SITTING BULL COLLEGE
2020-2022

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

TITLE IX AND 504 COORDINATOR
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
For Student Information
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 Student Center/Library
Donna Seaboy, Financial Aid Director
9299 Highway 24
Fort Yates, ND 58538
(701) 854-8013

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

Family Support Center
Chris Fried, Education Dept.
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.
Greetings!

On behalf of the Sitting Bull College (SBC) staff, faculty, and Board of Trustees, I want to take this opportunity to extend, to you, a heartfelt welcome to our 2020-2022 SBC Bulletin.

This Bulletin contains a lot of information for you to be a successful student. Please read and utilize the information to answer your academic and student-centered questions.

Because of the current pandemic we are experiencing with COVID-19, our normal academic world of pedagogy, or teaching and learning, has been drastically changed. The College has been closed to the public for approximately four months. Students have been learning via on-line or zoom for most of Spring Semester, 2020 and all of Summer Session, 2020. As the pandemic continues, we strive to find workable models of teaching and learning to best meet the needs of our students.

While the world is in a state of uncertainty, SBC continues to make progress with assuring our students are still able to access college degrees and certificates. Many of the SBC faculty members are participating in on-line training to better their skills for teaching remotely, beginning Fall Semester, 2020. Our classrooms are being specially enhanced to be able to provide one-on-one teaching for classes that better fit this mode of teaching. In some instances, "hybrid" teaching may be used for some classes for the Fall 2020 Semester.

Through it all, we have learned this: Our students are very resilient, our faculty care deeply and wholeheartedly about the students, our staff are very capable and willing to do what is needed to assure the College continues to move forward and our students experience success in their educational journeys.

We have also learned that we may be able to offer a more and better array of pedagogy models for teaching our students. We have been forced to “step out of our comfort zone” to try new things, thus this may have been a great learning venture for all of us.

Thank you to all for considering and continuing your learning here at Sitting Bull College. We will always do our best to offer a higher education journey to you that meets your individual needs.

Be well.

Philamayaye, (Thank you)
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.
Wakháŋyeža kiŋ lená épí čha táku waštéšte iwičhunčiçiųyukčanpi 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.
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.

**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 2020

August 11 ................................................................. Registration McLaughlin
August 12 ................................................................. Registration Mobridge
August 13-14 .................................................................. In-Service
August 17-21 ................................................................. Registration (Fort Yates)
August 21 ................................................................. Last Day to Register for Classes
August 24 .................................................................. First Day of Classes
August 28 ................................................................. Last Day to Change Classes
September 7 ................................................................. Labor Day Holiday
September 21-24 ......................................................... Native American Holiday
September 25 ................................................................. Native American Day Holiday
October 12-15 ............................................................... Midterms Week
October 26-28 ............................................................... Pre-registration for Spring (All Students)
November 11 .............................................................. Veterans Day Holiday (Observed)
November 20 ............................................................... Last Day to Drop Classes
November 26-27 ............................................................. Thanksgiving Holiday
December 4 ................................................................. Last Day of Classes
December 7-10 ............................................................. Final Exams
December 15 ................................................................. All Chiefs Day
January 8 ................................................................. Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2021

January 4-8 ................................................................. Spring Semester Registration (Fort Yates)
January 8 ................................................................. Last Day to Register for Classes
January 11 ................................................................. First Day of Classes
January 15 ................................................................. Last Day to Change Classes
January 18 ................................................................. Martin Luther King, Jr. Holiday
February 15 ................................................................. Presidents Day Holiday
March 1-4 ................................................................. Midterms Week
March 15-19 ............................................................... Spring Break
April 2 ................................................................. Good Friday Holiday
April 5 ................................................................. Easter Monday Holiday
April 16 ................................................................. Last Day to Drop Classes
April 19-21 ............................................................... Pre-registration for Summer & Fall (All Students)
April 30 ................................................................. Last Day of Classes
May 3-6 ................................................................. Final Exams
May 13 ................................................................. Awards/Graduation
May 28 ................................................................. Last Day to Remove Incompletes from Spring Semester
SUMMER SESSION 2021

May 17-18.......................................................... Final Registration
May 19.......................................................... Last Day to Register for Classes
May 19.......................................................... First Day of Classes
May 21.......................................................... Last Day to Change Classes
May 31.......................................................... Memorial Day Holiday
June 18.......................................................... Last Day to Drop Classes
June 25.......................................................... Battle of Little Big Horn Holiday
June 29.......................................................... Last Day of Classes
June 30-July 1.................................................. Final Exams
July 5.......................................................... Independence Day Holiday (Observed)
July 23.......................................................... Last day to Remove Summer Incompletes
FALL SEMESTER 2021

August 10.......................................................... Registration McLaughlin
August 11.......................................................... Registration Mobridge
August 12-13 ........................................................ In-Service
August 16-20 ........................................................ Registration (Fort Yates)
August 20.......................................................... Last Day to Register for Classes
August 23.......................................................... First Day of Classes
August 27.......................................................... Last Day to Change Classes

September 6 ........................................................ Labor Day Holiday
September 20-24 ................................................. Native American Week
September 24 ........................................................ Native American Day Holiday
October 11-14 ....................................................... Midterms Week
October 25-27 .................................................... Pre-registration for Spring (All Students)
November 11 ..................................................... Veterans Day Holiday (Observed)
November 19 ..................................................... Last Day to Drop Classes
November 25-26 ................................................ Last Day of Classes
December 3 ........................................................ Last Day of Classes
December 6-9 ...................................................... Final Exams
December 15 ....................................................... All Chiefs Day (Observed)
January 7 ............................................................ Last Day to Remove Incompletes from Fall Semester

SPRING SEMESTER 2022

January 3-7 ......................................................... Final Spring Semester Registration (Fort Yates)
January 7 ............................................................ Last Day to Register for Classes
January 10 .......................................................... First Day of Classes
January 14 .......................................................... Last Day to Change Classes
January 17 .......................................................... Martin Luther King, Jr. Holiday
February 21 ........................................................ Presidents Day Holiday
February 28-March 3 ......................................... Midterms Week
March 14-18 ........................................................ Spring Break
April 11-12 ........................................................ Pre-registration for Summer & Fall (All Students)
April 15 .............................................................. Good Friday Holiday
April 18 .............................................................. Easter Monday Holiday
April 22 .............................................................. Last Day to Drop Classes
April 29 .............................................................. Last Day of Classes
May 2-5 .............................................................. Final Exams
May 12 .............................................................. Awards/Graduation
May 27 ............................................................. Last Day to Remove Incompletes from Spring Semester
SUMMER SESSION 2022

May 16-17 ................................................................. Final Registration
May 18 ........................................................................ Last Day to Register for Classes
May 18 ........................................................................ First Day of Classes
May 20 ........................................................................ Last Day to Change Classes
May 30 ........................................................................ Memorial Day Holiday
June 17 ........................................................................ Last Day to Drop Classes
June 24 ........................................................................ Battle of Little Big Horn Holiday (Observed)
June 28 ........................................................................ Last Day of Classes
June 29-30 ................................................................... Final Exams
July 4 .............................................................................. Independence Day Holiday (Observed)
July 22 ........................................................................ 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 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.

Note: 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:
- CDL/Heavy Equipment Operation – drug test/random drug testing
- 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), 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.
OFFICE OF THE REGISTRAR

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. Permanent Academic Records: unofficial transcript and completed add/drop forms.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974 (FERPA)

Sitting Bull College adheres to a policy of compliances 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. Full-time is 6 credits for Summer enrollment. Masters-level students must enroll in at least 9 credits to be full-time.

**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.

**Graduate** – Students who have been accepted into Master's Degree programs.

**Non-Degree** – Students who are taking classes but 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 or 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.

<table>
<thead>
<tr>
<th>TUITION (charged fall and spring semesters – 12-18 credit hours)</th>
<th>$1,800.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUITION (charged fall and spring semesters – per credit hour up to 11 credits or per credit hour over 18 credits)</td>
<td>$125.00</td>
</tr>
<tr>
<td>TUITION (summer semester – per credit hour)</td>
<td>$125.00</td>
</tr>
<tr>
<td>TUITION (charged each semester – per credit hour – Master’s programs only)</td>
<td>$350.00</td>
</tr>
<tr>
<td>TUITION - AUDIT &amp; CEU COURSES (charged each semester – per credit hour)</td>
<td>$62.50</td>
</tr>
<tr>
<td>REGISTRATION FEE (charged each semester)</td>
<td>$25.00</td>
</tr>
<tr>
<td>ACTIVITY FEE (fall and spring semesters)</td>
<td>$30.00</td>
</tr>
<tr>
<td>TECHNOLOGY FEE</td>
<td></td>
</tr>
<tr>
<td>Full-time enrollment (fall and spring semesters – 12 or more credits)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Part-time enrollment (fall and spring semesters – 1 to 11 credits)</td>
<td>$15.00 per credit hour</td>
</tr>
<tr>
<td>Summer semester (full-time and part-time)</td>
<td>$15.00 per credit hour</td>
</tr>
<tr>
<td>LAB, HPER, PSI, OTHER FEES (charged each semester - varies with the different courses)</td>
<td></td>
</tr>
<tr>
<td>TOOLS/COVERALLS FOR CONSTRUCTION TRADES PROGRAM</td>
<td>$750.00</td>
</tr>
<tr>
<td>(one-time charge for each of the following programs: building trades, electrical, heavy equipment operations, and welding)</td>
<td></td>
</tr>
<tr>
<td>COMMERCIAL DRIVERS LICENSE (one-time charge)</td>
<td>$300.00</td>
</tr>
<tr>
<td>NURSING FEES: (charged during semester enrolled in the course, cost subject to change)</td>
<td></td>
</tr>
<tr>
<td>NURS 201 course (stethoscope, blood pressure cuff, pen light, tote case, disposable lab supplies)</td>
<td>$180.00</td>
</tr>
<tr>
<td>NURS 206 course (background check, disposable supplies)</td>
<td>$110.00</td>
</tr>
<tr>
<td>NURS 206C course (liability insurance, uniform, shoes, scissors, hotel)</td>
<td>$915.00</td>
</tr>
<tr>
<td>NURS 231 course (fees)</td>
<td>$125.00</td>
</tr>
<tr>
<td>NURS 245 course (hotel - 4 nights in Bismarck)</td>
<td>$400.00</td>
</tr>
<tr>
<td>NURS 246 course (hotel and all Nursing Conference fees)</td>
<td>$1,250.00</td>
</tr>
<tr>
<td>NURS 297 course (hotel - 3 nights in Bismarck, HESI Testing, internship fees)</td>
<td>$620.00</td>
</tr>
<tr>
<td>SBC GRADUATION FEE (purchase of cap, tassel, gown, diploma and cover)</td>
<td>$100.00</td>
</tr>
<tr>
<td>(purchase of diploma and cover only)</td>
<td>$35.00</td>
</tr>
<tr>
<td>TRANSCRIPT FEE (academic and CEU)</td>
<td>$10.00</td>
</tr>
<tr>
<td>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)</td>
<td>$10.00</td>
</tr>
</tbody>
</table>
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 and list Sitting Bull College’s code - 014993 - on the FAFSA. Students (and parents of dependent students) will need a 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. The FAFSA is the application for the federal Pell grant program. 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 https://ndus.edu/paying-for-college/paying-for-college-ndopportunities/.

- 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 depleted.
  - 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. Adjustments may be made to a student’s award letter if there is an over award of need-based financial aid funds.

Students who submit the FAFSA should receive an early award letter notification by June 30. Only those students who have a completed financial aid file will receive payment of 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% that equates to 12 semesters of full-time enrollment.

Financial aid awards are based on financial unmet 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/miscellaneous expenses, child care expenses.
The following list includes SBC’s estimated direct education costs per year that include full-time tuition, fees, and books:

- $2,605 *………………………………………………………………….1 semester Certificates
- $5,210 *…………………………………………………………….2 semester Certificates and Associate Degrees
- $5,210 *…………………………………………………………….Baccalaureate Degrees
- $7,910 ………………………………………………………………… Masters Degrees

*The Building Trades, Electrical, Heavy Equipment Operator I, and Welding programs are higher ($5,710) 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 ($2,855) 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, and 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
- $ 9,596 ………………………………………………….. 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/financial aid assistant may be contacted by email through the college website at www.sittingbull.edu or by telephone at (701) 854-8064.
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 online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students and parents of dependent students must apply for a FSA ID to apply online. You complete the FSA ID request online 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 to a maximum of 600%. This provision applies to all students regardless of when the first Pell grant was received.

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 FALLEN 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.

CHILDREN OF FALLEN HEROES SCHOLARSHIP ACT: Beginning with the 2018-19 award year, an otherwise Pell-eligible student whose parent or guardian died as a result of active service in the line of duty as a Public Safety Officer (defined under 42 U.S.C. 3796b, or a fire police officer) may receive the maximum Pell Grant and increased amounts of other federal student aid. To qualify, the student must have been 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. 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.

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 college expenses. Awards range from $800 to $6,000 per academic year, and the wage is set at $12.00 per hour. Hard to fill jobs are paid $15.00 per hour. SBC offers community service jobs at the following sites: Sitting Bull College Library that 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 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 1-800-621-3115 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.

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.

**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 education expenses of the student. Preference is given first to Standing Rock enrolled members. The scholarship is based on financial need, potential, and goals for the future. Priority 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.

**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 must earn the first semester DCBI to 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 DCBI the entire dorm costs for the semester ($1,250) must be paid in full. Fall semester is August through December and spring semester is January through May. 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 that includes 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 the applicant must 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.
**ELVA FUND:** The Elva Fund, established in 2019 by the Ward family, provides scholarships to students interested in careers in environment and land management including those hoping to pursue careers in environmental law. Two $2,500 scholarships shall be awarded to Sophomore students enrolled full-time in the environmental science major at Sitting Bull College. The applicant must have earned a minimum 3.00 cumulative grade point average (CGPA). Submit a typed one-or two-page, double-spaced essay about yourself to the SBC Financial Aid Office. Be specific in detailing your plans/goals for your future when answering this question: How would this scholarship help you achieve the life you envision? Priority date is September 30.

**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 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.

**RICHARD JOSEPH HEISNER and DR. BIRON D. BAKER SCHOLARSHIP:** The family of Richard Joseph Heisner and Dr. Biron D. Baker established a 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.

**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.

**MINI 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 heart-felt 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 ($2,500 maximum award) 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 program 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 ($1,800 for 2 semesters): One $3,600 tuition scholarship is 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. Recipients must submit Thank You letter to the family upon notification of an award.

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.

