and T-words (question words). The course will review animal vocabulary (body parts, describing animals, animal activities etc.) with the aim of using the topic of traditional animals for practicing various sentence patterns and communicative situations. Students will be introduced to frequency adverbs, usages of common verbs, and the difference between commands and reported commands. Prerequisite: Consent of the instructor.

124  INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY I ...................................... 1
This course is the first of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. The course will build on the foundations of LDL 123.

125  INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY II ..................................... 1
This course is the second of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. The course will build on the foundations of LDL 124 by introducing reading and writing simple texts.
INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY III

This course is the last of a three course continuum and is designed for second language learners of Ochethi Sakowin between the beginner and pre-intermediate levels. This course, through the use of communicative situations, will focus on creating and practicing the various Ochethi Sakowin vocabulary, structure, sentence and language patterns and usage introduced in LDL 124-125.

TEACHING OCHETHI SAKOWIN LEVEL I METHODS B

This course is an intensive practical review of teaching methods for language acquisition, and is both a refresher of “best practices” in teaching and a discussion of new advanced methods. The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 101 Teaching Ochethi Sakowin Level I Methods A or consent of the instructor

TEACHING OCHETHI SAKOWIN LEVEL II METHODS B

This course is an intensive practical overview of teaching Ochethi Sakowin language and will review methods used to teach phonetics and pronunciation along with simple interrogative sentences. The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 102 Teaching Ochethi Sakowin Level II Methods A or consent of the instructor

TEACHING OCHETHI SAKOWIN LEVEL III METHODS B

This course is an intensive practical overview of teaching Ochethi Sakowin language using communicative language teaching methods and will review methods introduced to teach verbs (first, second, and third person) and tense (past, present, and future). The course will also address advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 103 Teaching Ochethi Sakowin Level III Methods A or consent of the instructor

TEACHING OCHETHI SAKOWIN LEVEL IV METHODS B

This course is an intensive practical overview of teaching Ochethi Sakowin language using communicative language teaching methods. Teaching intermediate conjugation of verbs will be stressed, as well as reading, writing and critical thinking in Ochethi Sakowin. Prerequisite: LDL 104 Teaching Ochethi Sakowin Level IV Methods A or consent of the instructor

TEACHING OCHETHI SAKOWIN LEVEL V METHODS B

This course is an intensive practical overview of teaching Ochethi Sakowin language using advanced communicative language methods. The course emphasizes the use of advanced organizers, schema, and contextualized exercises to teach reading and writing skills and grammar. The course will also address classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. Prerequisite: LDL 105 Teaching Ochethi Sakowin Level V Methods A

TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS B

This accelerated course is both a refresher of “best practices” in teaching and a discussion of new advanced methods. The course reviews methods used to teach phonetics and pronunciation along with simple interrogative sentences. The course also covers advanced classroom management techniques for the language classroom, as well as the use of different teaching modalities to address diverse learning styles. This course is not as in depth as LDL 201 and 202. Prerequisite: LDL 106 Teaching Ochethi Sakowin Level I & II Methods A or consent of the instructor
This accelerated course focuses on the use of communicative language teaching methods. The course emphasizes the Level III methods of verbs (first, second and third person) and tense (past, present, and future); the Level IV methods of intermediate conjugation of verbs; and reading, writing and critical thinking in Ochethi Sakowin. This course is not as in depth as LDL 203 and 204. Prerequisite: LDL 206 Teaching Ochethi Sakowin Level I & II Methods A or consent of the instructor

This course is the primary linguistic introduction to Ochethi Sakowin grammar, its inflectional and derivational morphology and syntax, including the associated rules, and introduces the pedagogical approaches to explaining this grammar. Prerequisite: LDL 108 Teaching Ochethi Sakowin Grammar I or consent of the instructor

This course introduces the use of Ochethi Sakowin morphology so that students are adept at preparing lesson plans and teaching classes using grammatical concepts. Prerequisite: LDL 110 Ochethi Sakowin Phonology I or consent of the instructor

This course offers an introduction to Ochethi Sakowin sentence structure and syntax, providing the foundation needed to understand and introduce sentence structures. Prerequisite: LDL 210 Ochethi Sakowin Inflectional Morphology I or consent of the instructor

This course is a continuation of Ochethi Sakowin /Dakota phonology and pedagogical approaches to teaching correct pronunciation. Prerequisite: LDL 110 Ochethi Sakowin Phonology I

This course will focus on Ochethi Sakowin verbs of bringing and taking; causative verbs; expressing alienable (material things) and inalienable (kinship, body parts) possession; an introduction to the semantics of the 1st and 2nd datives; and an introduction to reflexive and reciprocal verbs. Reading and writing texts with introduced vocabulary and structures will be required. Prerequisite: LDL 126 Intensive Ochethi Sakowin for Elementary III or consent of the instructor

This course focuses on Ochethi Sakowin reading, writing, and dialogues, including activities with transitives, possessives, datives, benefactives and reflexives, kinship terms, and time clauses. Prerequisite: LDL 221 Intensive Ochethi Sakowin for Pre-Intermediates I or consent of the instructor

This course will focus on expressing changes of state and continuity in Ochethi Sakowin; postposition of place and movement; introduction and use of adverbs; relative and complement clauses; expressing emotions and opinions; functional vocabulary; and verbs expressing "decide". Prerequisite: LDL 222 Intensive Ochethi Sakowin for Intermediates II or consent of the instructor

This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in preschool through first grade classrooms.
IMMERSION METHODS II
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in second grade classrooms. Prerequisite: LDL 231 Immersion Methods I or consent of the instructor.

IMMERSION METHODS III
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in third grade classrooms. Prerequisite: LDL 232 Immersion Methods II or consent of the instructor.

PROCESS WRITING I
This course provides an introduction to the methods of process writing as an approach to creating texts in various genres, developing a literary style, and broadening the expression of ideas and concepts in Ochethi Sakowin.

OCHETHI SAKOWIN READING I
This course provides a basic introduction to the structure of traditional Ochethi Sakowin narratives and how texts can be used in the classroom.

DISCURSIVE NARRATIVE & RECORDING I
This course provides students with the opportunity to create and record a narrative in Ochethi Sakowin.

FIELD METHODS/TRANSCRIPTION I
This course is designed to teach effective field methods for recording native speakers and transcription. Prerequisite: Consent of the instructor.

INDIGENOUS LANGUAGE I
This course is an introductory survey of indigenous language loss, focusing on current best practices for revitalization.

OCHETHI SAKOWIN SONG & DANCE
This course will provide an introduction to the song and dance of the Ochethi Sakowin.

NORTHERN PLAINS SIGN LANGUAGE
This course offers an intensive practical introduction to the history and use of Plains Indian Sign Language (PISL).

AUDIO MATERIALS DEVELOPMENT I
This course provides students with the capacity to develop their own audio-based teaching recordings that encourage active participation over rote memorization. Prerequisite: Consent of the instructor.

OCHETHI SAKOWIN POETRY
This course will introduce the learner to various poetic traditions, challenge the learners to write poems as a group, and enhance learner vocabulary in the target language.