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/paying-for-college

NORTH DAKOTA ACADEMIC SCHOLARSHIP:
https://ndus.edu/paying-for-college/nd-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:
https://ndus.edu/paying-for-college/nd-career-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 5s 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 INDIAN SCHOLARSHIP (NDSIS):
https://ndus.edu/paying-for-college/nd-indian-scholarship/
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:
https://ndus.edu/paying-for-college/nd-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 $3,300 per academic year, based on enrollment status. Students may reapply each year by completing a Free Application for Federal Student Aid.

**NORTH DAKOTA CAREER BUILDERS SCHOLARSHIP AND LOAN REPAYMENT:** The 2019 North Dakota Legislative Assembly passed House Bill 1171, creating a skilled workforce scholarship and student loan repayment program aimed at attracting people into high need and emerging occupations in the state. The result is the ND Career Builders Scholarship and Loan Repayment program. Qualifying programs reflect the high need and emerging occupations in the state. Both the scholarship and loan repayment have ND residency and ND work requirements. Up to $17,000 benefit. The private/public partnership requires a $1 of private-sector funding for each $1 of state funding. For more information, including the list of high need and emerging occupations and qualifying educational programs, visit: [https://ndus.edu/career-builders/](https://ndus.edu/career-builders/).

**OTHER SOURCES OF FINANCIAL AID ASSISTANCE**

**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 priority date for Full Circle Scholarship Program for the academic year is May 31 but applications will be accepted throughout the year. To apply, complete the Full Circle Scholarship application at [www.collegefund.org](http://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](http://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 [https://www.ncaied.org/scholarships](https://www.ncaied.org/scholarships). Scholarships 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 GRADUATE CENTER: American Indian Graduate Center offers funding opportunities for undergraduate students including AS, BA and BS degrees in all majors, with special scholarships for STEM majors. High School Students and Graduate Students can find additional scholarship resources on our website. https://www.aigcs.org/scholarships-fellowships/undergraduate-students/

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 https://www.aises.org/students/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 https://americanindianservices.org/students/ais-scholarship/ Deadline dates have changed to the following:
- May 1 for classes starting in April, May June or July
- June 1 for classes starting in August, September, October or November
- October 1 for classes starting in December, January, February or March

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 https://www.indian-affairs.org/scholarships.html 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 https://equitable.com/en/foundation/equitable-excellence-scholarship.

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/.

CARING.COM SCHOLARSHIP: The Student-Caregiver Scholarship provides financial assistance to students who are caring for an adult relative while enrolled in college. Two scholarships of $1,500 are awarded each year to student-caregivers to help cover costs of tuition and books. Applicants must be full-time college students at an accredited two-or-four-year college or university in the United States, or full-time high school students who are registered to attend a qualifying institution the following semester. https://www.caring.com/caregivers/scholarships-for-student-caregivers. Deadline is June 30.

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.

**CHAFFEE 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:** The 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: https://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: http://csdiw.org/scholarships/

**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: https://www.jkcf.org/our-scholarships/.

**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 can be found at https://cfwnd.org/elmer-rapp-scholarship. Application should be made to the Elmer Rapp Scholarship Program, Diocese of Bismarck, P.O. Box 1137, Bismarck, ND 58502-1137

ERICKSON MERKEL FOUNDATION SCHOLARSHIP: The Erickson Merkel Foundation Scholarship shall be awarded to high achieving students who have aimed at taking control of their academic, professional and financial futures as best as possible. The EMF aims to select and reward scholarship candidates who exemplify the values of hard work, creativity, and service…not just students who earn a high GPA, but the sort students who are putting themselves through school by working tenaciously. “We want to reward workhorse scholars who are doing what is necessary to achieve their goals, all while avoiding burdensome and economically damaging student loan debt.” Applications are accepted January 15 through March 31. Apply at: http://www.ericksonmerkel.org/scholarships/.

FIRST NATIONS NATIVE AGRICULTURE AND FOOD SYSTEMS SCHOLARSHIP: First Nations will award 20 to 25 scholarships of $1,000 to $1,500 each to Native American students majoring in agriculture and agriculture-related fields. Fields including but not limited to agribusiness management, agri-science technologies, agronomy, animal husbandry, aquaponics, environmental studies, fisheries and wildlife, food production and safety, food-related policy and legislation, food science and technology, horticulture, irrigation science, and sustainable agriculture or food systems. Deadline is September 30. https://www.firstnations.org/grantmaking-scholarship/.

FOOL SOLDIER SCHOLARSHIP FUND: Annual awards for undergraduate students who are descendants of Teton Lakota men known as Fool Soldiers. Number of awards and award amount may vary. Contact student's high school guidance counselor or the Foundation for more information and/or application. Due March 5. https://app.smarterselect.com/programs/59294-Sioux-Falls-Area-Community-Foundation.

FOUNDATION FOR RURAL SERVICE SCHOLARSHIP: The foundation annually awards scholarships to an exceptional group of rural students for their first year of college or vocational school. In 2020, FRS will award scholarships in each geographic region of the NTCA membership. For each FRS general scholarship, FRS provides $2,000 and the sponsoring NTCA member company provides $500. In addition to the FRS general scholarships, each applicant must: be a graduating high school senior; be a United States citizen; be sponsored by a current NTCA–The Rural Broadband Association member; be accepted by an accredited two- or four-year college, university or vocational-technical school; have at least a C grade point average (GPA); express an interest to return to a rural community following graduation. FRS has the following named scholarships:
- Staurulakis Family Scholarships [4 - $5,000 scholarships available for students pursuing STEM major]
- TMS Scholarships
- Everett Kneece Scholarship
- Roger Alan Cox Memorial Scholarships
- Good Neighbor Scholarship
- Herbert and Isabel Bitz Memorial Scholarship
*Submitting one FRS application is sufficient for eligibility of all available scholarships.

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. 


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.

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/.

HOWARD J. SNORTLAND SCHOLARSHIP: Capital Credit Union invites students pursuing an associate or undergraduate degree, or technical certificate to apply for the opportunity to receive one of eight $1,000 scholarships created to assist them in achieving their higher education goals. The scholarship can be used at any North Dakota or Minnesota college, university or technical school. All applicants must have a Capital Credit Union account. Capital Credit Union employees and board members, as well as their children or direct relatives, are not eligible. Deadline is January 15. Apply at: https://forms.capcu.org/scholarship_application.

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: 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. https://iokds.org/scholarships/native-american-scholarship-program/.

KIMBERLY ROSE MEANS – NATIVE AMERICAN COUNCIL OF TRIBES SCHOLARSHIP: $750 awarded to graduating high school seniors who are enrolled members of a SD Native American tribe or South Dakota tribal members who are returning to school after an absence. Applicants must plan to attend an accredited college, university, or vocational school; have a cumulative GPA of 2.0 or higher; have participated in school and community activities (only applies to high school seniors); and have the desire and ability to accomplish their goals. Applications found at: https://www.sfacf.org/grants-scholarships/scholarships.

LOWRY ENGINEERING SCHOLARSHIP: Lowry Engineering Scholarship ($1,000) is a tuition scholarship program to assist qualified students in obtaining degrees from accredited academic institutions of higher learning specific to the field of engineering for the purpose of continuing growth and education around quality leadership in engineering for the states of North Dakota and Minnesota. Deadline is April 1. Mail application to Lowry Engineering, 1111 Westrac Dr. Ste. 108, Fargo, ND 58103. More information located at: www.lowryeng.com.

MANDAN EDUCATION ASSOCIATION SCHOLARSHIP: The Mandan Education Association Scholarship ($500) is open to any Mandan High School graduate who will be enrolled as a junior or senior in college and is planning on entering the field of education. Applications open in February and close the first Monday of April. Send the completed application to Mandan Education Association Scholarship, Mandan Middle School, 2901 12th Ave. NW, Mandan, North Dakota 58554.

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.

MENSAL 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/what-we-do/scholarships/.

MOBRIE 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: http://www.mobridgehospital.org/foundation/scholarships-and-funds/.

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 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/.

NATIONAL ASSOCIATION OF COUNTIES-NATIONWIDE SCHOLARSHIP: The National Association of Counties has partnered with Nationwide Retirement Solutions to offer four $2,500 scholarships for high school seniors. Winning applicants will have written a short essay describing why it’s important for a public sector employee to start saving early for retirement. The Nationwide-NACo scholarship program is intended to encourage high-school seniors to think about retirement. Application is available April 1 through May 31 at: http://www.nrsforu.com/scholarship.

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION 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. Application can be found at: https://www.nawic.org/nawic/NFSFScholarships.asp.

NORTH DAKOTS ASSOCIATION OF COUNTIES (NDACO) - INSTITUTE OF LOCAL GOVERNMENT (ILG) SCHOLARSHIP FUND: Children and grandchildren of county officials and employees are eligible to apply. The scholarship fund is supported by corporate sponsors and county donors from across the state. Six $2,000 scholarships are awarded. Applications are available online at: https://www.ndaco.org/image/cache/2020-Scholarship-App.pdf. Deadline is early June.
NORTH DAKOTA ASSOCIATION OF COUNTY ENGINEERS (NDACE) SCHOLARSHIP: Two $2,000 scholarships are available to college students in their second year or above who are attending any North Dakota institution and are majoring in any of the following programs: Civil Engineering, Construction Management, Construction Engineering, Civil Engineering Technology, Survey Technology, or Construction Management Technology. The Forest Jennings Scholarship $2,500 Award will be given to the highest scoring applicant. Half time students are eligible to apply. Deadline date is December 31 of each year. Applications shall be submitted online at: www.ndace.org/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 CORN GROWERS ASSOCIATION SCHOLARSHIP: The North Dakota Corn Growers Association will award 10 – $1,000 scholarships in 2020. Students must submit: a completed application, career plans, at least two letters of recommendation from non-family members, a resume and a copy of their most recent transcript. High school seniors and post-secondary students are eligible to apply. Applicants are required to be a member of a North Dakota Corn Growers Association. Student memberships are available for high school and post-secondary students for $10. Mail applications to the North Dakota Corn Growers Association office at 4852 Rocking Horse Circle S., Fargo, ND 58104. Download application here: https://www.ndcorn.org/wp-content/uploads/2019/09/2020-Scholarship-Application-Form.pdf.

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, and 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. https://www.ndunited.org/who-we-are/ndufoundation/grants-scholarships/.

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/.
NURSE CORPS SCHOLARSHIP PROGRAM: The Nurse Corps Scholarship Program (NCSP) awards funds to students enrolled in a diploma, associate, baccalaureate, or graduate degree nursing program in exchange for their commitment to serve in high-need, underserved communities. Scholarship support includes payment of tuition, required fees, other reasonable educational costs, and a monthly living stipend.

After completion of graduation/training, recipients can fulfill their service commitment at a number of approved health care facilities currently experiencing a critical shortage of nurses. Each scholar serves for a minimum of two years and receives one year of financial support (up to four years) for each additional year of service. Deadline is May 21.

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.

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: https://www.itcnet.org/about_us/scholarships.html.

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.

RECOVERY VILLAGE HEALTH CARE SCHOLARSHIP: Recovery Village is an organization with locations across the country, dedicated to helping those struggling with substance abuse into recovery. The Recovery Village Health Care Scholarship is a $1,000 award to students pursuing a health-related degree program who have been personally affected by addiction. Deadline is June 30. Apply at: https://www.therecoveryvillage.com/scholarships/.

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.

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: Those who are college sophomores or juniors in the current academic year, have outstanding potential and who study the environment and related fields; and 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. https://www.udall.gov/OurPrograms/Scholarship/Scholarship.aspx.

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.

US DEPARTMENT OF AGRICULTURE – USDA/1994 TRIBAL SCHOLARS PROGRAM: 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. See the high school application (PDF, 577 KB) and the college application (PDF, 592 KB) for details. For other questions, email 1994@usda.gov.

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.

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/](http://www.aigcs.org/scholarships/undergraduate-scholarships/).

**WEST RIVER TELEPHONE COLLEGE SCHOLARSHIP**: The West River Telephone Corporation sponsors eight $1,000 scholarships and one $1,000 technical scholarship to help students from their current subscribers. The child of a WRT employee/director may be eligible for a separate scholarship if pursuing a degree/career that is technology based. 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/wp-content/uploads/2019/12/WRTScholarship20201](http://www.westriv.com/wp-content/uploads/2019/12/WRTScholarship20201).

**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.
<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Eligibility Requirement</th>
</tr>
</thead>
</table>
| Standing Rock Sioux Tribe Higher Education Graduate Scholarship | - Must be an enrolled member of the Standing Rock Sioux Tribe  
- Must maintain a minimum 2.5 GPA  
- Must be a full-time student in accordance with policy  
- Must declare and state his or her program study as part of the initial application for the Graduate/Doctorial Program  
- Must have a complete application prior to consideration for funding with the program  
- For an application, please contact the SRST Tribal Department of Education @ (701) 854-8545 |
| Cheyenne River Sioux Tribe Graduate Scholarship | - Complete both Higher Education Scholarship and Application/Cheyenne River Sioux Tribe Scholarship  
- Must be enrolled full-time in accordance with policy  
- 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: [www.crsteducationservices.com](http://www.crsteducationservices.com) |
| Higher Education Grant Program | - Higher Education Grant Program Application  
- Letter of Acceptance and Updated college/university transcript  
- High school transcripts or GED scores  
- Signed Release of Grade form  
- Signed Privacy Act form  
- Certificate of Degree of Indian Blood(CDIB), which can be obtained by calling (701)627-4238  
- Financial Needs Analysis form (from Financial Aid Officer)  
- For an application please contact the Higher Education Grant Program @ (701) 627-4112 |
| Lower Brule Higher Education Grant Program | - Application for Lower Brule Higher Education grant  
- Verification of enrollment from the Lower Brule Sioux Tribe with degree of Indian blood  
- Copy of high school transcript or GED certificate  
- Acceptance letter from an institution of higher education  
- Copy of a completed Student Aid Report (SAR - Pell Grant)  
- Signed Financial Needs Analysis form  
- Signed Privacy Act statement  
- Class schedule for upcoming semester/quarter  
- For an application, please contact the Lower Brule Higher Education Program @ (605) 473-9232 |
| Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program | - Certificate of Degree of Indian Blood  
- Letter of Acceptance/Admission  
- Student Award Letter  
- High School Transcript or GED  
- College Transcripts  
- For an application please visit: [www.tm.edu](http://www.tm.edu) |
|---|---|
| Ethnicity: Turtle Mountain Band of Chippewa Enrolled Member  
Degree Plan: Any Graduate Study  
Award Amount: Amounts Vary  
Application Deadline: September 1st Scholarship Resource | |
| Sisseton Wahpeton Oyate Higher Education Grant Program | - Higher Education Grant Application with signature.  
- Financial Aid Budget (completed and signed by the Financial Aid Office)  
- Degree of Indian Blood which can be obtained by the Tribal Enrollment Office at (605) 698-3911, ext.#215  
- Letter of acceptance from the College or University.  
- Continuing students must submit a copy of their current transcripts  
- For an application, please contact the Sisseton-Wahpeton Oyate Higher Education Endowment Program @ (605) 742-0150 |
| Ethnicity: Sisseton Wahpeton Oyate Enrolled Member  
Degree Plan: Any Graduate Study  
Award Amount: N/A  
Application Deadline: June 15th Scholarship Resource | |
| The American Indian College Fund Full Circle Scholarship | - U.S. citizenship  
- Enrolled in full-time in a graduate program  
- Registered as a member of a federal or state recognized tribe, or a descendant of at least one grandparent or parent who is an enrolled tribal member. (Alaska Natives may use Native Corporation membership.)  
- Must have a minimum 2.0 GPA  
- Application are submitted online @ [www.collegefund.org](http://www.collegefund.org) |
| Ethnicity: Native American/Alaska Native/Native Hawaiian  
Degree Plan: Any Graduate Study  
Award Amount: Amounts Vary  
Application Deadline: May 31st Scholarship Resource | |
| The Ethel and Emery Fast Scholarship Foundation, Inc. | - Be an American Indian of a Federally recognized tribe  
- Have successfully completed on year of a post-secondary education at an accredited college or university  
- Be currently enrolled in same as a full-time student in good standing  
- Demonstrate financial need  
- For an application, please contact the Ethel and Emery Fast Scholarship Foundation @ (301) 762-1102 |
| Ethnicity: Native American  
Degree Plan: Any Graduate Study  
Award Amount: N/A  
Application Deadline: August 15th Scholarship Resource: Carol Minami, Manager Ethel & Emery Fast Scholarship Foundation, Inc. 12620 Rolling Road Potomac, MD 20854 P.(301) 762-1102 F.(301) 279-0201 E. qccarol@erols.com | |
| Native American & Alaska Native Fellowships: Grace Wall Berreda Memorial Fellowship | - Enrolled-full-time in a graduate program  
- Able to demonstrate financial need through submission of the AIGC Financial Need Form (FNF)  
- Enrolled member of a federally recognized American Indian or Alaska Native group  
- Apply online: [www.aigcs.org/scholarships/graduate-fellowships/](http://www.aigcs.org/scholarships/graduate-fellowships/) |
| Ethnicity: American Indian/Alaska Native  
Degree Plan: Environment Studies/Public Health  
Award Amount: $500 - $5,000  
Application Deadline: December 15th Scholarship Resource | |
<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Ethnicity</th>
<th>Degree Plan</th>
<th>Award Amount</th>
<th>Application Deadline</th>
<th>Scholarship Resource</th>
</tr>
</thead>
</table>
| Allgoan Slagle Memorial Scholarships                 | Non-Recognized American Indian Tribes         | Any Graduate Study                               | $1,500       | February 28th       | - Must be Native American from continental US tribes or Alaska Native  
- Must be enrolled in their tribe, a copy of tribal enrollment is required  
- No minimum blood quantum requirement for eligibility  
- Must be enrolled as full-time student for both fall and spring semester  
- Minimum need of $750 both fall and spring semester to be eligible  
- Must be attending an accredited school. *See FAQ's for more info.  
- Apply online: [https://www.indian-affairs.org/](https://www.indian-affairs.org/) |
| Elizabeth & Sherman Asche Memorial Scholarship Fund   | American Indian/Alaska Native                  | Public Health/Science                            | $1,500       | February 28th       | - Must be Native American from continental US tribes or Alaska Native and document enrollment in the tribe.  
- No minimum blood quantum requirement for eligibility.  
- Must be enrolled as full-time students for both fall and spring semester.  
- Minimum need of $750 both fall and spring semester to be eligible.  
- Must be attending an accredited school. *See FAQ's for more info.  
- Apply online: [https://www.indian-affairs.org/](https://www.indian-affairs.org/) |
| Sequoyah Graduate Scholarships                       | American Indian/Alaska Native                  | Any Graduate Study                               | $1,500       | February 28th       | - Must be Native American from continental US tribes or Alaska Native.  
- Must be enrolled in their tribe. A copy of tribal enrollment is required.  
- No minimum blood quantum requirement for eligibility.  
- Must be enrolled as full time students for both fall and spring semester.  
- Must have a minimum need of $750 both fall and spring semester to be eligible.  
- Must be attending an accredited school. *See FAQ's for more info.  
- For additional scholarship information please see the scholarship page of the website.  
- Apply online: [https://www.indian-affairs.org/](https://www.indian-affairs.org/) |
| AISES Intel Scholarship                              | Native American/Alaska Native/Native Hawaiian | Science/Technology/Engineering/Math              | $10,000      | June 28th           | - Must provide a personal essay with no more than 1000 words. This essay is evaluated by stating educational and/or career goals, stating interest in and motivation to continue higher education, understanding the importance of college and a commitment to completion, expressing commitment to learning, and giving back to the community.  
- Apply online: [https://www.aises.org/scholarships/intel-growing-legacy-scholarship-2020-2021](https://www.aises.org/scholarships/intel-growing-legacy-scholarship-2020-2021) |
| A.T Anderson Memorial Scholarship                    | Native American/Alaska Native/Native Hawaiian | Science/Engineering/Medicine/Natural Resources/Math/Technology | $2,000       | June 28th           | - The AISES Intel Scholarship is a one-time, non-renewable scholarship for AISES members.  
- The applicant must provide a personal essay with no more than 1000 words. This essay is evaluated by stating educational and/or career goals, stating interest in and motivation to continue higher education, understanding the importance of college and a commitment to completion, expressing commitment to learning, and giving back to the community.  
- For additional scholarship information please see the |
<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Ethnicity</th>
<th>Degree Plan: Any Graduate Study</th>
<th>Award Amount:</th>
<th>Application Deadline:</th>
<th>Scholarship Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Education Foundation</td>
<td>Native American/Alaska Native/ Native Hawaiian</td>
<td></td>
<td>N/A</td>
<td>April 4th</td>
<td><a href="https://www.aises.org/students/scholarships">link</a></td>
</tr>
<tr>
<td>Helen Gough Scholarship Foundation</td>
<td>Three Affiliated Tribe Enrolled Member</td>
<td></td>
<td>N/A</td>
<td>June 1st</td>
<td><a href="https://www.aises.org/students/scholarships">Higher Education Grant Program</a></td>
</tr>
<tr>
<td>HSF/General College Scholarship</td>
<td>Hispanic</td>
<td></td>
<td>$1,000 - $5,000</td>
<td>December 15th</td>
<td><a href="www.hsf.net">Apply online:</a></td>
</tr>
<tr>
<td>ESA Foundation Scholarship Program</td>
<td>All-Ethnicities</td>
<td></td>
<td>$330 - $5,000</td>
<td>February 1st</td>
<td><a href="www.scholarshipscollege.com/esa-foundation-scholarship-program/">Apply online:</a></td>
</tr>
<tr>
<td>Hawaiian Homes Commission Scholarship</td>
<td>Native Hawaiian or Lessee of Department of Hawaiian Home Lands</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **American Indian Education Foundation**
  - Ethnicity: Native American/Alaska Native/ Native Hawaiian
  - Degree Plan: Any Graduate Study
  - Award Amount: N/A
  - Application Deadline: April 4th
  - Scholarship Resource: [link](https://www.aises.org/students/scholarships)

- **Helen Gough Scholarship Foundation**
  - Ethnicity: Three Affiliated Tribe Enrolled Member
  - Degree Plan: Any Graduate Study
  - Award Amount: N/A
  - Application Deadline: June 1st
  - Scholarship Resource: Higher Education Grant Program | 404 Frontage Road New Town, ND 58763 | P.(701) 627-4112 | F.(701) 624-2295

- **HSF/General College Scholarship**
  - Ethnicity: Hispanic
  - Degree Plan: Any Graduate Study
  - Award Amount: $1,000 - $5,000
  - Application Deadline: December 15th
  - Scholarship Resource: [Apply online:](www.hsf.net)

- **ESA Foundation Scholarship Program**
  - Ethnicity: All-Ethnicities
  - Degree Plan: Any Graduate Study
  - Award Amount: $330 - $5,000
  - Application Deadline: February 1st
  - Scholarship Resource: [Apply online:](www.scholarshipscollege.com/esa-foundation-scholarship-program/)

- **Hawaiian Homes Commission Scholarship**
  - Ethnicity: Native Hawaiian or Lessee of Department of Hawaiian Home Lands
  - Degree Plan: Any Graduate Study
  - Award Amount: N/A

- **Application Requirements**:
  - Recommendation(s), Essay, & Transcript
  - Applicant must demonstrate academic achievement, character, financial need, leadership, & service to others
  - Application Fee: $5.00
  - 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

- **Application**:
  - For additional scholarship information, please see the scholarship page of the website [link](https://www.aises.org/students/scholarships)
| Scholarship Resource | - Full-time enrollment a graduate/professional program  
| Congressional Hispanic Caucus Institute | - Must demonstrate financial need  
| Scholarship Awards | - Consistent, active participation in public and/or community service activities  
| Ethnicity: Hispanic | - Strong writing skills. Applicants must be U.S. citizens  
| Degree Plan: Any Graduate Study | - Application Requirements: resume, recommendation(s), essay, SAR, financial need, leadership & service to others  
| Award Amount: $5,000 | - Apply online: [https://chci.org/programs/public-policy-fellowship-program/](https://chci.org/programs/public-policy-fellowship-program/)  
| Application Deadline: April 16th |  
| Scholarship Resource |  
| Thomas R. Pickering Graduate Foreign Affairs Fellowship Program | - Must be a United States citizen  
| Ethnicity: Women/Minority Groups | - Minimum 3.2 or higher GPA  
| Degree Plan: Public Policy/International Affairs/Public Administration/Business/Economics/Political Science/Sociology/Foreign Language | - 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.  
| Award Amount: Up to $40,000 | - 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.  
| Application Deadline: January 30th | - Must demonstrate financial need.  
| Scholarship Resource | - Apply online: [https://pickeringfellowship.org/graduate-fellowship/](https://pickeringfellowship.org/graduate-fellowship/)  
| Science Post Graduate Scholarship Fund |  
| Ethnicity: Enrolled in Federally Recognized Tribe | - Provide current GPA on a 4.0 scale.  
| Degree: Science, Technology, Engineering and Mathematic fields (may include: Medical and Life Sciences, Engineering and Physical Sciences, Earth, Environmental Sciences, and Technology) | - Upload an unofficial transcript that indicates your GPA  
| Award Amount: Up to 20,000 | - Program Plan: if you have an institution program plan, upload.  
| - Include link to college program or curriculum.  
| - In 500 words or less, describe how STEM major will apply to the service of the American Indian and Alaska Native Community. | - Apply online: [https://aigc.academicworks.com/](https://aigc.academicworks.com/)  
| Special Higher Education Program |  
| Deadline: June 1 | - Pursuing a post-baccalaureate graduate or professional degree as a full time student at an accredited institution in the U.S.  
| Degree: Post-baccalaureate graduate or professional degree Full Time | - Able to demonstrate financial need through submission of the American Indian Graduate Center Financial Needs Form  
| Award Amount: $1000-$5000 per academic year | - Must be an enrolled member of a federally recognized American Indian Tribe or Alaska Native group OR provide documentation of ancestry to possession of 1/4 degree Indian blood of a federally recognized Tribe as verified through submission of a Tribal Eligibility Certificate  
| - Apply Online: [https://aigc.academicworks.com/](https://aigc.academicworks.com/) |  

Application Deadline: March 1st
<table>
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<tr>
<th>Scholarship Program</th>
<th>Eligibility Requirements</th>
</tr>
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</table>
| **Well Fargo American Indian Scholarship**  | - Must be an enrolled member of a federally recognized American Indian Tribe or Alaska Native group OR provide documentation of ancestry to possession of 1/4 degree Indian blood of a federally recognized Tribe as verified through submission of a Tribal Eligibility Certificate  
- Be pursuing a career and degree in fields relating to banking, resort management, gaming operations, management and administration, including accounting, finance, information technology and human resources  
- Be an incoming student at a U.S. accredited college or university as full-time and degree-seeking student with an average GPA of a 3.00 on a 4.00 scale  
- Demonstrate financial need through submission of an American Indian Graduate Center Financial Need Form  
Apply online: [https://aigc.academicworks.com/](https://aigc.academicworks.com/) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| **American Indian Graduate Center Names Graduate Scholarships** | John Rainer Memorial Fellowship – Continuing AIGC Fellows in all degree areas  
Grace Wall Barreda Memorial Fellowship – Public Health and Environmental Studies  
Apply online: [https://aigc.academicworks.com/](https://aigc.academicworks.com/) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
STUDENT POLICY – STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID ELIGIBILITY

(Effective Fall 2019)

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 credits x 150% = 90 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 60.01% 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 WARNING or Financial Aid Disqualification may appeal this status:
- If the student had an extenuating circumstance that negatively impacted his/her academic performance i.e. documented medical problems (personal injury or illness/hospitalization of the student), impaired emotional health, family difficulties (divorce, death or illness of a family member); youthful indiscretion, job conflict, extreme financial hardship, or other circumstances beyond the student’s control);
- If the student who was on DISQUALIFICATION does not have an extenuating circumstance on which to base the appeal, she/he must successfully complete a semester passing a minimum of 6 credit hours without the benefit of federal aid and must have earned a 2.00 cumulative gpa;
- If the student who was on WARNING remains disqualified following the successful completion of a semester, she/he may submit an appeal based on academic success and demonstrated ability to be successful in future semesters [example: student passed at least 6 credit hours in the semester and earned a 2.00 semester gpa].
- If the student has exceeded the maximum time frame (i.e. she/he 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).

Specific documentation must be submitted to support the appeal. Submission of an appeal does not guarantee approval and reinstatement of financial aid eligibility.

A student 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 she/he 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 she/he 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 she/he 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 she/he 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 Vice President of Operations 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:
      i. Institute the recommended action of the Financial Aid Ad Hoc Committee
ii. Refer the matter back to the Financial Aid Ad Hoc Committee for additional consideration and review

iii. 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.

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

(Effective Fall 2013)

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.

At SBC, federal financial aid will be paid to students on the fourth 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:

**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.

**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.

**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.

**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 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 or 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.

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.

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.

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.

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 event. 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
- 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
- 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
- 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 2018 Term)*

Federal Pell and SEOG grants will be authorized for payment at the end of week four (4) of the semester. Federal financial aid funds will only be issued to students who have a completed financial aid file. Financial Aid files that are completed after the first scheduled disbursement date will be paid out on the next scheduled financial aid disbursement date. Pell grants are paid once per semester unless the student requests more disbursements or another funding source pays for the student’s tuition, books, and fees.