TEACHING OCHETHI SAKOWIN III METHODS C
This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on verbs, tense, and writing sentences. Prerequisite: LDL 203 Teaching Ochethi Sakowin Level III Methods B or consent of the instructor.
TEACHING OCHETHI SAKOWIN IV METHODS C ................................................................. 1
This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on intermediate conjugation of verbs, reading, and writing. Prerequisite: LDL 204 Teaching Ochethi Sakowin Level IV Methods B or consent of the instructor

TEACHING OCHETHI SAKOWIN V METHODS C ................................................................. 1
This course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods for Ochethi Sakowin language, with emphasis on teaching reading and writing skills and grammar through the use of advanced organizers, schema, and contextualized exercises. Prerequisite: LDL 205 Teaching Ochethi Sakowin Level V Methods B or consent of the instructor

TEACHING OCHETHI SAKOWIN I & II METHODS C .......................................................... 1
This accelerated course, intended for students with several years of experience in language teaching, focuses on the Level I concepts applying advanced teaching methods with emphasis on verbs, tense, and writing sentences and Level 2 concepts of introducing Ochethi Sakowin phonetics and pronunciation along with simple interrogative sentences. This course is not as in depth as LDL 302. Prerequisite: LDL 206 Teaching Ochethi Sakowin Level I & II Methods B or consent of the instructor

TEACHING OCHETHI SAKOWIN III & IV METHODS C ...................................................... 1
This accelerated course, intended for students with several years of experience in language teaching, focuses on the application of advanced teaching methods. The course emphasizes the Level III methods for intermediate conjugation of verbs, reading, and writing and the Level IV methods for grammar through the use of advanced organizers, schema, and contextualized exercises. Reading, writing and critical thinking in Ochethi Sakowin are emphasized. This course is not as in depth as LDL 303 or LDL 304. Prerequisite: LDL 207 Teaching Ochethi Sakowin Level III & IV Methods B or consent of the instructor

TEACHING OCHETHI SAKOWIN GRAMMAR III ............................................................... 1
This course teaches grammar rules in the context of everyday conversations and traditional narratives. The course also covers a comparison of colloquial and formal grammar. Prerequisite: LDL 208 Teaching Ochethi Sakowin Grammar II or consent of the instructor

OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY II ..................................................... 1
This course introduces advanced Ochethi Sakowin inflection morphology and morphological irregularities. Prerequisite: LDL 210 Ochethi Sakowin Inflectional Morphology I or consent of the instructor

OCHETHI SAKOWIN SYNTAX II ......................................................................................... 1
This course is a comprehensive overview of various types of clauses, noun phrases, topic and comment structures, noun incorporation in verbs, conjunctions, and postpositional phrases. Prerequisite: LDL 211 Ochethi Sakowin Syntax I or consent of the instructor

INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES I ................................................ 1
The course continues to develop speaking, listening, comprehension, reading and writing skills. Areas covered include expression of Ochethi Sakowin verbs "be, do, act, decide, ask, think, want" etc.; expression of purpose, reason, result and contrast; continuation of an action; and coordinating and subordinating conjunctions. Prerequisite: LDL 223 Intensive Ochethi Sakowin for Pre-Intermediates III or consent of the instructor
INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES II ................................. 1
The course continues to develop speaking, listening, comprehension, reading, and writing skills. Areas covered include a comparison of language for making plans, decisions, and hopes; and if-clauses. Prerequisite: LDL 321 Intensive Ochethi Sakowin for Intermediates I or consent of the instructor.

INTENSIVE OCHETHI SAKOWIN FOR INTERMEDIATES III .......................... 1
The course continues to develop speaking, listening, comprehension, reading, and writing skills. Areas covered include time clauses; comparative and superlative of attributive stative verbs; the use of tȟá for expressing the meaning of "used to"; and complex forms of verbal conjugation. Prerequisite: LDL 322 Intensive Ochethi Sakowin for Intermediates II or consent of the instructor.

IMMERSION METHODS IV ........................................................................ 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in upper elementary classrooms. Prerequisite: LDL 233 Immersion Methods III or consent of the instructor.

IMMERSION METHODS V ....................................................................... 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches. This segment focuses on the practical implementation of Task-based Language Learning Teaching (TBLT). Prerequisite: LDL 330 Immersion Methods IV or consent of the instructor.

IMMERSION METHODS VI ...................................................................... 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches. This segment focuses on the practical implementation of Cooperative Learning using Multiple Intelligences. Prerequisite: LDL 331 Immersion Methods V or consent of the instructor.

PROCESS WRITING II ........................................................................... 1
This course continues development of process writing skills in Ochethi Sakowin. This course will review the stages of process writing and introduce peer editing. Prerequisite: LDL 240 Process Writing I.

OCHETHI SAKOWIN READING II ............................................................... 1
This course offers an in-depth examination of reading as a method of learning and teaching a second language. The course focuses on assessing reading ability; building comprehension; and the relationship between readings skills and general language competence. Prerequisite: LDL 241 Ochethi Sakowin Reading I.

DISCURSIVE NARRATIVE & RECORDING II ........................................... 1
This course is a continuation of methods for creating and recording narrative in Ochethi Sakowin. Additional genres and styles of audio/visual recorded narration will be introduced and students will critique those and create their own narration. Prerequisite: LDL 242 Discursive Narrative & Recording I.

FIELD METHODS/TRANSCRIPTION II ..................................................... 1
This course further develops field methods used in documenting endangered languages, particularly to the ways of recording texts in an audio format and transcribing them into a written format. The course offers theoretical background in corpus linguistics with a main focus on practical steps and skills required for transcribing audio texts. Prerequisite: LDL 243 Field Methods/Transcription I or consent of the instructor.
350  NEOLOGISM DEVELOPMENT I ................................................................. 1
This course focuses on the process of creating new vocabulary and expressions in Ochethi Sakowin, through exploration and identification of the traditional methods employed in Ochethi Sakowin word development. Prerequisite: Consent of the instructor.

351  CLASSROOM MATERIALS DEVELOPMENT I ......................................... 1
This course is designed to provide opportunities for the development of skills and strategies needed to integrate computer technology into the curriculum throughout all disciplines and all grades. The use of Publisher, Word, Excel, and PowerPoint is incorporated extensively throughout this course. Prerequisite: Consent of the instructor

353  VIDEO MATERIAL DEVELOPMENT I ..................................................... 1
This course is a practical language video development course that exposes students to best practices in planning, scripting, acting, transcription, and translation associated with short language-learning videos. Prerequisite: Consent of the instructor

354  TECHNOLOGY DEVELOPMENT I ......................................................... 1
This course is an introduction to Computer Assisted Language Learning (CALL). Areas of instruction incorporated in this course include: Electronic Flashcards systems and the Leitner System. Prerequisite: Consent of the instructor

355  DAKOTA MATERIALS DEVELOPMENT I .............................................. 1
This course offers an introduction to Dakota Material Development and examines the process of translation from one dialect to another within the dialects of the language. Prerequisite: Consent of the instructor