If a student’s FAFSA application is selected for verification, no funds shall be issued from Title IV federal financial aid sources until verification is completed. If selected, students will be notified by the Financial Aid Office.

Financial aid disbursements may be issued to students as a debit on their SBC Mazaska Master Card or on their personal bank account debit card. If a student prefers not to use a debit card, their financial aid will be disbursed by check.

An ATM machine is available at the Fort Yates campus in the Student Services Department. Brochures about the Mazaska Card are available at the Financial Aid Office in Fort Yates.
Attendance will be verified before financial aid disbursements are authorized. Funds may be withheld from any student who has not attended class during the two weeks prior to the disbursement date.

If there is an issue with a student’s attendance, the debit card will not be uploaded. Checks will be issued but will not be mailed to the student.

The student will be required to meet with the academic or career counselor prior to picking up their disbursement check on or after the disbursement date.

Federal Pell grant program requires that the students attend all of their classes to qualify for the payment. For example, if enrolled full-time (12 or more credit hours), students are required to attend at least 12 credit hours to qualify for the payment.

Students enrolled in the CDL certificate and students enrolled in the accelerated Business Administration degree will not receive excess Pell funds until attendance is documented for all the classes in which they are enrolled.

Student grades are reviewed by the Financial Aid Director at the end of each semester to determine whether a student is meeting satisfactory academic progress [SAP] standards toward meeting the declared major.

A student may be required to repay federal financial aid funds if any of the following situations occur prior to the completion of 60.01% of the semester:

- it is determined that the student did not attend all the classes for which she was paid
- it is determined that the student officially withdrew from all her classes
- it is determined that the student quit attending classes without officially withdrawing from college

SBC monitors attendance every 2 weeks. Adjustments to Pell will be made if a student quits attending class. If the student is considering withdrawing from classes, it is recommended she visit with the Financial Aid Director to determine how it will affect future financial aid eligibility.

Financial aid awards will be paid on the following expenses before funds are issued to the student.

- Current term tuition, books, and fees expenses. SBC shall grant an extension of credit to students to purchase their books from the SBC Bookstore. Students may choose not to utilize this option and must notify the financial aid office in writing at least one month prior to the start of the term. These students may receive excess federal financial aid to purchase their books somewhere else if they have attended all their classes by the end of the first week of school.

- Current term housing fees and rent (if living in student housing or in the efficiency apartment or dorm.)

- Current term daycare expenses – as authorized by the student.

- If student owes SBC for prior-year expenses, up to $200 per year will be taken from excess federal financial aid funds (Pell, FWS or SEOG) and used to pay on the prior-year debt to SBC.

Federal Work Study jobs ($12.00 per hour) are available on campus. Students do not earn benefits. Job announcements are posted in all campus sites in mid-August and mid-December.
Jobs are available at the library, bookstore, food pantry, day-care center, science lab, education department, and visitor center.

Other Disbursement Rules:

Financial aid is disbursed once per month – a total of 4 payments per semester. The first disbursement is issued by Friday of the 4th week of the semester. The next three disbursements are released on the first Friday of the month.

If any of those dates are on a holiday, the disbursement is issued the last working day prior to the holiday.

Any funds received between financial aid disbursements dates are paid on the next scheduled disbursement date with funds divided equally by the number of disbursements remaining in the semester. EXAMPLE: $3,000 received in August is paid in September, October, November and December at $750 each. The same funds received in mid-September are paid in October, November and December at $1,000 each disbursement.

Financial aid disbursements will NOT be issued during the first week of the semester.

Students who are in SBC housing are required to pay their rent from whatever financial aid is awarded after tuition, books, and fees are paid and before any 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 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: $400/month x 12 months’ rent fee paid out of the 9-month financial aid award.

If the Federal Pell grant is not sufficient to pay all tuition, books, fees, and housing costs, payment shall be made from other aid awarded before issuing any financial aid disbursement to the student.

Students who fail to maintain attendance at minimum full-time enrollment may have their full-time financial aid award canceled by some programs i.e. Pell grant.

Students may opt to purchase a meal ticket or SBC promotional products with their excess financial aid. Students may contact the Financial Aid Office if interested.
EDUCATIONAL EXPENSES PLANNING WORKSHEET

This worksheet is designed to help you plan for the payment of your educational expenses.

Direct Education Expenses:

$____________ $____________
Tuition and Fees. Tuition and fees can be found in the SBC Bulletin on the SBC website: www.sbc.edu in the Financial Aid Policies and Procedures section.

+ $____________ $____________
Books and Supplies. This expense will vary depending on major/coursework. The average cost is $155 per semester. Books can be charged at Bookstore.

+ $____________ $____________
Other Educational Costs. For example, tools and coveralls for building trades; medical uniforms, shoes, stethoscope for nurses; lab fees, computer fees, etc. Refer to www.sbc.edu in the Financial Aid Policies and Procedures.

+ $____________ $____________
Family Housing or Room/Board. Refer to your Tax Credit Contract for housing or room/board contract.

= $____________ $____________
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 waivers, vocational rehabilitation, etc. The assistance must be reported to the SBC Financial Aid Office.

= $____________ $____________ Total Financial Aid Awarded

Recap of Expenses and Financial Aid Awarded:

$____________ $____________ Total Financial Aid Awarded

(-) $____________ $____________ Total Expenses Payable to SBC

= $____________ $____________ Funds Available for Financial Aid Disbursements

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.
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. Wówačharaŋtognake (Generosity): SBC family should assist others in need without expecting anything in return.
3. Wówowuŋšila (Compassion): SBC family should display empathy for those less fortunate.
4. Wóowothaŋja (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. Wówičakȟe (Honesty) SBC family should display integrity, truthfulness and straightforwardness in their educational studies and activities.
7. Wóuŋšiič'iye (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.

**STUDENT APPEALS BOARD**

**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.
CAMPUS SECURITY

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, grooping 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**

**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.

**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.

**DEFINITIONS**

* **Stalking**
  Stalking is a more severe form of harassment which is being more commonly reported. It involves pester ing 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.

**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.

**TITLE IX POLICIES AND PROCEDURES**

**POLICY**
The Sitting Bull College (SBC) will address all incidents of sex discrimination and sexual harassment reported to the SBC Title IX Coordinator in compliance with the Higher Education Opportunity Act, the Clery Act, and Title IX of the Education Amendments of 1972, as amended.

**PURPOSE**
This policy informs all prospective students, current students, and all SBC employees of college policies and procedures regarding sex discrimination and sexual harassment to which all students, members of the faculty, and non-faculty personnel are expected to adhere during their time at SBC. In addition, comprehensive information is provided regarding the reporting of sex discrimination and sexual harassment and avenues to seek immediate assistance.

**PROCEDURE**
The Sitting Bull College seeks to create a positive educational environment on and off campus through our academic programs, services, activities, policies and procedures aimed at providing protection against sex discrimination and harassment. To that end, SBC condemns discrimination in its education programs and activities based on sex or gender, sexual orientation, gender identity or expression, sexual harassment, sexual violence, domestic violence, dating violence, and stalking. Notice of a sex discrimination or sexual harassment incident to the SBC Title IX Coordinator charges SBC with actual knowledge and triggers SBC’s response obligations as described in the institutional action section.

**SCOPE OF THE POLICY**
SBC must respond when sex discrimination and harassment occurs in the school’s education program or activity, against a person in the United States. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the discrimination or harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. Title IX applies to all of a school’s education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the
Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Individuals are responsible for immediately reporting any knowledge or information concerning sexual harassment to the SBC Title IX Coordinator identified in this policy which covers unwelcome conduct of a sexual or gender-based nature, whether committed on-campus, or off-campus where SBC has control over the respondent or the context of the harassment.

SBC encourages victims of sexual harassment to talk with a counselor. Different employees within the scope of SBC’s resources have different abilities to maintain a victim’s confidentiality.

- **SBC Counselors** are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”

- **SBC Employees** may talk to a victim in confidence, and generally only report to SBC that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger a College investigation into an incident against the complainant’s wishes.

- **SBC Employees** are required to report all the details of an incident (including the identities of both the complainant and respondent) to the Title IX Coordinator. A report to SBC employees (called “responsible employees”) constitutes a report to SBC and places SBC on notice to take appropriate steps to address the situation.

Compliance with this policy does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA). For the purpose of this policy, the outcome of a disciplinary proceeding means only the institution’s final determination with respect to the alleged sex discrimination or sexual harassment offense and any sanction that is imposed against the respondent. This policy also applies to retaliation by SBC or any person against any other person when for the purpose of interfering with Title IX rights, or because the person has participated or refused to participate in any manner in a proceeding under Title IX that is prohibited.

**ASSISTANCE FOLLOWING AN INCIDENT OF SEXUAL HARASSMENT**

- **Immediate Assistance:**
  Persons who have complaints of sexual harassment may file their complaints with the Title IX Coordinator (Koreen Ressler) located in the SBC Science & Technology Center 9299 Highway 24, Fort Yates, ND 58538 phone number 701-854-8001, or email [koreen.ressler@sittingbull.edu](mailto:koreen.ressler@sittingbull.edu)

  Victims of sexual violence should get to a place of safety and call Standing Rock BIA Law Enforcement at 701-854-3433. Obtain necessary medical treatment; time is a critical factor for evidence collection and preservation. An assault should be reported directly to a law enforcement officer, and college officials will aid in facilitating this process. Filing a police report will not obligate the complainant to prosecute, nor will it subject the reporting party to scrutiny or judgmental opinions from officers. Filing a police report will ensure that a complainant of sexual violence receives the necessary medical treatment and tests, at no expense to the complainant to the extent provided for by North Dakota law, and provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later.
Ongoing Assistance:
In order to ensure the safety and well-being of the complainant, SBC may take interim measures such as changing living arrangements, work schedules, academic schedules, addressing transportation issues, withdraw from/retake a class without penalty, and access academic support (e.g., tutoring), leaves of absence, campus escort services, or similar measures. In addition, while an investigation is pending SBC may initiate a “no contact order” between the parties that carries a sanction of expulsion if violated.

SBC has limited internal counseling options, but law enforcement officials and college representatives are available to facilitate access to support services, which may be obtained through the following resources:
- The Support Circle (9AM-5PM Mon-Fri Jessica Brockel) - (605) 845-2058
- Three Rivers- 1-800-658-3900
- McLaughlin- (605) 823-4212 Eagle Butte (605) 964-4210

Several service organizations in North and South Dakota have provided telephone numbers and made for students, faculty, staff and campus community members. SBC Campus Security and Counselors will assist any interested person in contacting these agencies.

Additional Support Services:
- National Domestic Violence Hotline - 1-800-799-7233 (SAFE)
- Rape, Abuse & Incest National Network Hotline - 1-800-656-4673 (HOPE)
- Communication Services for the Deaf (TTY) - 1-800-252-1017 (TTY)
- Communication Services for the Deaf (Voice) - 1-866-845-7445 (Voice)
- North Dakota Coalition Against Assault 701-255-7796
- CAWS North Dakota – 701-255-6240 Toll Free: (888) 255.6240
- Mobridge Ministerial Association- Mobridge, SD (605) 845-7855 (Helps with food boxes, clothing and when funding is available, they can help with deposits or utilities -usually an app that can be filled out and reviewed at the beginning of the month)

Area Shelters:
- Bridges Against Domestic Violence- Mobridge, SD (605) 845-2110 (Shelter house for DV/SA Victims only)
- The Welcome House-Bismarck ND (701) 751-0142 (Only accepts families)
- Safe Harbor-Aberdeen, SD (605) 226-1212 or 1-888-290-2935 (Shelter House for DV/SA Victims only)
- Sacred Heart-Eagle Butte, SD (605)964-6062 or 1-800-390-9298
- Pretty Bird Woman House-McLaughlin, SD (605) 823-7233 (Shelter house for DV/SA Victims only)
- Missouri Shores-Pierre, SD (605) 224-0256 (Shelter for DV/SA Only)
- Sacred Plume Shelter-Ft Yates, ND (701) 854-4515 (Referral office only)
- Abused Adult Resource Center-Bismarck, ND (701) 222-8370 (Staff will do over the phone intake- they will then be referred to either DV/SA specific places or homeless resources)

Homeless Shelter Directory:
- SD Homeless Coordinated Entry System- 1-800-664-1349
- Warrior's Lodge- McLaughlin, SD (605) 823-2030(Veteran's Home)
- CRST Homeless Shelter- Eagle Butte, SD (605) 964-8673
Pathways Homeless Shelter - Yankton, SD (605) 665-8994
Sicangu Oyate Tipi - Rosebud, SD (605) 747-2096
Bishop Dudley Hospitality House - Sioux Falls, SD (605) 809-8424
St Francis House - Sioux Falls, SD (605) 334-3879
War Cloud Drop in Center - Sisseton, SD (605) 698-9081
Corner Stone Rescue Mission - Rapid City, SD (605) 341-2741
The Journey Home Shelter - Aberdeen, SD (605) 725-7031
Welcome House - Mandan, ND (701) 751-0142 (Accepts families DV/Homeless)
United Way Homeless Shelter - Bismarck, ND (701) 255-3601
Edwinton Place - Bismarck, ND Contact Burleigh County Housing for application and referral (701) 255-2540

Cheyenne River Homeless Shelter Directory:
New Hope Homeless Shelter & Garden (605) 964-8670 or (605) 964-8673
(8 AM – 9 PM Singles, Women & Men - Drug & Alcohol Free)
The Mustard Seed (605) 218-0845 or (605) 218-0338
(8 AM – 5 PM: Singles, Women & Men)
CRST Old Agency Emergency Shelter (605) 964-3601
(Open 24 Hours: Singles, Women & Men - CRST Members Only)
CRST Family Emergency Shelter (605) 964-4673
(8 AM to 5 PM Singles with children, Couples with children)
CRST Family Violence Shelter (605) 964-2472
(8 AM to 5 PM - Singles, Women & Men and Families)
Sacred Heart Women’s Shelter (605) 964-7233 *Crisis Line*
(8 AM to 5 PM - Singles, Women & Men, Accepts those affected by Domestic Violence, Abuse & Human Trafficking)

TITLE IX COORDINATOR AND STAFF

- Title IX Coordinator has primary responsibility for overseeing the process of coordinating SBC’s compliance efforts, receiving complaints, investigations, hearing, sanctions, appeals, and education and training associated with this policy. To file a complaint or submit questions concerning actions governed by this policy contact the Title IX Coordinator (Koreen Ressler) located in the SBC Science & Technology Center 9299 Highway 24, Fort Yates, ND 58538 phone number 701-854-8001, or email koreen.ressler@sittingbull.edu

- Deputy Title IX Officers have the secondary responsibility and assist in the duties of the Title IX Coordinator. Deputy Title IX Officers include the Human Resources Director (Elisabeth Hertel) located in the SBC Finance Center, 9299 Highway 24, Fort Yates, ND 58538, phone: 701-854-8004, and the Dean of Academics (Shawn Holz) located in the SBC Science & Technology Center, 299 Highway 24, Fort Yates, ND 58538, phone: 918-549-280701-854-8002. Both can be contacted by email at firstname.lastname@sittingbull.edu.

- Title IX Investigators may include but not be limited to SBC security officers and staff. The primary responsibility of the investigator is to collect statements and any evidence directly related to any allegations of a Title IX policy violation as directed by the Title IX Coordinator. Investigators will receive appropriate Title IX and trauma informed training.
Title IX Hearing Officer may include an SBC administrator or external legal counsel. The primary responsibility of the hearing officer will be to ensure both parties receive due process in the event allegations of a Title IX policy violation are directed to a hearing by the Title IX Coordinator. Hearing Officers will receive appropriate Title IX and trauma informed training.

Title IX Hearing Member may include SBC faculty or staff members. The primary responsibility of the hearing member is to listen to both sides of the complaint. Each hearing member will evaluate the information being provided by both parties to make a decision whether or not a Title IX policy violation took place. Hearing members will receive appropriate Title IX training.

**DEFINITIONS**

SBC defines sex discrimination and sexual harassment broadly to include any of three types of misconduct on the basis of sex (or gender), all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Offenses prohibited under SBC’s policy include but are not limited to sex discrimination (including sexual orientation discrimination and gender identity or gender expression discrimination), sexual harassment, sexual violence to include non-consensual sexual contact, non-consensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

A. **Sex Discrimination**: includes sexual harassment and is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education, or institutional benefits, on account of sex or gender (including sexual orientation, gender identity, and gender expression discrimination). It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

B. **Sexual Harassment**: is unwelcome and discriminatory speech or conduct undertaken because of an individual’s gender or is sexual in nature and is so severe, pervasive, or persistent, objectively and subjectively offensive that it has the systematic effect of unreasonably interfering with or depriving someone of educational, institutional, or employment access, benefits, activities, or opportunities. Students and visitors who are subject to or who witness unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any SBC employee. Employees who are subject to unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any SBC employee. Employees who witness or receive reports of unwelcome conduct of a sexual nature are required to report the incident(s) or reports received to the Title IX Coordinator.

1. **Hostile Environment**: Sexual Harassment includes conduct that is sufficiently severe, pervasive, or persistent, objectively and subjectively offensive that it alters the conditions of education or employment or institutional benefits of a reasonable person with the same characteristics of the victim of the harassing conduct. Whether conduct
is harassing is based upon examining a totality of circumstances, including but not limited to:

- The frequency of the conduct;
- The nature and severity of the conduct;
- Whether the conduct was physically threatening;
- Whether the conduct was deliberate, repeated humiliation based upon sex;
- The effect of the conduct on the alleged victim’s mental or emotional state from the perspective of a reasonable person;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Continued or repeated verbal abuse of a sexual nature, such as gratuitous suggestive comments and sexually explicit jokes; and
- Whether the speech or conduct deserves constitutional protections.

2. Quid Pro Quo Sexual Harassment exists when individuals in positions of authority over the complainant:

- Make unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- Indicate, explicitly or implicitly, that failure to submit to or the rejection of such conduct will result in adverse educational or employment action or where participation in an educational program or institutional activity or benefit is conditioned upon the complainant’s submission to such activity.

**Examples of Harassment:**

- An instructor insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student agrees to the request.
- A student repeatedly sends sexually oriented jokes around in an email list he or she created, even when asked to stop, causing one recipient to avoid the sender on campus and in the dorms in which they both live.
- The instructor probes for explicit details, and demands that students respond to him or her, though they are clearly uncomfortable and hesitant.
- An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to his clear discomfort.

C. Sexual Violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties.

1. Non-Consensual Sexual Contact is any intentional touching, however slight, whether clothed or unclothed, of the victim’s intimate body parts (primarily genital area, groin, inner thigh, buttock or breast) with any object or body part, without consent and/or by force. It also includes the touching of any part of a victim’s body using the perpetrator’s genitalia and/or forcing the victim to touch the intimate areas of the perpetrator or any contact in a sexual manner even if not involving contact of or by breasts, buttocks, groin, genitals, mouth or other orifice. This definition includes sexual battery and sexual misconduct.
2. Non-Consensual Sexual Intercourse is defined as any sexual intercourse or penetration of the anal, oral, vaginal, genital opening of the victim, including sexual intercourse or penetration by any part of a person’s body or by the use of an object, however slight, by one person to another without consent or against the victim’s will. This definition includes rape and sexual assault, sexual misconduct, and sexual violence.
   a) Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.

3. Sexual Coercion is the act of using pressure (including physical pressure, verbal pressure or emotional pressure), alcohol, medications, drugs, or force to have sexual contact against someone’s will or with someone who has already refused. This includes rape, sexual assault, sexual exploitation and sexual misconduct.

4. Dating violence is violence between individuals in the following circumstances:
   The party is or has been in a social relationship of a romantic or intimate nature with the victim; and
   - The existence of such a relationship shall be determined based on a consideration of the following factors:
     - Length of the relationship
     - Type of relationship
     - Frequency of interaction between the persons involved in the relationship

5. Domestic Violence under SBC policy means violence committed by a current or former spouse of the victim;
   - A person with whom the victim shares a child in common;
   - A person who is cohabitating with or has cohabitated with the victim as a spouse;
   - A person similarly situated to a spouse of the victim under North Dakota domestic or family violence laws;
   - Any other person against an adult or youth victim who is protected from that person’s acts under North Dakota domestic or family violence laws.

D. Advisor: A person who has agreed to assist a complainant or respondent during the Title IX process. The advisor may be a person of the student’s choosing, including but not limited to a SBC faculty or staff member, a friend or an attorney.

E. Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

F. Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sexual harassment.
G. Formal complaint: a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and stating the date, time, place, name(s) of person(s) involved (e.g. the accused, witnesses) and sufficient detail to make a determination regarding basic elements of the formal complaint process.

H. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

I. Supportive measures - individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

CONSENT

Consent is the act of willingly agreeing to engage in sexual contact or conduct. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “No” always means “No,” and the absence of “No” may not mean “Yes”.

A. Consent is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding the conditions of sexual activity.

B. Consent to one form of sexual activity cannot imply consent to other forms of sexual activity.

C. Previous relationships or consent does not imply consent to future sexual acts.

D. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity.

E. In order to give effective consent, one must be of legal age and have the capacity to consent. Incapacity may result from mental disability, intellectual disability, unconsciousness/sleep, age, or use of alcohol, drugs, medication, and/or other substances. Consent given by someone who one should know to be, or based on the circumstances, reasonably should have known to be, mentally or physically incapacitated, is a policy violation. Incapacitation is a state where someone cannot make rational, reasonable decisions because he or she lacks capacity to give knowing consent. Note: indications of consent are irrelevant if the initiator knows or should reasonably have known of the incapacity of the other person.

Examples of when a person should know the other is incapacitated include, but are not limited to:

- The amount of alcohol, medication or drugs consumed,
- Imbalance or stumbling,
- Slurred speech,
- Lack of consciousness or inability to control bodily functions or movements, or vomiting,
- Mental disability or incapacity.
F. Use of alcohol, medications, or other drugs will not excuse behavior that violates this policy.

REPORTING

A. Mandatory Reporting
All SBC employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX Coordinator. Failure to do so may result in disciplinary action up to and including termination. All SBC employees are considered responsible employees with a duty to report any incident to the Title IX Coordinator.

B. Confidential Reporting
Resources are available through MCN Family Violence Prevention. Family Violence Prevention staff, counselors, victims’ advocates are available to speak with any person who wishes to report an incident and remain anonymous. All forms of sexual harassment should be reported, no matter the severity. In addition, SBC should be made aware of possible threats to the campus community in order to issue timely warnings.

C. Reporting to the Police
SBC strongly encourages anyone to report sexual violence and any other criminal offenses to the police. This does not commit a person to prosecution but will allow the gathering of information and evidence. The information and evidence preserve future options regarding criminal prosecution, College disciplinary actions and/or civil actions against the respondent.

- If the incident happened on campus, it can be reported to the Standing Rock BIA Law Enforcement at 918-732-380701-854-3433. If the incident happened anywhere else, it can be reported to the local law enforcement with jurisdiction in the location where it occurred. Know that the information you report can be helpful in supporting other reports and/or preventing further incidents.

- Reporting for Faculty and Staff (Non-Student) Instances: Faculty and staff shall report any instances of sexual harassment by another faculty or staff member to the Title IX Coordinator. As stated above, SBC also strongly encourages reporting any instances to the police.

- Employee Obligation to Report (Student Instances): In compliance with Title IX, employees who become aware of a student instance of sexual harassment shall immediately report such instance to the Title IX Coordinator, including the name of the persons involved.

D. Reporting of Student Instances
Students shall report any instances of sex discrimination or sexual harassment to any SBC employee and/or the Title IX Coordinator. A complaint should be filed as soon as possible. If either the complainant or the respondent is a student, the incident will be addressed through the Title IX process. The report can be made in person, by phone, mail, or email using the contact information listed for the Title IX Coordinator or by any other means that results in the Coordinator receiving the report. The report can be made any time, even during non-business hours.
After receiving a report or notice of an incident, the Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. A complainant’s wishes with respect to whether the SBC investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

SBC will promptly take necessary steps to protect the complainant and ensure safety as necessary, including taking interim steps before the final outcome of any investigation once a report or knowledge of sex discrimination or sexual harassment has occurred. Periodic updates on the status of the investigation will be provided to the complainant. If the school determines that the sexual violence occurred, SBC will continue to take these steps to protect the complainant and ensure his or her safety, as necessary. SBC will provide the complainant with any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, legal assistance, and assistance in reporting a crime to local law enforcement.

WRITTEN NOTICE OF COMPLAINT
Upon receipt of a formal complaint, SBC will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice includes:

a. Notice of the grievance process, including any informal resolution process;
b. Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response;
c. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
d. Notice of the parties’ right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and
e. Notice that knowingly making false statements or providing false information in the grievance process is a violation of the code of conduct and subject to disciplinary action.

INVESTIGATION
The Title IX Coordinator will make a determination to begin a formal investigation of sex discrimination or a sexual harassment incident which will lead to an institutional action. The coordinator will be available to explain to both parties the process and to notify in writing of the receipt of a complaint and the actions SBC will take. The burden of gathering evidence and burden of proof must remain on SBC, not on the parties.

An investigation will be conducted by a SBC Title IX official. This investigation will include:

- Meeting personally with the complainant, (unless extraordinary circumstances prevent a personal meeting),
- Meeting personally with the respondent, (unless extraordinary circumstances prevent a personal meeting),
- Presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made,
- Collecting any physical evidence,
• Meeting personally with any witnesses, (unless extraordinary circumstances prevent a personal meeting with one or more witnesses), and
• Reviewing any documentary evidence.

The investigation of complaints will be adequate, reliable and impartial. The investigation process can take up to 60 days. When investigating a complaint and throughout the complaint process, SBC must: (1) ensure that the burden of proof and of gathering evidence rests on SBC rather than the parties; (2) provide an equal opportunity for the parties to present witnesses and evidence (3) not restrict either party’s ability to discuss the allegations or gather and present evidence; (4) provide the parties with the same opportunities to have others present during interviews or related proceedings, including an advisor; (5) provide, to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigative interview, hearing or other meeting with enough time to allow the party to prepare and participate; (6) provide both parties and their advisors an equal opportunity to review all evidence directly related to the allegations in the formal complaint (both exculpatory and inculpatory) at least 10 days prior to the completion of the final investigation; and (7) prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to both parties and their advisors for review and written response at least 10 days before a hearing or determination of responsibility. SBC will determine if a Title IX hearing is necessary.

If it is determined that SBC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date.

MANDATORY OR PERMISSIVE DISMISSAL
Mandatory dismissal must occur when determined in the course of the investigation that allegation in a formal complaint: (1) did not occur in SBC’s program or activity; (2) did not constitute sexual harassment as defined; or (3) did not occur against a person within the US. Both parties must receive written notice of a mandatory dismissal and reasons.

Permissive dismissal may occur at any time during the investigation or hearing when: (1) a complainant notifies the Title IX Coordinator in writing that they would like to withdraw; or (2) the respondent is no longer enrolled or employed by SBC; or (3) specific circumstances prevent SBC from gathering evidence sufficient to reach a determination. Both parties must receive written notice of a permissive dismissal and reasons.

SBC may still address allegations of misconduct under the Student Code of Conduct.

INSTITUTIONAL ACTION
A. Mediation is a method of informal resolution. Informal resolutions are prohibited unless a formal complaint of sexual harassment is filed. Mediation may include conflict resolution or a restorative agreement between the parties with a trained Title IX Officer presiding over the mediation. Participation in mediation is not mandatory but will only take place with the consent of both parties involved. Mediation may only be used:
1. Prior to a Notice of hearing being issued;
2. When a trained Title IX Officer determines this is a suitable option for resolving the concern, and both the Complainant and Respondent agree to use the process;
3. When the complaint does not involve sexual violence as defined in the Title IX Policy.
4. When both parties acknowledge receipt of written notice of their rights under this policy and both parties provide written, voluntary consent.
5. Mediation is not available when the complaint alleges a SBC employee harassed a student.
Because the outcomes of voluntary resolution conversations are mutually developed and agreed upon by parties involved, an appeal of the process and its result is not permitted. However, either the Complainant or the Respondent may terminate mediation at any time prior to the entry of a voluntary resolution and proceed with the Title IX hearing. If the parties are unable to agree on a voluntary resolution, the matter will be referred by the Title IX Coordinator to a Title IX Hearing. No offers to resolve the conflict that were made or discussed during the informal voluntary resolution process may be introduced during the Title IX Hearing.

B. Title IX Hearing
The Title IX Coordinator will determine if a hearing is necessary; mediation is never appropriate in sexual violence cases. If it is determined that SBC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date, the alleged policy violation and issued a notice to appear at the hearing. The written notice will be hand delivered directly to the student(s) or mailed to the local address as filed in the Registrar’s Office. Students are responsible for providing and maintaining a current local address in the Registrar’s Office.

The hearing members shall include at least one trauma trained individual in sex discrimination or sexual harassment adjudication to include a trained Title IX Officer as the hearing officer and three members of faculty and staff as hearing members. The selection of the hearing members will be made by the Title IX Coordinator. Criteria for the hearing committee will include: 1) have received all appropriate training, 2) not a current instructor of either party involved, 3) have no previous substantive or direct knowledge of the incident, and 4) have no other perceived conflict of interest as determined by interview process with the Title IX Coordinator.