410  OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY III ........................ 1
This course covers advanced inflectional morphology and morphological irregularities. Topics covered include: verb valence, derivational morphology, and verbs of coming and going. Prerequisite: LDL 310 Ochethi Sakowin Inflectional Morphology II or consent of the instructor

411  OCHETHI SAKOWIN SYNTAX III .......................................................... 1
This course covers advanced syntax, including complex syntactic constructions, uses of passive voice, and the position of agent and patient. Prerequisite: LDL 311 Ochethi Sakowin Syntax II or consent of the instructor

421  INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES I ....... 1
The course extends the proficiency and fluency achieved in the previous courses. Areas covered include various means of expressing ‘as if’ and ‘as’; adverbials such as location, direction, manner, and degree; and headless relative clauses. Prerequisite: LDL 323 Intensive Ochethi Sakowin for Intermediates III or consent of the instructor

422  INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES II ........ 1
The course extends the proficiency and fluency achieved in the areas of adverbials of time, duration, frequency, and probability; connecting adverbs and negative adverbs; and reduplication on adverbs. Prerequisite: LDL 421 Intensive Ochethi Sakowin for Advanced-Intermediates I or consent of the instructor

423  INTENSIVE OCHETHI SAKOWIN FOR ADVANCED-INTERMEDIATES III ........ 1
The course extends the proficiency and fluency achieved by creating communicative situations in which the students can practice using lexical and structural items and semantic domains. The course introduces generic nouns. Prerequisite: LDL 422 Intensive Ochethi Sakowin for Advanced-Intermediates II or consent of the instructor
This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for K-4 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 332 Immersion Methods VI or consent of the instructor.

This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for 5-8 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 430 Immersion Methods VII or consent of the instructor.

This course focuses on developing an Ochethi Sakowin immersion curriculum and model lessons for 9-12 classrooms in the areas of natural science, social studies, art, math, and technology. The course uses the three main principles of language teaching. Prerequisite: LDL 431 Immersion Methods VIII or consent of the instructor.

This course focuses on adapting a story into an Ochethi Sakowin language screen play using theater script format. Prerequisite: Consent of the instructor.

This course focuses on acting and directing using a play written for performance in Ochethi Sakowin. Topics and activities include cast roles, set design, and rehearsal. Prerequisite: Consent of the instructor.

This course focuses on production and performance of the play adapted in LDL 441. Emphasis is placed on flow, timing, and staging. Prerequisite: LDL 441 Ochethi Sakowin Drama/Performance I or consent of the instructor.

This course expands upon the word-development/coinage skills learned in LDL 350 to address more complex lexical and contextual semantic domains. Using traditional Ochethi Sakowin word-development methods, students will apply learned techniques to develop comprehensive and technically-precise medical, technical, scientific, industrial, and commercial vocabulary and expressions. Prerequisite: LDL 350 Neologism Development I or consent of the instructor.

This course applies technology to create Ochethi Sakowin materials for all disciplines and grades. The use of social media and video and audio components is incorporated. Prerequisite: LDL 351 Classroom Materials Development I.

This course focuses on developing advanced instructional audio recordings based on leading methods and theories. Prerequisite: LDL 352 Audio Materials Development I.

This course focuses on developing advanced instructional video recordings based on leading methods and theories. Prerequisite: LDL 353 Video Materials Development I.

This course focuses on the adaptation of existing technology to enhance the teaching and learning of the Ochethi Sakowin language. Prerequisite: LDL 354 Technology Development I.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>455</td>
<td>DAKOTA MATERIALS DEVELOPMENT II</td>
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<tr>
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<td>This course offers advanced instruction in transliteration of educational materials to the Dakota dialect. Prerequisite: LDL 355 Dakota Material Development I</td>
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<tr>
<td>456</td>
<td>NEOLOGISM DEVELOPMENT III</td>
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<td>This course focuses on the process of creating new Ochethi Sakowin vocabulary and expressions through exploration and identification of the traditional methods of word development. This course will further utilize and expand upon the word-development/coinage skills learned in LDL 350 and 450 to address even more complex lexical and contextual semantic domains. Prerequisites: LDL 350 Neologism Development I and LDL 450 Neologism Development II</td>
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**NATIVE AMERICAN STUDIES (NAS)**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>100</td>
<td>NATIVE AMERICAN KNOWLEDGE BOWL</td>
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<td>This course gives an in-depth look at the year's knowledge bowl material as a means to help students prepare for the Knowledge Bowl competition.</td>
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<tr>
<td>101</td>
<td>OCHETHI SAKOWIN LANGUAGE FOR BEGINNERS</td>
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<tr>
<td></td>
<td>This course will provide an introduction to the Ochethi Sakowin language. The course will emphasize the sounds of the Ochethi Sakowin language, correct pronunciation, and the alphabet used to represent those sounds. The course will also focus on Ochethi Sakowin kinship terms, the numeric system, vocabulary for seasons, weather, animals, foods, environmental and cultural contexts, and basic sentence structure.</td>
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<tr>
<td>102</td>
<td>OCHETHI SAKOWIN LANGUAGE FOR ELEMENTARY LEARNERS</td>
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<td></td>
<td>This is an advanced course designed to enhance the use of the Ochethi Sakowin language in both written and oral forms. Emphasis is on pronunciation, a more advanced examination of grammar, an expanded vocabulary, and continued practice in reading, writing, and speaking the language. Lessons will include discussion of Ochethi Sakowin history, culture, oral tradition, and ceremonies with specific reference to the language. Prerequisite: NAS 101 Ochethi Sakowin Language for Beginners.</td>
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<tr>
<td>103</td>
<td>INTRODUCTION TO OCHETHI SAKOWIN LANGUAGE, CULTURE &amp; HISTORY</td>
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<td></td>
<td>This course will provide a brief overview of the language, history, and culture of the Ochethi Sakowin peoples, including the present. The Ochethi Sakowin Language will be included through the use of terms, basic phrases, names and other opportunities.</td>
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<tr>
<td>105</td>
<td>OCHETHI SAKOWIN CULTURE I</td>
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<td>This course will survey the history and culture of the Ochethi Sakowin groups, including both the past as well as the lived reality of the present. Topics will include social customs, patterns of behavior, the social system (kinship), cultural beliefs and practices (rituals and ceremony), and oral literature.</td>
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<tr>
<td>*107</td>
<td>NATIVE AMERICAN HISTORY I</td>
</tr>
<tr>
<td></td>
<td>This course is an introduction to Native American history from before the European colonization through the 1760's.</td>
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<tr>
<td>*108</td>
<td>NATIVE AMERICAN HISTORY II</td>
</tr>
<tr>
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<td>This course is an introduction to Native American history from the era of the American Revolution through the 1920's.</td>
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<tr>
<td>*109</td>
<td>NATIVE AMERICAN HISTORY III</td>
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<td>This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.</td>
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</table>
This course will provide an introduction to the music and dance of the Ochethi Sakowin. The course will include the traditional repertory, cultural context of musical and dance performance, musical styles and song types, dance styles, and study of dance regalia.

This course will provide an introduction to the interdisciplinary field of Native American Studies. This course meets the Education Standards and Practices Board Native American Studies requirement for teacher certification.

This course provides an in-depth study of the traditional teachings of the Ochethi Sakowin groups, with emphasis on Inipi and Hanblecheyapi.

This course provides an in-depth study of the traditional teachings of the Ochethi Sakowin groups, with emphasis on Wiawnyang Wachipi.

This course provides an in-depth study of the traditional teachings of the Ochethi Sakowin groups, with emphasis on Wanagi Yuhapi na Haunk Kagapi.

This course provides an in-depth study of the traditional teachings of the Ochethi Sakowin groups, with emphasis on Isnathi Alowanpi and Thapa Wankayeyaypi.

This course offers an introductory examination of tribal government, including analysis of the history, development, structure and politics of tribal peoples and governments. The course will also include the issues of dual citizenship, the powers of tribal government, and the relationships between federal, state, and tribal governments. Emphasis will be on Standing Rock Sioux Tribe.

This course will survey the structure of various American Indian tribal governments (both traditional and contemporary), and will examine the on-going struggle to retain sovereign powers of self-government over internal affairs and preservation of a land base and natural resources. The course will examine key events and legislation in American Indian policy that have affected tribal governments and shaped how those political institutions relate to state and federal governments.

This course is an examination of traditional Ochethi Sakowin philosophical and spiritual beliefs, specializing in the study of documentation of the history and evolution of ceremonies and rituals, as well as the “thought-in-practice” of traditional medicine people.

This is an advanced course in the Ochethi Sakowin Language designed to enhance the student’s oral skills. Special emphasis is given to comprehension, conversational exercises, and mastery of verbal conjugations. Prerequisite: NAS 102 Ochethi Sakowin Language for Elementary Learners.

This is an advanced course in the Ochethi Sakowin Language designed to further enhance the student’s oral skills. Emphasis is on developing the student’s ability in oral expression so that a basic level of proficiency in everyday conversation will be acquired. Prerequisite: NAS 210 Ochethi Sakowin Language for Pre-Intermediates.
This course will provide an introduction to traditional Ochethi Sakowin oral tradition and storytelling, including an examination of the general narrative structure, characters, content, and thematic characteristics of the categories of oral narratives as well as stylistic features and other aspects of the actual performance of storytelling.

A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.

The course will focus on identification of culturally important plants at various stages of growth. Topics include traditional uses; harvesting, preparation and storage protocols; and English, Ochethi Sakowin, and scientific nomenclature. The course will examine habitat diversity—including optimal growth conditions, plant origins (native and invasive), and the interdependence of all organisms. Laboratory required.

This is a survey course exploring the arts of North American peoples from Paleolithic to contemporary times. Lectures, readings, audio-visual means, research and resource persons constitute the main learning activities.

Lectures and demonstration of traditional arts forms. Students will complete the production of one piece in a selected media.

Creation of art activity based on the five different cultural aesthetics: Northwest Coast Transformation Masks, Plains Style Parfleches, Southeastern Shell Carving, Woodlands Beadwork, and Southwest Pottery Designs. Students will be required to complete five (5) different projects.

This course examines Native American women and their roles and experiences in traditional tribal societies. The course will include both historical and contemporary periods, including the effects of Western values and gender/sex roles on Native American societies.
NATIVE AMERICAN LITERATURE
A study of various works by Native American writers within an historical framework, both from the oral and the written literacy tradition.

PEOPLES AND CULTURES OF NATIVE NORTH AMERICA
This course will provide a survey of the diversity of Native peoples and their cultures in North America, including coverage of tribes in all the major culture areas. Topics covered will include origin stories, historical and cultural development, social and kinship systems, religious belief and ceremonialism.

NATIVE PEOPLES OF THE NORTHERN PLAINS
This course will provide an overview of the histories and cultures of the Native peoples of the Northern Plains region, including the Lakota/Dakota, Nueta, Hidatsa, Sahnish, and Anishinabe.

LANGUAGES OF NATIVE AMERICA
This course will provide an overview of Native American languages and linguistics, including topics such as genetic, areal, and typological classifications, structures of selected languages, comparative (historical) study of select language families, the relationship between language and culture, and select topics in the ethnography of speaking (sociolinguistics).

OCHETHI SAKOWIN CULTURE AND SOCIETY THROUGH ORAL & TEXTUAL SOURCES
This course will provide an in-depth study of select topics in Ochethi Sakowin culture and society through the use of textual and oral languages resources.

OCHETHI SAKOWIN HISTORY I
This course will provide a detailed study of the historical development and experiences of the Ochethi Sakowin peoples from before Euro-American colonization to the 1890’s.

OCHETHI SAKOWIN HISTORY II
This course will provide an in-depth study of the historical development and experiences of the Ochethi Sakowin groups from the 1890s to the present.

NATIVE AMERICAN EDUCATION
This course will provide a general historical survey of the encounters between Native American and Western education systems, including traditional tribal education, mission schools, BIA schools, and current school systems both on and off reservations in the United States and Canada.

CONTEMPORARY NATIVE AMERICAN LITERATURE
This is a discussion-based course that explores contemporary fiction, non-fiction, and poetry written by a range of Native American authors from tribes and geographical regions across the United States and Canada. We will look at the cultural context from which each text is produced, paying particular attention to the issues and themes emphasized in each text.

NATIVE SOVEREIGNTY AND DECOLONIZATION
This course provides an in-depth look at the multiple definitions and understandings of Native sovereignty, and how these definitions impact contemporary Native life. In addition, this course gives an overview of the relationship between Native sovereignty and decolonization. Prerequisite: NAS 203 Local Tribal Government, NAS 204 Native American Governments, NAS 109 Native American History III, or CJ 205 Indian Law