Description of the duties of the Title IX Hearing Members will include but not limited to the following:

- Read and understand the Title IX Policy and Procedures, which include the hearing process.
- Read and understand all of the information of the Title IX case provided by the Coordinator prior to the hearing as part of a hearing packet.
- Read and understand the procedures of the Title IX hearing provided by the Coordinator prior to the hearing as part of a hearing packet.
- Have a clear understanding of the incident in question before going into deliberations for a decision.
- Decide the outcome (majority vote) and sanctions if needed based on the information presented, hearing notes, and the SBC Title IX Policy.
- Provide copies of notes, if made, to the hearing officer. The hearing officer will inform the parties of the decision at the hearing and send a letter as described in this policy.

Complainant’s Rights:
- Be given a written explanation of the allegations and the hearing process;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case or make statements during the proceedings. Students must provide SBC with the name and contact information
for the student’s advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, SBC’s attorney will also be present for the hearing);
• Be given a timely hearing;
• Exclude evidence of the victim’s past sexual history from discussion during the hearing. The past sexual history of the victim with persons other than the respondent shall be presumed irrelevant;
• Clarifying that evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual harassment;
• Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
• Written notification of any external counseling services that may be available;
• Written notification of options for changing academic, living, transportation, and work site situations if reasonable;
• Written notification of an avenue for appeal.

Respondent’s Rights:
• Be given written notice of the allegations and the hearing process ;
• Have access to evidentiary material in advance of the hearing;
• Be present during the entire hearing;
• Have no violation presumed until found responsible;
• Be given a timely hearing;
• Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide SBC with the name and contact information for the student’s advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, SBC’s attorney will also be present for the hearing);
• Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
• Written notification of any external counseling services that may be available;
• Written notification of options for changing academic, living, transportation, and work site situations, if reasonable;
• Written notification of an avenue for appeal.

The hearing will include opening statements, each party’s evidence and witnesses, and closing statements. Students are permitted to be present during the disciplinary hearing (except during deliberations of the panel). Students are permitted to make statements, present witnesses and present evidence during the hearing which has been previously collected and approved during the investigation process. Witnesses and evidence need to be directly related to the incident. The standard of proof used in SBC Title IX Hearings is the preponderance of the evidence, which means the determination to be made, is whether it is more likely than not a violation occurred. This is significantly different than proof beyond a reasonable doubt, which is required for a criminal prosecution. In-person hearings are preferred, but videoconference hearings may be conducted if the hearing officer determines that the health, safety and welfare of all participants is better served by the alternate hearing mode.
OUTCOME

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is not responsible for a Sex Discrimination or Sexual Harassment policy violation the complaint will be dismissed.

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is responsible for a Sexual Harassment policy violation the following sanctions will be considered. The listing of sanctions below is not intended to be exclusive; in addition, sanctions may be imposed singularly or in combination when a violation of this policy is found.

Sexual Discrimination (includes gender discrimination) may include the following sanctions of the student(s) found responsible.

- Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent SBC, or denial of participation in extracurricular activities.
- Service Project – Community service or an education class or project beneficial to the individual and campus or community.
- Probation Level I – A specified period of time during which the student is placed on formal notice that he/she is not in good social standing with SBC and that further violations of regulations will subject him/her to suspension or expulsion from the SBC.
- Housing Suspension – If applicable and warranted by the severity of the incident, separation of a student from the student housing for a specified period of time, after which the student is eligible to return. Conditions for returning may be specified.
- Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy.
- Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Harassment may include the following sanctions on the student(s) found responsible.

- Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent SBC.
- Service Project – Community service or an education class or project beneficial to the individual and campus or community.
• Behavioral Change Requirement – Required activities including but not limited to, seeking academic counseling, substance abuse assessment, decision making class, writing a reflection paper, etc.
• Housing Suspension – If applicable, separation of a student from the student housing for a specified period of time, after which the student is eligible to return. Conditions for returning may be specified.
• Probation Level II – Adds to Level I the stipulation that students are prohibited from participating in any extracurricular activities not directly associated with academics (e.g., intramural sports, attending athletic events, student organizations/clubs/associations, leadership positions within housing or other organizations). Students must apply to get off Conduct Probation Level II by submitting documentation of their significant proactive efforts to become good citizens of the community and engage in responsible, productive behavior.
• Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notification on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy.
• Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notification on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Violence may include the following sanction on the student(s) found responsible.
• Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notification on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Both parties will be notified of the outcome in writing by certified mail or other agreed upon form of notice within five business days after the hearing at the same time. Both parties have the right to appeal the decision reached through the hearing proceedings within five days after the hearing.

**APPEAL PROCEDURES**
An appeal is not a new hearing but is a review of the record of the original hearing. It serves as a procedural safeguard for the student. The burden of proof shifts from SBC to the student(s) found responsible for the policy violation. The student must show one or more of the listed grounds for an appeal.

A. Appeals must be submitted in writing to the President within five (5) Sitting Bull College working/school days of receiving the decision. Failure to file an appeal within the prescribed time constitutes a waiver of any right to an appeal.
B. The appeal must cite at least one of the following criteria as the reason for appeal and include supporting argument(s):

1. The original hearing was not conducted in conformity with prescribed procedures and substantial prejudice to the complainant or the respondent resulted.
2. The evidence presented at the previous hearing was not “sufficient” to justify a decision against the student or group.
3. New evidence which could have substantially affected the outcome of the hearing has been discovered since the hearing. The evidence must not have been available at the time of the original hearing. Failure to present information that was available is not grounds for an appeal.
4. The sanction is not appropriate for the violation. This provision is intended to be utilized when a determined sanction is inherently inconsistent with SBC procedures or precedent. Simple dissatisfaction with a sanction is not grounds for overturning a sanction under this provision.

C. The President will review the record of the original hearing, including documentary evidence. It is the President’s discretion to convert any sanction imposed to a lesser sanction, to rescind any previous sanction, or to return a recommended sanction to the original hearing committee for review/or reconsideration. If there is new evidence (unavailable at the time of the hearing through no fault of the parties) which is believed to substantially affect the outcome, or evidence presented at the previous hearing(s) was “insufficient” to justify a decision against the student or group, or a finding that a substantial procedural error resulting in prejudice occurred, the matter may be remanded to either a rehearing of the entire matter or reconsideration of specific issues. If remanded to the original hearing committee, either or both students may appeal the committee’s decision to the President and the procedures set out above shall control the appeal.

D. The final decision will be communicated in writing by the President to the appealing student(s). The decision will be communicated within ten (10) working/school days of receiving the written recommendation. Both parties will be notified of the final outcome of the appeal.

E. The decision of the President on appeal shall be final.

SBC OFFICERS AND DESIGNEES
The designation of an SBC official responsible for prescribed actions shall automatically include the official’s designee in instances where an official is unable, unavailable or has concluded that the official may have a conflict of interest that causes the official to recuse from involvement in the matter. The official’s designee shall have the same authority as the official in matters involving this policy.

RECORDKEEPING PROTOCOL
SBC will document all reports and complaints of sex discrimination and provide copies of those reports to the Title IX Coordinator. SBC Title IX Office will maintain a secured electronic file system of all Title IX cases, reports, and complaints by academic year. The cases will include all information related to the individual case, which includes but is not limited to the initial complaint, letters sent to all parties, response from the respondent, immediate assistance, investigation notes, mediation agreement if applicable, notice of a hearing, committee selection, hearing notes, hearing decision, written notice of the outcome, and any recordings made of the hearing or in the course of the investigation. The time period to maintain the case records will be no less than
seven (7) years from the date of SBC’s final action or decision (whether through report of the investigation, mediation, or hearing). The confidential reporting of the number of incidents and types will be sent to SBC Security for the preparation of the Annual Crimes Report.

**PREVENTION AND EDUCATION**

A. **Education**
SBC requires all employees to take the following educational training courses on an annual basis. Employees may be required to be recertified on demand. Failure to have a certification of this required training may result in appropriate disciplinary action. Additional in-person trainings are also offered periodically and on request.

B. **Bystander Intervention**
If you witness a policy violation, or behaviors that may lead to a policy violation, there are a variety of things you can do as a bystander:
- Divert the intended victim (e.g. “help me out of here; I don’t feel well”)
- Distract the perpetrator (e.g. “looks like your car is being towed”)
- Delegate to a person of authority (e.g. if at a nightclub let the bartender/bouncer know of the situation)
- Direct, confront the perpetrator (e.g. “don’t speak to him/her in that manner; you are going to get yourself into trouble”)

C. **Risk Reduction Tips**
Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to blame victims, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you reduce your risk of experiencing a non-consensual sexual act.
- Make your limits known as early as possible.
- Be aware of your alcohol intake. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends or colleagues and ask that they take care of you.

D. **Potential Aggressor**
If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you reduce your risk for being accused of sexual misconduct:
- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- DON’T MAKE ASSUMPTIONS about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go; or about whether they are physically and/or mentally able to consent.
- If there are any questions or ambiguity, then you DO NOT have consent.

Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. You must respect the timeline for sexual behaviors with which they are comfortable.
- Don’t take advantage of someone’s drunkenness or drugged state, even if they did it to themselves.
• Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size.
• Don’t abuse that power. Understand that consent to one form of sexual behavior does not automatically imply consent to other forms of sexual behavior.
• Silence and passivity cannot be interpreted as an indication of consent.
• Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

TRAINING
Training on sexual misconduct: discrimination, harassment, and violence is included in SBC’s education program.

In-person training for student groups and students will be conducted through a variety of presentations, student orientation, and other meetings. In-person training for Active Bystander Intervention skills may include: On-going campus campaigns and information at a variety of events concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating students will be presented at prevention workshops. When in-person training is neither practical nor safe, alternative modes of training shall be utilized.

Mandatory training for employees will be provided through in-person training on sexual misconduct: discrimination, harassment, and violence and mandatory reporting through new employee orientations and other periodic training opportunities and upon request. In-person training for Active Bystander Intervention skills may include: ongoing campus campaigns and information at a variety of events, concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating employees.

AVAILABLE RESOURCES TO ALL OF THE SBC COMMUNITY
• Standing Rock Sioux Tribe Sacred Plume Domestic Violence Program – 701-854-4515
• National Domestic Violence Hotline - 1-800-799-7233 (SAFE)
• Rape, Abuse & Incest National Network Hotline - 1-800-656-4673 (HOPE)
• Communication Services for the Deaf (TTY) - 1-800-252-1017 (TTY)
• Communication Services for the Deaf (Voice) - 1-866-845-7445 (Voice)
• North Dakota Coalition Against Assault 701-255-7796
• CAWS North Dakota – 701-255-6240 Toll Free: (888) 255.6240
• Sacred Plume Women’s Shelter -
• Pretty Bird Woman House, McLaughlin, SD - 605-823-7233
• Bridges Against Domestic Violence, Mobridge, SD - 605-845-2110

RETAILIATION
The Federal civil rights laws, including Title IX, make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. This means that if an individual brings concerns about possible civil rights problems to a school’s attention, including publicly opposing sexual harassment or filing a sexual harassment complaint with the school or any State or Federal agency, it is unlawful for the school to retaliate against that individual for doing so. It is also unlawful to retaliate against an individual because he or she testified, or participated in any manner, in an OCR or school’s investigation or proceeding. Therefore, if a student, parent, teacher, sponsor coach, or other individual complains formally or informally about sexual harassment or participates in an OCR or school’s investigation or proceedings related to sexual harassment, the school is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual’s complaint
or participation. Individuals who, apart from official associations with SBC, engage in retaliatory activities will also be subject to SBC’s policies insofar as they are applicable to third party actions.

SBC will take steps to prevent retaliation against a student who filed a complaint either on his or her own behalf or on behalf of another student, or against those who provided information as witnesses. Complaints of retaliation will follow the same process of investigation, hearing, and appeal.

If it is determined under the preponderance of evidentiary standard (more likely than not to have occurred) that a student is responsible for retaliation the following sanction will be imposed.

Suspension – Exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from SBC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Vice President of Operations. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to SBC’s normal withdrawal policy.

FREE SPEECH AND ACADEMIC FREEDOM

Members of the SBC community enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution. This policy is intended to protect members of the SBC community from discrimination and is not designed to regulate protected speech. No provision of this policy shall be interpreted to prohibit conduct that is legitimately related to course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

AVAILABILITY OF OTHER COMPLAINT PROCEDURES

In addition to seeking criminal charges through local law enforcement, members of the SBC community may also file complaints with the following entities regardless of whether they choose to file a complaint under this procedure:

Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline: (800) 421-3481
Email: OCR@ed.gov

Office of Civil Rights:
Kansas City Field Office: OCR.KansasCity@ed.gov, (816) 268-0550;
Washington D.C.: OCR@ed.gov 1-800-421-3481

North Dakota Department of Labor and Human Rights
600 East Boulevard Ave Dept 406 | Bismarck, ND 58505-0340 | 701.328.2660 | 1-800-582-8032
- In-state toll-free | 1-800-366-6888 or 1-800-366-6889 TTY (Relay ND) | (701) 328-2031 Fax
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.

For more information about current state requirements, please go to:
http://www.ndsexoffender.com/ for North Dakota information
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

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.

**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.

**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.

**PROCEDURE**
If it is000ed, 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 steward 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 workplace 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.

**FEDERAL TRAFFICKING PENALTIES ARE AS FOLLOWS:**


Possession, use, or distribution of illicit drugs is prohibited by federal law. Strict penalties are provided for drug convictions, including mandatory prison terms for many offenses. Penalties increase significantly where use of the illicit drugs results in death or serious bodily injury. The following information, although not complete, is an overview of federal penalties for first convictions.

**Federal Drug Possession Penalties (21 USC §844)**

[www.deadiversion.usdoj.gov/21cfr/21usc/844.htm](http://www.deadiversion.usdoj.gov/21cfr/21usc/844.htm)

Persons convicted of illegally possessing any controlled substance face penalties of up to 1 year in prison and a minimum fine of $1,000, or both. Second convictions are punishable by not less than 15 days but not more than 2 years in prison and a minimum fine of $2,500. Subsequent convictions are punishable by not less than 90 days but not more than 3 years in prison and a minimum fine of $5,000.

Special sentencing provisions for possession of Flunitrazepam (Rohypnol, "roofies" or "roaches") impose a prison term of up to 3 years, a fine, or both.

Civil penalties of up to $10,000 may also be imposed for possession of controlled substances, whether or not criminal prosecution is pursued. Persons convicted of
possession may also be fined for the reasonable costs of the investigation and prosecution of the offense. Penalties for possession with intent to distribute are potentially even more severe.

**Drug Paraphernalia (21 USC §863)**


Persons convicted on federal charges of the sale, import, export, or shipping of drug paraphernalia face penalties of up to 3 years in prison and a monetary fine.

**Forfeiture of Personal Property, Real Estate (21 USC §853)**


Any person convicted of a federal drug offense punishable by more than one year in prison shall forfeit to the United States any personal or real property related to the violation, including houses, cars, and other personal belongings. Property may be seized upon arrest on charges that may result in forfeiture.

**Denial of Federal Benefits (21 USC §862)**

[www.deadiversion.usdoj.gov/21cfr/21usc/862.htm](http://www.deadiversion.usdoj.gov/21cfr/21usc/862.htm)

A federal drug conviction may result in the loss of federal benefits, including school loans, grants, contracts, and licenses. Federal drug trafficking convictions may result in denial of federal benefits for up to 5 years for a first conviction, 10 years for a second conviction, and permanent denial of federal benefits for a third conviction. Federal drug convictions for possession may result in denial of federal benefits for up to 1 year for a first conviction and up to 5 years for subsequent convictions.

**Drug Trafficking (21 USC §841)**


Penalties for federal drug trafficking convictions vary according to the quantity of the controlled substances involved in the transaction. The tables below summarize penalty information for several types of controlled substances. Persons who violate federal drug trafficking laws within 1,000 feet of a university may face penalties or prison terms and fines up to twice as high as the regular penalties for the offense, with a mandatory prison sentence of at least one year (21 USC §860).
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Substance/Quantity</th>
<th>Penalty</th>
<th>Substance/Quantity</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Cocaine 500-4999 grams mixture</td>
<td><strong>First Offense</strong>: Not less than 5 yrs. and not more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than $5 million if an individual, $25 million if not an individual.</td>
<td>Cocaine 5 kilograms or more mixture</td>
<td><strong>First Offense</strong>: Not less than 10 yrs. and not more than life. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than $10 million if an individual, $50 million if not an individual.</td>
</tr>
<tr>
<td>II</td>
<td>Cocaine Base 28-279 grams mixture</td>
<td><strong>Second Offense</strong>: Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Cocaine Base 280 grams or more mixture</td>
<td><strong>Second Offense</strong>: Not less than 20 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>II</td>
<td>Fentanyl 40-399 grams mixture</td>
<td><strong>Second Offense</strong>: Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Fentanyl 400 grams or more mixture</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Fentanyl Analogue 10-99 grams mixture</td>
<td></td>
<td>Fentanyl Analogue 100 grams or more mixture</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Heroin 100-999 grams mixture</td>
<td><strong>Second Offense</strong>: Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Heroin 1 kilogram or more mixture</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>LSD 1-9 grams mixture</td>
<td></td>
<td>LSD 10 grams or more mixture</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Methamphetamine 5-49 grams pure or 50-499 grams mixture</td>
<td></td>
<td>Methamphetamine 50 grams or more pure or 500 grams or more mixture</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>PCP 10-99 grams pure or 100-999 grams mixture</td>
<td></td>
<td>PCP 100 grams or more pure or 1 kilogram or more mixture</td>
<td></td>
</tr>
<tr>
<td>Substance/Quantity</td>
<td>Penalty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Any Amount of Other Schedule I &amp; II Substances</td>
<td><strong>First Offense:</strong> Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than Life. Fine $1 million if an individual, $5 million if not an individual.</td>
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<td></td>
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<tr>
<td>Any Drug Product Containing Gamma Hydroxybutyric Acid</td>
<td><strong>Second Offense:</strong> Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if not an individual.</td>
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<tr>
<td>Flunitrazepam (Schedule IV) 1 Gram or less</td>
<td><strong>First Offense:</strong> Not more than 10 yrs. If death or serious bodily injury, not more than 15 yrs. Fine not more than $500,000 if an individual, $2.5 million if not an individual.</td>
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</tr>
<tr>
<td>Any Amount of Other Schedule III Drugs</td>
<td><strong>Second Offense:</strong> Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than $1 million if an individual, $5 million if not an individual.</td>
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</tr>
<tr>
<td>Any Amount of All Other Schedule IV Drugs (other than one gram or more of Flunitrazepam)</td>
<td><strong>First Offense:</strong> Not more than 5 yrs. Fine not more than $250,000 if an individual, $1 million if not an individual.</td>
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<tr>
<td>Any Amount of All Schedule V Drugs</td>
<td><strong>Second Offense:</strong> Not more than 10 yrs. Fine not more than $500,000 if an individual, $2 million if other than an individual.</td>
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</tbody>
</table>

### Federal Trafficking Penalties for Marijuana, Hashish and Hashish Oil, Schedule I Substances

<table>
<thead>
<tr>
<th>Substance</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Marijuana 1,000 kilograms or more marijuana mixture or 1,000 or more marijuana plants</td>
<td><strong>First Offense:</strong> Not less than 10 yrs. or more than life. If death or serious bodily injury, not less than 20 yrs., or more than life. Fine not more than $10 million if an individual, $50 million if other than an individual.</td>
</tr>
<tr>
<td><strong>Second Offense:</strong> Not less than 20 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $20 million if an individual, $75 million if other than an individual.</td>
<td></td>
</tr>
<tr>
<td>Marijuana 100 to 999 kilograms marijuana mixture or 100 to 999 marijuana plants</td>
<td><strong>First Offense:</strong> Not less than 5 yrs. or more than 40 yrs. If death or serious bodily injury, not less than 20 yrs., or more than life. Fine not more than $5 million if an individual, $25 million if other than an individual.</td>
</tr>
<tr>
<td><strong>Second Offense:</strong> Not less than 10 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $8 million if an individual, $50 million if other than an individual.</td>
<td></td>
</tr>
<tr>
<td>Marijuana 50 to 99 kilograms marijuana mixture, 50 to 99 marijuana plants</td>
<td><strong>First Offense:</strong> Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine $1 million if an individual, $5 million if other than an individual.</td>
</tr>
<tr>
<td><strong>Second Offense:</strong> Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if other than an individual.</td>
<td></td>
</tr>
<tr>
<td>Hashish More than 10 kilograms</td>
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</tr>
<tr>
<td>Hashish Oil More than 1 kilogram</td>
<td></td>
</tr>
</tbody>
</table>
Marijuana
less than 50
kilograms
marijuana (but
does not include
50 or more
marijuana plants
regardless of
weight)

| First Offense: Not more than 5 yrs. Fine not more than $250,000, $1 million if other than an individual. |
| Second Offense: Not more than 10 yrs. Fine $500,000 if an individual, $2 million if other than individual. |

1 to 49 marijuana plants

Hashish
10 kilograms or less

Hashish Oil
1 kilogram or less

**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.

**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.
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.

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.

RENTAL RATES
Rental rates are approximately $400 to $500 per month depending upon the number of bedrooms. A security deposit equivalent to rental rates is due at the time of occupancy and will be returned to the applicant if vacated 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.

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.

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.

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.
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 Specialist. 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.
10. If required for activity, student must have been an active participant in fundraising.
11. Students with greater than or equal to $2,000 total debt to Sitting Bull College, excluding current semester enrolled, as of the date the initial travel request is signed, will not be allowed to travel.
Students with less than $2,000 total debt to Sitting Bull College, excluding current semester enrolled, as of the date the initial travel request is signed, will be allowed to travel provided:

1. Student has completed debt repayment agreement for tuition, books and fees prior to the start of the current term and has not missed any scheduled payments and has made at least one payment.
2. Student must not have any other outstanding debt to the college. Outstanding debt is calculated as the balance at the end of the prior month, minus any payments received since and anticipated assistance from outside sources (not financial aid).

Students who do not fulfill terms of the debt repayment agreement 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.

*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 ensure 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.

CLUBS/ACTIVITIES

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.

GEEK CLUB
Geek Oyate is a technology club focused on building leadership skills, exploring innovative ideas,
and providing students with the opportunity to learn about various technology fields.

RODEO CLUB
The SBC Rodeo Club is organized to assist and develop extracurricular activities and
opportunities for SBC students, faculty, staff and the general public.

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
CENTER FOR STUDENT SUCCESS

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 RESOURCES

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

DISABILITY SERVICES

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 Family Support Center.
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 Counselors are striven 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 course’s 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 courses 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 everyone 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:

**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.

**INTERNET COURSES**

This method of delivery is an alternative to the regular classroom instruction methods. Only those students 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 regard to previous computer experience prior to registration.

Requirements for distance learning courses are just as stringent as attending regular classes.
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, classes, 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.

Exemption: All two-year degree-seeking students who have earned 30 or more credits and completed First Year Learning or similar course, Composition I, Composition II, and either MATH 102 or MATH 103 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.

CHALLENGE TESTS

Sitting Bull College will permit students to demonstrate college level competency by completing the challenge examination to establish college credit for the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Challenge Exam</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110 Composition I</td>
<td>Argumentative Essay with Sources (scored on a rubric)</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 101 Introduction to Computers</td>
<td>Exam</td>
<td>3</td>
</tr>
<tr>
<td>NAS 101 Ochethi Sakowin Language for Beginners</td>
<td>Exam</td>
<td>3</td>
</tr>
<tr>
<td>NAS 103 Ochethi Sakowin Language, Culture, &amp; History</td>
<td>Exam</td>
<td>3</td>
</tr>
<tr>
<td>NAS 105 Ochethi Sakowin Culture I</td>
<td>Exam</td>
<td>3</td>
</tr>
</tbody>
</table>

Limits and Regulations for the Challenge Exam(s):

1. Students must enroll for either course during the registration process and will be required to pay the per credit hour tuition rate.
2. The test will be administered and scored within the first week of classes 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.
3. A student will only be allowed to take the challenge test once.
4. 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 3 credit hour language class which the student successfully challenges. The student’s Pell grant eligibility shall be based on 9 credits instead of 12 credits.
CONDUCTING RESEARCH AT SITTING BULL COLLEGE

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.
CHILDREN IN THE CLASSROOM

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>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory</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>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td></td>
<td>= 50</td>
</tr>
</tbody>
</table>

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 GRADE

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 79 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 Grade 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 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.

**DISPERLING 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**

Sitting Bull College has teamed-up www.Parchment.com to handle transcript requests electronically. Parchment is a transcript request service which securely links to the Sitting Bull College system to accept requests, payments, and then mails the transcript directly to you, making the process simpler, quicker, and more accessible. Telephone requests for transcripts will not be honored.

**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

**MASTER OF BUSINESS ADMINISTRATION**
The Master of Business Administration (MBA) 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:
- Master of Business Administration

**BACHELOR OF SCIENCE/BACHELOR OF ARTS/BACHELOR OF SOCIAL WORK**
The Bachelor of Science/Arts/Social Work (BS/BA/BSW) 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/BSW 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
- Heavy Equipment Operations I
- Lakhotiyapi/Dakhotiyapi I
- Commercial Driver's License
- Heavy Equipment Operations II
- Lakhotiyapi/Dakhotiyapi II
- Electrical
- Welding
- Heavy Equipment Operations I
- Lakhotiyapi/Dakhotiyapi I
- Heavy Equipment Operations II
- Lakhotiyapi/Dakhotiyapi II
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.

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 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>Writing Skills</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>Communications</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>Mathematics</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)</td>
<td>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation &amp; Beyond – 2 cr. Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</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 - 3 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><strong>Laboratory Science</strong>&lt;br&gt;<strong>Institutional Outcome (1, 3)</strong>&lt;br&gt;<strong>Essential Learning Outcome (1, 2)</strong></td>
<td>Any two (2) science course - 8 cr.&lt;br&gt;<em>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</em></td>
</tr>
<tr>
<td><strong>Computer Applications</strong>&lt;br&gt;<strong>Institutional Outcome (3)</strong>&lt;br&gt;<strong>Essential Learning Outcome (2, 4)</strong></td>
<td>CSCI 101 Introduction to Computers – 3 cr.&lt;br&gt;<em>Students will learn to become computer literate.</em></td>
</tr>
<tr>
<td><strong>Total Credit Hours Required</strong></td>
<td>41 credits</td>
</tr>
</tbody>
</table>

General education requirements for certificate vary according to the program of study.
**GENERAL EDUCATION FIRST-TIME FRESHMAN SEQUENCE OF COURSES**

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 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 ......................................................... 3-10

**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 the first semester.
DEGREE PLANS
DIVISION OF ARTS AND HUMANITIES

Associate of Arts Degree in General Studies
Associate of Arts – General Studies Nursing Transfer
Bachelor of Science – General Studies
Bachelor of Science – General Studies with Emphasis in Native American Studies

PROGRAM OUTCOMES

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.

Program Outcomes For: 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.

Program Outcomes For: Bachelor of Science – General Studies; Bachelor of Science – General Studies with Emphasis in Native American 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 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</td>
<td>Ochethi Sakowin Language I</td>
<td>3 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></td>
<td>NATIVE AMERICAN STUDIES ELECTIVE</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Select any one (1) course from Native American Studies</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HEALTH/PHYSICAL EDUCATION</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>LABORATORY SCIENCE</td>
<td>8 cr.</td>
</tr>
</tbody>
</table>

**Total General Education Requirements**

**40 credits**

## CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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></td>
<td>Humanities Course</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Technology Course</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Social &amp; Behavioral Science Course</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>8 cr.</td>
</tr>
</tbody>
</table>

**Total Core Requirements**

**21 credits**

**TOTAL DEGREE REQUIREMENTS**

**61 CREDITS**
ASSOCIATE OF ARTS – GENERAL STUDIES NURSING TRANSFER

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>
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</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>3 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>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 250</td>
<td>Developmental 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: 40 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):

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Abnormal Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>Social Problems</td>
<td>Ethics courses</td>
</tr>
<tr>
<td>Introduction to Ethics</td>
<td>Introduction to Western Philosophy</td>
</tr>
<tr>
<td>Comparative Spirituality</td>
<td>Arts course</td>
</tr>
<tr>
<td>Ochethi Sakowin Tradition, Philosophy, &amp; Spirituality</td>
<td>Culture course</td>
</tr>
<tr>
<td>Finite Math</td>
<td>Ethnobotany</td>
</tr>
</tbody>
</table>

Total Core Requirements: 24 credits

TOTAL DEGREE REQUIREMENTS: 64 CREDITS
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
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 Ochethi Sakowin Language I ......................................................................................... 3 cr.
NAS 103  Introduction to Ochethi Sakowin Language, Culture & History ..................................... 3 cr.

NATIVE AMERICAN STUDIES ELECTIVE .................................................................................. 3 cr.
Select any one (1) course from Native American Studies

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

CSCI 101  Introduction to Computers ............................................................................................... 3 cr.

Total General Education Requirements ....................................................................................... 40 credits

CORE REQUIREMENTS
MATH 210  Elementary Statistics ................................................................................................. 3 cr.
Electives 100+ Level .................................................................................................................... 41 cr.
HUM 497  General Studies Capstone Course .................................................................................. 1 cr.
MATH 314  Applied Statistics ......................................................................................................... 3 cr.
Electives 300+ Level .................................................................................................................... 36 cr.