CURRENT ISSUES IN NATIVE NORTH AMERICA
This course will investigate a variety of contemporary issues in Indian Country, as well as the background for understanding present-day issues. Topics might include sovereignty, blood quantum, tribal enrollment, loss and revitalization of native languages and other identity issues; tribal gaming; tribal education; law enforcement; and natural resources.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>421</td>
<td>OCHETHI SAKOWIN SOCIAL AND KINSHIP SYSTEMS</td>
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<td></td>
<td>This course will provide a detailed analysis of the social and</td>
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<td></td>
<td>kinship systems of the Ochethi Sakowin people, including the</td>
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<td>organization and structure of the thiyospaye and thiwahe</td>
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<td>units, appropriate use of kinship terms and their associated</td>
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<td>behaviors, the values and moral philosophies of the social</td>
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<td>system, and the expectations for proper roles of males and</td>
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<td></td>
<td>females within traditional Ochethi Sakowin society.</td>
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<td>431</td>
<td>HISTORY OF TRADITIONAL OCHETHI SAKOWIN LEADERSHIP AND THE</td>
<td>3</td>
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<td>ITHÁŊČHAŊ</td>
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<td>This course will provide a detailed analysis of the traditional</td>
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<td>Ochethi Sakowin system of leadership and government, including</td>
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<td>the organization and structure of traditional band and tribal</td>
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<td>government, how leaders were selected and expectations for</td>
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<td>their behavior and moral philosophies of the leadership</td>
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<td>system, and study of specific ithanchan (chiefs) who greatly</td>
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<td>influenced the historical direction of the Ochethi Sakowin</td>
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<td>groups.</td>
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<td>440</td>
<td>STANDING ROCK CULTURE &amp; HISTORY</td>
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<td>This course will provide an overview of the historical</td>
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<td>development of the Standing Rock Reservation and a survey of</td>
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<td>the culture and society of the Hunkpapha, Sihasapa, and</td>
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<td>Wichiyena peoples who call it home. The course will include</td>
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<td>an overview of the Ochethi Sakowin social and kinship</td>
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<td></td>
<td>system and discussion of the contemporary social and political</td>
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<td>structure of the reservation. This course is one of a three-</td>
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<td>part series that can be used for teacher certification in</td>
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<td>fulfilling the Indian Studies requirement.</td>
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<tr>
<td>445</td>
<td>APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE</td>
<td>3</td>
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<td></td>
<td>MANAGEMENT</td>
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<td>Students will learn more about Native American perspectives</td>
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<td>on environmental issues and natural resource management.</td>
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<td>Students will discuss the traditional and contemporary</td>
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<td>relationships between Native Americans and the environment.</td>
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<td></td>
<td>Focus will be on Ochethi Sakowin culture.</td>
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<td>450</td>
<td>INDIGENOUS RESEARCH METHODOLOGIES</td>
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<td></td>
<td>This course discusses the role and impact of research in</td>
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<td>Native communities, including the need for and development</td>
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<td>of tribal institutional review boards and the current call</td>
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<td>for indigenous research practices. Moreover, this course</td>
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<td>helps students develop their own indigenous research</td>
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<td></td>
<td>methodologies.</td>
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<td>497</td>
<td>NATIVE AMERICAN STUDIES SENIOR CAPSTONE</td>
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<tr>
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<td>This course provides students opportunities to gain supervised,</td>
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<td>practical experience working in a tribal community. A minimum</td>
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<td>of 45 hours of field experience and completion of a reflective</td>
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<td></td>
<td>presentation to the Native American Studies advisory</td>
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<td>committee are required. Students will be evaluated on</td>
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<td>quality of presentation and supervisor’s evaluation.</td>
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<td>Students must pass with a B or better.</td>
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<tr>
<td>499</td>
<td>NATIVE AMERICAN STUDIES SPECIAL TOPICS</td>
<td>1-3</td>
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DIVISION OF NURSING
NURSING (NURS)

101 INTRODUCTION TO THE NURSING PROFESSION
This course will explore nursing as a profession. The student will be introduced to the concepts of health and wellness, holistic nursing practice, medical terminology, and the steps of the nursing process. Ethical and legal issues will be discussed.

201 HOLISTIC HEALTH ASSESSMENT ACROSS THE LIFESPAN
Holistic assessments across the lifespan and the skills necessary to do them will be the focus of this class. Students will learn to do a systematic collection of health information using the nursing process. Interviewing and documentation skills in particular will be stressed. Laboratory required. Prerequisite: Consent of the instructor

205 BASIC PHARMACOLOGY FOR NURSES
This course provides the student with an introduction to clinical drug therapy. The basic knowledge and skills for the safe administration of drugs is taught. The nursing process is applied to the administration of a variety of clinical drugs. Prerequisite: NURS 206 Fundamental Nursing Interventions

206 FUNDAMENTAL NURSING INTERVENTIONS
This course teaches the student the basic knowledge, principles, and skills fundamental to the practical nursing role. The skills will include both traditional and complementary techniques. The student will gain confidence in these skills by practicing on peers, self, and models. Laboratory and nursing practice experience required. Prerequisites: BIOL 220 Anatomy and Physiology I; NURS 101 Introduction to the Nursing Profession, and NURS 201 Holistic Health Assessment Across the Lifespan

206C FUNDAMENTAL NURSING INTERVENTIONS (Nursing Practice Experience)
Required nursing practice experience for NURS 206. This component would be offered in the fall (early September). Prerequisite: NURS 206 Fundamental Nursing Interventions

231 MENTAL HEALTH/BEHAVIORAL HEALTH NURSING
This course focuses on assessing, promoting, maintaining, and restoring mental health across the lifespan. Therapeutic communication techniques will be explored. Nursing practice experience required. Prerequisites: NURS 206 Fundamental Nursing Interventions and concurrent enrollment in NURS 205 Pharmacology

245 NURSING CARE OF FAMILIES
Knowledge from previous courses is expanded and applied to the physical, psychosocial, emotional, and spiritual needs of the childbearing and childrearing family. The focus remains on the role of the practical nurse in assessing, planning, implementing, and evaluating nursing care under the supervision of a registered nurse when indicated. Nursing practice experience required. Prerequisites: PSYC 255 Child and Adolescent Psychology, NURS 206 Fundamental Nursing Interventions and concurrent enrollment in NURS 231 Mental Health/Behavioral Health Nursing or consent of instructor.

246 NURSING CARE ACROSS THE LIFESPAN
This course focuses on the transitions and experiences of families and individuals during the adult years. Knowledge from previous courses is expanded and applied to the physical, psychosocial, emotional, and spiritual needs of the maturing and aging family. The focus remains on the role of the practical nurse in assessing, planning, implementing, and evaluating nursing care under the supervision of a registered nurse when indicated. Nursing practice experience required. Prerequisites: NURS 231 Mental Health/Behavioral Health Nursing and NURS 245 Nursing Care of Families
CAPSTONE EXPERIENCE IN NURSING

This course provides the student with the opportunity to develop confidence in their competence as they transition to the beginning practical nurse role. This is a practical experience during which the student works closely with selected health professionals in a variety of nursing practice settings. Prerequisite: Satisfactory completion of all degree requirements for Associate of Science in Practical Nursing AND consent of Instructor.

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

CRIMINAL JUSTICE (CJ)

INTRODUCTION TO CRIMINAL JUSTICE

Basic introduction to the three primary elements of the American Criminal Justice system – law enforcement, the courts, and corrections. The course will briefly explore the history of policing, constitutional law, criminal law, and the relationship between American law and Indian tribes and general aspects of tribal law.

INTERVIEWING & INTERROGATION

This course is an Introduction to techniques commonly used to conduct one-on-one interviews and interrogations. Emphasis is placed on the legal and practical differences between interviews of witnesses and interrogations of criminal suspects. Course uses classroom settings and practical applications to identify and refine methods used to detect truthful, as well as deceptive, actions or responses. Co-Requisite: CJ 201 Introduction to Criminal Justice

INDIAN LAW

This course will examine both tribal and federal Indian law from historical and social perspectives, the roles and functions of various agencies, and the processes involved in the administration of American Indian law. Co-Requisite: CJ 201 Introduction to Criminal Justice

FAMILY LAW

This course focuses on legal problems pertaining to the organization, operation, and dissolution of the family, including domestic relations, paternity, child custody, adoptions, and child and spousal support, with particular emphasis on Tribal codes and Native American issues including the Indian Child Welfare Act and the Violence Against Women Act.

WILL, PROBATE AND PROPERTY LAW

This course includes instruction on federal, state, and Tribal law relating to wills and trusts, the probate process, acquisition and allocation of property rights, forms and transfers of ownership, land use, government regulation of land, and fiduciary duties and responsibilities.

LEGAL RESEARCH, WRITING, AND CASE ANALYSIS

This course will familiarize students with the fundamentals of legal research, terminology, writing, and analysis, including law library techniques, computer-assisted legal research, citation forms, briefs, and court opinion discussions. Students will develop skills in researching and interpreting applicable federal and tribal statutes and case law, primary/secondary authority, and mandatory/persuasive authority. Prerequisites: ENG 120 Composition II, CJ 215 Criminal Procedure, CJ 230 Criminal Law, CJ 225 Introduction to American Courts, and CJ 235 Criminal Evidence
215 CRIMINAL PROCEDURE

This course examines the methods and mechanics of the legal process with a particular emphasis on arrest, search, and seizure, and the rights and responsibilities of the various actors during the investigation and prosecution of a criminal act. Co-Prerequisite: CJ 201 Introduction to Criminal Justice

221 CRIME, TRIBAL POLICY & TRIBAL POLICING

This course will explore the role, conflicts, and cooperation of tribal police agencies, Tribal courts, and Tribal governments in preventing crime and administering justice on the reservation. Special attention will be given to the many challenges faced by Tribal police departments, such as heightened crime rates, a lack of resources (working patrol vehicles, 911 systems, overall funding), and vast patrol areas. This course analyzes the structure of Tribal law enforcement and the ways it differs from mainstream policing; the role of women, tribal members, and others who comprise tribal law enforcement personnel; tribal jails and corrections; police training; and the legal, political, cultural, and historical issues that affect American Indian Tribal policing. Prerequisite: CJ 201 Introduction to Criminal Justice

225 INTRODUCTION TO AMERICAN COURTS

This course examines the structure, jurisdictions, responsibilities, and constitutional authority of the various courts within the American criminal justice system. Co-Prerequisite: CJ 201 Introduction to Criminal Justice

226 CRIMINAL INVESTIGATIONS

An introduction to principles and procedures used in criminal investigations including crime scene management and documentation, chain of custody, and evidence collection and preservation techniques. Co-Prerequisite: CJ 201 Introduction to Criminal Justice

230 CRIMINAL LAW

This course investigates the principles of criminal accountability, including an analysis of substantive law and the elements necessary to prove crimes against persons, property, and society. Co-Prerequisite: CJ 201 Introduction to Criminal Justice

231 CONTRACTS AND TORTS

This course presents a comprehensive analysis of contract law including terms and definitions; creation and termination; determining applicable law, contract formation, performance, and enforcement; breach and remedies; and Tribal codes, common law, and the Uniform Commercial Code. Students will also be introduced to basic theories of liability of torts and examine tort actions classified as intentional interference with persona, others' property and negligence. Analysis of tort law will include intentional and business torts; strict liability and negligence; product liability and defamation; and affirmative defenses. Prerequisite: CJ 210 Legal Research, Writing, and Case Analysis

235 CRIMINAL EVIDENCE

This course will provide an in-depth analysis of the rules of evidence within the American criminal justice system. Topics include admissibility, relevancy, materiality, weight, burden of proof, examination of witnesses, testimony, and types of evidence. Co-Prerequisite: CJ 201 Introduction to Criminal Justice

245 SURVEY OF FORENSIC SCIENCES

This course is a basic investigatory analysis of the various disciplines involved in the Forensic Sciences and their application to the investigation and prosecution of criminal acts. Co-Prerequisite: CJ 201 Introduction to Criminal Justice
CRIMINOLOGY
This course is a survey of the historical, philosophical, and theoretical causes and definitions of deviance and criminality and society’s responses to these issues with a special emphasis on the extent, theories of causation and punishment, and efforts at prevention of criminal behaviors. Co-Requisite: CJ 201 Introduction to Criminal Justice

JUVENILE JUSTICE
This course examines the historical, philosophical, and organizational foundations of the American juvenile justice system and the functions, jurisdictions, and roles of the various juvenile justice actors and agencies. Co-Requisite: CJ 201 Introduction to Criminal Justice

ETHICS IN CRIMINAL JUSTICE
Examines the philosophical, moral, and ethical bases of human behavior from a criminal justice perspective. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and sentencing.

TRIAL TECHNIQUES
This course is designed to familiarize students with the techniques and practices of the courtroom by utilizing mock student trials in which the students act as advocates, witnesses, judges, court officials, and police officers. Prerequisite CJ 201 Introduction to Criminal Justice, CJ 215 Criminal Procedure, CJ 225 Introduction to American Courts, CJ 230 Criminal Law, CJ 235 Criminal Evidence

INTRODUCTION TO CORRECTIONS
This course examines the various theories, models, and applications of corrections including retribution, rehabilitation, and isolation from historical and theoretical perspectives and examines the roles of various actors within the correctional system. Co-Requisite: CJ 201 Introduction to Criminal Justice

CRIMINAL BEHAVIORAL ANALYSIS
This course examines assorted approaches to criminal behavioral analysis. Topics include the philosophical, taxonomic, and practical studies of the various types of criminal behaviors and their applications to the investigation and prosecution of crimes of violence.

CRIMINAL JUSTICE INTERNSHIP/CAPSTONE EXPERIENCE
This provides the student with the opportunity to experience the employment areas of their program of study. Students will complete a minimum 135 hours of internship training provided by various employers in the Criminal Justice Field. For those who are unable to, or choose not to find internship placement within their individual areas of interest, students who select the capstone experience option will pursue a plan of independent study relating to their chosen field of study culminating in a thesis and multi-media presentation. Prerequisite: Students, through advisor approval, will only be allowed to complete the internship/capstone within the last two semesters of the Criminal Justice degree plan.

CRIMINAL JUSTICE SPECIAL TOPICS

*ETHICS IN CRIMINAL JUSTICE
Examines the philosophical, moral, and ethical bases of human behavior from a criminal justice perspective. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and sentencing.
This course is designed to familiarize students with the techniques and practices of the courtroom by utilizing mock student trials in which the students act as advocates, witnesses, judges, court officials, and police officers. Prerequisite CJ 201 Introduction to Criminal Justice, CJ 215 Criminal Procedure, CJ 225 Introduction to American Courts, CJ 230 Criminal Law, CJ 235 Criminal Evidence

499 CRIMINAL JUSTICE SPECIAL TOPICS

ECONOMICS (ECON)

201 MICROECONOMICS
This course focuses on the nature, method, and scope of economic analysis, economic scarcity, resources, specialization of labor, supply-demand analysis, production and cost analysis, product and resource market structures, distribution of income, international trade, and economics of information and externalities. Prerequisite: MATH 102 Intermediate Algebra or higher

202 MACROECONOMICS
This course centers on aggregate income and employment analysis, business cycles, unemployment, inflation and economic growth, fiscal policy, money and monetary policy, the U.S. economy and the world economy. Prerequisite: MATH 102 Intermediate Algebra or higher

299 ECONOMICS SPECIAL TOPICS

300 MONEY AND BANKING
An introduction to the financial system and the impact of money and monetary policy on the economy. Prerequisite: ECON 201 Microeconomics or ECON 202 Macroeconomics

310 ECONOMIC DEVELOPMENT
An analysis of the factors affecting the economic growth and development of the nation and how it relates to the Standing Rock Reservation. It will include discussion of problems that affect development of policies.

499 ECONOMICS SPECIAL TOPICS
GEOGRAPHY (GEOG)

161 WORLD GEOGRAPHY........................................................................................................3
This is a survey course covering regions of the world with the emphasis on the economic, physical, and cultural criteria used to differentiate one region from another.

201 GEOGRAPHY I..................................................................................................................3
An in depth course in regional geography covering the Western Hemisphere including Oceania (Australia, New Zealand, New Guinea and Pacific Islands). Basic content and methodology of geography such as climate, landforms, populations, distribution, and analysis of human, physical, economic, cultural, and political features on a map will be covered.

202 GEOGRAPHY II..............................................................................................................3
An in depth course in regional geography covering the Eastern Hemisphere including Europe, Asia, Africa, the Middle East (South West Asia). Basic content and methodology of geography such as climate, landforms, population distribution, and analysis of human, physical, economic, cultural, and political features on a map will be covered.

299 GEOGRAPHY SPECIAL TOPICS .............................................................................1-3

305 POLITICAL GEOGRAPHY.................................................................................................3
This course examines the interconnectedness of geography and politics.

HUMAN SERVICES (HS)

101 INTRODUCTION TO HUMAN SERVICES....................................................................3
This course provides an orientation to the field of human services and provides an opportunity to explore human service occupations and professional organizations. Students will be familiarized with the roles and functions of Human Services workers through examination of the skills, knowledge, traits and attitudes necessary to enter the Human Services field. The ethical principles that guide the Human Services professional are explored in depth.

102 INTERVIEWING I..............................................................................................................3
This course is an introductory experience in active listening. The emphasis is on basic awareness and communication skills, empathetic listening, and positive regard for the client. Students will explore methods of active listening, paraphrasing and summarizing, and respecting clients' cultural backgrounds in all aspects of information gathering. The course provides students with the basic overview of the attitudes, knowledge, and skills which human service professionals need when they conduct interviews.

103 INTERVIEWING II...........................................................................................................3
This course builds upon the basic skills learned in HS 102 Interviewing I. It emphasizes the development of skills utilizing theories, practice and case application to allow students to conduct interviews. The focus is on developing advanced skills and strategies with significant opportunity for hands-on practice. Prerequisite: HS 102 Interviewing I

201 CASE MANAGEMENT I.....................................................................................................3
This course introduces students to case management. Emphasis is given to the historical perspectives of case management, phases and models of case management and on concepts of effective intake interviewing, problem identification and assessment. The course will concentrate in skill development as opposed to theoretical concepts.
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>202</td>
<td>CASE MANAGEMENT II</td>
<td>This course will build on HS 201 Case Management and will focus on service delivery planning, concepts of intervention and evaluation of interventions. Students will also gain skills for developing, implementing, and monitoring effective case plans and advocating for resources that help clients achieve self-sufficiency. Ethical and legal issues and surviving as a case manager will be explored. Prerequisite: HS 201 Case Management I</td>
</tr>
<tr>
<td>211</td>
<td>INTRODUCTION TO ADDICTIONS</td>
<td>This course will focus on an overview of historical, cultural and current attitudes toward drug use. This course provides students with the opportunity to study the various modalities of addiction. The interaction of physical, psychological, social and spiritual aspects of addiction will be explored as well as methods and models of treatment and various concepts of early intervention and prevention. This course will survey alcohol and drug abuse treatment methods needed for working with special populations, group techniques, relapse prevention, and non-traditional treatment methods.</td>
</tr>
<tr>
<td>220</td>
<td>MANAGEMENT &amp; ADMINISTRATION IN HUMAN SERVICES</td>
<td>This course introduces students to the principles of human service administration. It is designed to provide students with a comprehensive overview of planning, evaluating, managing, community relations and other activities which affects the operation of a human service agency.</td>
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<tr>
<td>255</td>
<td>DOMESTIC VIOLENCE, ABUSE, AND NEGLECT</td>
<td>This course will cover violence in intimate relationships ranging from the traditional family situation to alternative family structures. Although considerable attention will be devoted to wife abuse and child abuse, substantial consideration will be addressed for elderly abuse, GLBT abuse, dating violence, neglect, husband abuse, and characteristic of societies and cultures which enhance and promote interpersonal violence. There will also be a section on how culture, race, and ethnicity impacts domestic violence and how interventions may need to be modified in order to meet the diverse needs women affected by violence in ethnic minority and immigrant groups.</td>
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<tr>
<td>260</td>
<td>CRISIS INTERVENTION/SUICIDE PREVENTION</td>
<td>This course focuses on introducing crisis intervention concepts and strategies applicable to the field of human services. This course covers crises throughout the life cycle and situations such as medical and psychological traumas, post-traumatic stress disorder and professional burnout.</td>
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<tr>
<td>297</td>
<td>HUMAN SERVICES INTERNSHIP</td>
<td>This course provides the student opportunities to gain supervised, practical experience working in a human service profession. A minimum of 135 hours of field experience and completion of a competency portfolio are required. Students must pass with a “C” or better. One semester hour of credit is equivalent to forty-five (45) contact hours. Prerequisites: Advisor approval and completion within the last two semesters of the Human Service Technician degree plan.</td>
</tr>
<tr>
<td>299</td>
<td>HUMAN SERVICES SPECIAL TOPICS</td>
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253
POLITICAL SCIENCE (POLS)

115  AMERICAN GOVERNMENT ........................................................................................................ 3
This course is a study of the United States federal government. Topics covered are the U.S. Constitution, federalism, links between citizens and the government, institutions, civil liberties, civil rights, and public policy making.

116  STATE & LOCAL GOVERNMENT .............................................................................................. 3
This course will examine the structure and processes of state and community government, and their relationship to the federal government. Special attention will be given to North and South Dakota government, and the interaction of state and local government with the Standing Rock Sioux Tribal Government.

*203  LOCAL TRIBAL GOVERNMENT .................................................................................................... 3
This course offers an introductory examination of tribal government, including analysis of the history, development, structure and politics of tribal peoples and governments. The course will also include the issues of dual citizenship, the powers of tribal government, and the relationships between federal, state, and tribal governments. Emphasis will be on Standing Rock Sioux Tribe.

*204  NATIVE AMERICAN GOVERNMENTS: TRADITIONAL AND CONTEMPORARY ..................... 3
This course will survey the structure of various American Indian tribal governments (both traditional and contemporary), and will examine the on-going struggle to retain sovereign powers of self-government over internal affairs and preservation of a land base and natural resources. The course will examine key events and legislation in American Indian policy that have affected tribal governments and shaped how those political institutions relate to state and federal governments.

299  POLITICAL SCIENCE SPECIAL TOPICS .................................................................................... 1-3

PSYCHOLOGY (PSYC)

100  FIRST YEAR LEARNING EXPERIENCE ..................................................................................... 3
The purpose of this course is to provide an opportunity for students to learn and adopt methods to promote their success in school and life. Topics in this course include critical thinking skills, career planning, time organization, test-taking, communication skills, study techniques, question-asking skills, library use, and personal issues that face many college students.

111  INTRODUCTION TO PSYCHOLOGY ............................................................................................ 3
This course is designed to introduce students to a survey of the scientific study of behavior and mental processes. Emphasis throughout the course will be on interactions of individuals in their cultural, social and economic environments as determined by their cognitive, behavioral and emotional experiences and training.

250  DEVELOPMENTAL PSYCHOLOGY ............................................................................................... 4
A survey of the psychology of human life-span development with an emphasis on the interplay of physical, cognitive, social, emotional, cultural and personality development.
Prerequisite: PSYC 111

255  CHILD & ADOLESCENT PSYCHOLOGY ....................................................................................... 3
This course examines the cognitive, physical and psychological changes that take place from birth through adolescence. Emphasis is placed on the description and explanation of the dimensions of developmental change. Prerequisite: PSYC 111 Introduction to Psychology
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<tbody>
<tr>
<td>258</td>
<td>ADULT AND END OF LIFE PSYCHOLOGY</td>
<td>This course examines the cognitive, physical and psychological (social and emotional) changes that take place from early adulthood through late adulthood. Emphasis is placed on the description and explanation of the dimensions of developmental change and tasks associated with the adult developmental period.</td>
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<tr>
<td>270</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>A survey of the classification, symptoms, and etiology of psychological disorders. Prerequisite: PSYC 111 Introduction to Psychology</td>
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<td>299</td>
<td>PSYCHOLOGY SPECIAL TOPICS</td>
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<tr>
<td>099</td>
<td>JOB SKILLS</td>
<td>This course is designed to assist students with developing the skills necessary to be successful in employment. The course will include self-assessment, exploration of career options, resumes, interviewing and job seeking skills.</td>
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<tr>
<td>120</td>
<td>TRANSITIONS-GRADUATION AND BEYOND</td>
<td>This course is designed to assist students with developing the skills necessary to be successful in the world of work. The course will include assessment, exploring careers, resumes, interviewing, and job seeking and job keeping skills. Prerequisites: Advisor approval and completion within the last two semesters of one’s degree plan.</td>
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<tr>
<td>110</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>An introductory analysis of the nature of society, the interrelationship of its component groups and the process whereby society persists and changes.</td>
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<td>210</td>
<td>CHEMICAL DEPENDENCY</td>
<td>This course provides an overview of the broad field of drug abuse and alcoholism including pharmacology, legal aspects of drug abuse, intervention and prevention, physiology and psychological aspects of alcohol. Alternatives to substance abuse and the self-destructing behaviors will be explored.</td>
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<tr>
<td>220</td>
<td>THE FAMILY</td>
<td>This course is designed to study the nature and functions of marriage and the family in contemporary society. The historical and cultural evolution of family structures and functions as well as distinctions and similarities are studied. The traditional and changing roles of women in American society are given special attention, along with the role of men and childrearing practices. Also discussed are problems of early marriage and intermarriage, mate selection, theories and research, divorce, and changing sexual norms, aging family members, dislocation and unemployment, teenage childbearing, chronic illness, families with special needs children, drug and alcohol abuse, domestic violence, crime and delinquency and family response to death. Prerequisite: ENGL 120 Composition II</td>
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<tr>
<td>299</td>
<td>SOCIOLOGY SPECIAL TOPICS</td>
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SOCIAL WORK (SWK)

300 CHILD WELFARE ............................................................................................................. 3
This course examines issues of child and family welfare in the context of national, state, and local policy and practice. Social and economic justice are examined as they relate to interventions with children and families.

330 HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT......................................................... 3
This course reviews the bio-psycho-social-cultural aspects of human development across the life span within the context of Generalist Practice. Students will apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to provide social work across the life span.

335 SOCIAL WORK METHODS I: WORK WITH INDIVIDUALS AND FAMILIES ...................... 3
This course applies knowledge, values, and skills for entry level Generalist Practice Social Work with individuals and families using evidence-based skills and interventions. Students will develop skills to engage, assess, plan, intervene, and evaluate social work practice with individuals and families. Prerequisites: SOC 220 The Family and admission to the Social Work Program.

340 DEVELOPMENT OF SOCIAL WELFARE ........................................................................ 3
The course reviews and evaluates the history, philosophical assumptions, values and development of social welfare programs and services throughout the United States. The course examines the socio-political-economic conditions which not only form, but influence social welfare systems. In addition, the course discusses intersections between privilege and oppression. The course reviews multiple marginalized, oppressed, and underserved populations with which social work intersects and ways that social work can positively impact social, economic, environmental justice, and human rights.

350 INTERPERSONAL SKILLS .................................................................................................... 3
This course is designed to develop verbal and nonverbal interpersonal skills related to common, everyday interactions as well as those interactions germane to the Generalist Practice Planned Change Process. The course requires 25 hours of concurrent interpersonal skill building human service experience.

356 SOCIAL WELFARE POLICY AND SOCIAL JUSTICE ......................................................... 3
A generalist practice framework is used for the analysis of social welfare policies and current policy structures, and policy practice, advocacy, and evaluation used in agency, community, and legislative settings.

364 ETHICAL SOCIAL WORK PRACTICE .............................................................................. 3
Focuses on the ethical principles that undergird the practice of social work, addresses how to practice ethically, and explores the process of ethical decision-making. Social work practice with various client systems will be considered, as well as practice in varied settings.

401 HELP FOR THE PROFESSIONAL ..................................................................................... 1
Students will learn techniques to utilize in the field of Social Work as well as in their own personal life to minimize compassion fatigue and increase their own overall well-being in order to maximize their professional demeanor. Students will also gain skills to help their clients in times of crisis have more control in their responses to their environment.

435 SOCIAL WORK METHODS II: WORK WITH GROUP AND COMMUNITIES ..................... 3
This course applies knowledge, values, and skills for generalist social work practice with groups using evidence based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with groups and communities.
RESEARCH METHODS IN SOCIAL WORK
This course introduces students to the concepts and principles of social work research methodology. This course includes conceptualizing a social work problem, designing research strategy, making use of relevant literature, and organizing and evaluating relevant data. Prerequisite: MATH 210 Elementary Statistics

FIELD INTERNSHIP
This course is a structurally and educationally directed learning experience in public and private human service agencies that utilizes social work knowledge, values, and skills. Pre-requisite: Satisfactory completion of all degree requirements for Bachelor of Science Social Work degree and consent of the instructor.

SENIOR SEMINAR
This course will provide support for new soon to be social work graduates while working in their field internship opportunity. This course will consist of weekly journaling to note issues they are experiencing along with documented growth within their field experience while classroom discussions and problem solving measures are put into effect to resolve challenges being faced. Must be taken in conjunction with SWK 490 Field Education.