Total Core Requirements ............................................................................................................ 84 credits

TOTAL DEGREE REQUIREMENTS .................................................................................................. 124 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 in Business Administration
Bachelor of Science in Business Administration
Master of Business Administration
Certificate in Information Technology A+
Certificate in Information Technology Maintenance/Os/Networking
Associate of Science Degree in Information Technology

PROGRAM OUTCOMES

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.

Program Outcomes For: Master of Business Administration
1. The student will discuss concepts and ideas in a professional manner through the use of written and oral communication.
2. The student will demonstrate how to budget effectively and prepare financial statements.
3. The student will demonstrate leadership skills applying creative problem-solving techniques to achieve optimal utilization of resources at an organization.
4. The student will integrate operations management techniques throughout the cross functional areas of an organization.
5. The student will describe the monetary system and how interest rates impact decisions in business.
6. The student will demonstrate an understanding of the financial, economic, and ethical challenges that are faced in today's business environment.

Program Outcomes For: Associate of Science Degree in Information Technology
1. The student will demonstrate the applications of computer information systems and fundamental computer concepts.
2. 
   I. The student will configure and enhance the hardware and software of a computer to optimize computer performance.
   II. The student will install internal and external options and devices.
   III. The student will utilize tools, hardware components, and hardware/software interfacing to troubleshoot computer problems.
3. 
   I. The student will plan and implement a technical solution for networking in small business environment.
   II. The student will create IP addressing plans for a small network and implement a network equipment upgrade.
4. The student will investigate issues and/or solve problems using current topics in computing as well as application of industry trends.
5. The student will understand the following as related to Visual Basic:
   I. How to construct user interfaces for simple programs, and design functional systems.
   II. Analyze and construct effective and efficient algorithms and appropriate control structure effectively use software development tools including editors, compilers, and libraries.
6. The student can apply knowledge and skills to wide range of information technology careers.
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

ENGL 110 Composition I ........................................................................................................ 3 cr.
ENGL 120 Composition II ........................................................................................................ 3 cr.
COMM 110 Fundamentals of Public Speaking ......................................................................... 3 cr.
MATH 103 College Algebra ..................................................................................................... 3 cr.
SOC 120 Introduction to Sociology .......................................................................................... 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 .......................................................................................................... 8 cr.
Any two (2) four-hour laboratory science courses

Total General Education Requirements .................................................................................. 40 credits

CORE REQUIREMENTS

BAD 101 Introduction to Business ............................................................................................ 3 cr.
BAD 103 Legal Environment of Business ............................................................................... 3 cr.
BAD 201 Principles of Accounting I ........................................................................................ 3 cr.
BAD 202 Principles of Accounting II ...................................................................................... 3 cr.
BAD 208 Entrepreneurial Marketing ........................................................................................ 3 cr.
BAD 219 Entrepreneurial Business Management ..................................................................... 3 cr.
BAD 297 Business Administration Internship .......................................................................... 3 cr.
ECON 201 Microeconomics ..................................................................................................... 3 cr.
ECON 202 Macroeconomics .................................................................................................... 3 cr.
BOTE 247 Spreadsheet Applications ...................................................................................... 3 cr.

Total Core Requirements ....................................................................................................... 30 credits

TOTAL DEGREE REQUIREMENTS .......................................................................................... 70 CREDITS
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:
1. Successful completion or in the last semester of Associate degree in Business Administration.
2. 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 .................................................................... 3 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 ........................................................................ 39-40 credits

BUSINESS CORE REQUIREMENTS

BAD 101 Introduction to Business ............................................................................. 3 cr.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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></td>
<td><strong>Total Business Core Requirements</strong></td>
<td>30 credits</td>
</tr>
</tbody>
</table>

**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>
<tr>
<td></td>
<td><strong>Total Professional Core Requirements</strong></td>
<td>51 credits</td>
</tr>
</tbody>
</table>

**TOTAL DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>121-122</td>
</tr>
</tbody>
</table>
MASTER OF BUSINESS ADMINISTRATION

The MBA program at Sitting Bull College educates current and future business leaders through the use of technology, research and engagement with an emphasis on economic development, budgeting, financial decision making, and planning while promoting ethical behavior consistent with the Lakota/Dakota culture and language.

CORE REQUIREMENTS
BADM 502 Operations and Supply Management ................................................................. 3 cr.
BADM 505 Money and Banking Analysis ............................................................... 3 cr.
BADM 517 Community Development ........................................................................ 3 cr.
BADM 542 Managerial Accounting ............................................................................ 3 cr.
BADM 573 Economics ................................................................................................. 3 cr.
BADM 606 Project Planning ........................................................................................ 3 cr.
BADM 610 Marketing Analysis .................................................................................... 3 cr.
BADM 635 Business and Tribal Law Environments ...................................................... 3 cr.
BADM 640 Management Information Systems ............................................................ 3 cr.
BADM 655 Financial Management and Financial Analysis ........................................... 3 cr.
BADM 680 Strategic Management and Decision Making ............................................. 3 cr.
BADM 697 Research Seminar ....................................................................................... 3 cr.
Total Core Requirements .............................................................................................. 36 credits
TOTAL DEGREE REQUIREMENTS .................................................................................. 36 CREDITS
**INFORMATION TECHNOLOGY**

We live in a computerized and networked society. 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 and/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, Cisco CCNA, and Cisco CCT. The courses offered at SBC are standardized with the North Dakota University System’s common course numbering system, preparing students to transfer to a four-year institution of higher learning for more advanced degrees.

**ASSOCIATE OF SCIENCE – INFORMATION TECHNOLOGY**

**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 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 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>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>HEALTH/PHYSICAL EDUCATION</td>
<td></td>
<td>2 cr.</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td></td>
<td>4 cr.</td>
</tr>
<tr>
<td>Total General Education Requirements</td>
<td></td>
<td>33 credits</td>
</tr>
</tbody>
</table>

**CORE REQUIREMENTS**

<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 141</td>
<td>Introduction to Cybersecurity</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 Systems Client</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Implementing a Server Environment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS 297</td>
<td>Information Technology Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 122</td>
<td>Visual Basic</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 133</td>
<td>Database Concepts I (SQL)</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 181</td>
<td>Creating Web Pages</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 211</td>
<td>Introduction to GIS/GPS</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CIS/CSCI 299</td>
<td>Computer Information Systems/Computer Science Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Core IT Requirements** .............................................. 35 credits

**TOTAL DEGREE REQUIREMENTS** ........................................... 68 CREDITS
DIVISION OF CONSTRUCTION TECHNOLOGY

Certificate in Building Trades
Certificate in Commercial Driver’s License (CDL)
Certificate in Electrical
Certificate in Heavy Equipment Operator (HEO)
Certificate in Welding

Construction technology is becoming a profession of specialists open to many interests and skills.

PROGRAM OUTCOMES

Program Outcomes For: Certificate 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.

Program Outcomes For: Certificate in Commercial Driver’s 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.

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.

Program Outcomes For: Certificate in Heavy Equipment Operator (HEO)
1. The student will attain the technical skills and knowledge necessary to earn credentials from NCCER in Heavy Equipment Operations
2. The student will 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. The student will demonstrate familiarity with the realities of employment in the heavy equipment industry.

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 – BUILDING TRADES

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.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 100</td>
<td>Applied English or higher</td>
<td>3 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>
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<td><strong>Total General Education Requirements</strong></td>
<td>7 credits</td>
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CORE REQUIREMENTS

<table>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>CARP 102</td>
<td>Core Curriculum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CARP 105</td>
<td>Construction Math</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CARP 120</td>
<td>Principles of Framing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CARP 125</td>
<td>Construction Practicum I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CARP 140</td>
<td>Principles of Interior Finish</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CARP 145</td>
<td>Construction Practicum II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>OSHA 100</td>
<td>Safety Course</td>
<td>1 cr.</td>
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<td><strong>Total Core Requirements</strong></td>
<td>19 credits</td>
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TOTAL DEGREE REQUIREMENTS ................................................................. 26 CREDITS

CERTIFICATE – COMMERCIAL DRIVERS LICENSE (CDL)

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>CDL 107</td>
<td>Advanced CDL Training</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CDL 109</td>
<td>Driver Endorsements</td>
<td>3 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>
<tr>
<td></td>
<td><strong>Total Certificate Requirements</strong></td>
<td>16 CREDITS</td>
</tr>
</tbody>
</table>

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.

Students must obtain or have the ability to obtain a valid driver license.

Students must be able to pass random drug testing.
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.

CERTIFICATE – HEAVY EQUIPMENT OPERATION I

CERTIFICATE REQUIREMENTS
CDL 100    CDL Permit............................................................................................. 4 cr.
CDL 105    Novice CDL Training.............................................................................. 2 cr.
HEO 101    Heavy Equipment Operation Training I............................................... 8 cr.
HPER 210   First Aid/CPR/AED............................................................................... 2 cr.
SOC 099    Job Skills............................................................................................... 2 cr.

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
CDL 106    CDL Refresher Course .......................................................................... 1 cr.
CDL 107    Advanced CDL Driving.......................................................................... 3 cr.
CDL 109    Driver Endorsements.......................................................................... 3 cr.
HAZ 099    HAZWOPER Training – 24 Hour......................................................... 1 cr.
HEO 201    Heavy Equipment Operation Training II............................................. 8 cr.
OSHA 201   Construction Course – 30 Hour.......................................................... 2 cr.

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 – WELDING

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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
Master’s 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

Program Outcomes For: Associate and Bachelor 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's 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>3 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>
</tbody>
</table>

**HEALTH/PHYSICAL EDUCATION**

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

**HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE**

Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed

**LABORATORY SCIENCE**

Any one (1) four-hour laboratory science course

Total General Education Requirements................................................................. 33 credits

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 210</td>
<td>Introduction to Early Childhood Education</td>
<td>2 cr.</td>
</tr>
<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>3 cr.</td>
</tr>
<tr>
<td>ECE 252</td>
<td>Stages of Child Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 254</td>
<td>Early Childhood Curriculum &amp; Methods</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ECE 297</td>
<td>Early Childhood Education Internship</td>
<td>3 cr.</td>
</tr>
<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>
</tr>
</tbody>
</table>

Total Core Requirements ............................................................................ 33 credits

**TOTAL DEGREE REQUIREMENTS**................................................................. 66 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>
<th>Description</th>
<th>Credits</th>
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<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>NAS 101</td>
<td>Ochethi Sakowin Language I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td></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>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Music Appreciation or MUSC/NAS 110 Ochethi Sakowin Music &amp; Dance</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE

Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCH 101</td>
<td>Ochethi Sakowin Culture, Language and Values</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 102</td>
<td>Psycology</td>
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<tr>
<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Intermediate Algebra or higher</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NAS 101</td>
<td>Ochethi Sakowin Language I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td></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>
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<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Music Appreciation or MUSC/NAS 110 Ochethi Sakowin Music &amp; Dance</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

HEALTH/PHYSICAL EDUCATION

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

LABORATORY SCIENCE - Choose any two (2) four-hour laboratory science course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 100</td>
<td>Physical Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Life Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHYS 120</td>
<td>Earth or Space Science</td>
<td>4 cr.</td>
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</table>

Total General Education Requirements .................................................. 40 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EED 250</td>
<td>Introduction to Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 254</td>
<td>Classroom Management</td>
<td>3 cr.</td>
</tr>
<tr>
<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>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPD 200</td>
<td>Exceptional Children</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Total Core Requirements ........................................................................ 22 credits

TOTAL DEGREE REQUIREMENTS ..................................................................... 62 CREDITS
BACHELOR OF SCIENCE – EDUCATION

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, and kindergarten. (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 attempt 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.
# 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 ......................... 3 cr.
- **NAS 103** Introduction to Ochethi Sakowin Language, Culture & History
  - Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed
- **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 ................ 2 cr.

### Laboratory Science

- Two (2) four-hour courses in the following areas:
  - **Earth Science** ...................................................... 4 cr.
  - **Life Science** ........................................................ 4 cr.
  - **Physical Science** .................................................... 4 cr.

### Total General Education Requirements ........................................... 37 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 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 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 ..................................................... 123 credits
**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition II</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>NAS 101 or 103</td>
<td>Ochethi Sakowin Language I, Language, Culture &amp; History</td>
</tr>
</tbody>
</table>

**HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE**

Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>First Year Learning Experience</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Transitions-Graduation &amp; Beyond</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
</tr>
</tbody>
</table>

**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:
- Earth Science
- Life Science
- Physical Science

**Total General Education Requirements**

**37 credits**

**EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 210</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>ECE 211</td>
<td>Introduction to Assessment</td>
</tr>
<tr>
<td>ECE 213</td>
<td>Language &amp; Literacy Development in Early Childhood Education</td>
</tr>
<tr>
<td>ECE 228</td>
<td>Developing Learning Environments</td>
</tr>
<tr>
<td>ECE 233</td>
<td>Pre-K Methods and Materials</td>
</tr>
<tr>
<td>ECE 236</td>
<td>Social/Emotional Development &amp; Guidance in Early Childhood Education</td>
</tr>
<tr>
<td>ECE 238</td>
<td>Child, Family, &amp; Community Relations</td>
</tr>
<tr>
<td>ECE 252</td>
<td>Stages of Child Development</td>
</tr>
<tr>
<td>ECE 254</td>
<td>Early Childhood Curriculum and Methods</td>
</tr>
<tr>
<td>ECE 297</td>
<td>Early Childhood Education Internship</td>
</tr>
<tr>
<td>ENGL 238</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SPD 200</td>
<td>Exceptional Children</td>
</tr>
</tbody>
</table>

**Total Early Childhood Education Core Requirements**

**33 credits**
PROFESSIONAL CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 304</td>
<td>Foundations of Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 310</td>
<td>Developmental/Disorders in Early Childhood Special Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 315</td>
<td>Early Childhood Math &amp; Science Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Early Childhood Social Studies Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 322</td>
<td>Administration &amp; Leadership in Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 325</td>
<td>Reading &amp; Language Arts Methods</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ECE 330</td>
<td>Observation/Assessment Techniques in Early Childhood</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 337</td>
<td>Inclusion in Early Childhood Settings</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 338</td>
<td>Play &amp; the Social Environment in Early Childhood Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ECE 362</td>
<td>Early Childhood Humanities</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ECE 428</td>
<td>Issues in Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 495</td>
<td>Foundations of Action Research in Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ECE 496</td>
<td>Action Research in Early Childhood Education</td>
<td>12 cr.</td>
</tr>
<tr>
<td>EED 260</td>
<td>Educational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 290</td>
<td>Art for Elementary Teacher</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 447</td>
<td>Multicultural Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 498</td>
<td>Senior Capstone</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Total Professional Core Requirements ........................................................................ 56 credits

TOTAL DEGREE REQUIREMENTS ....................................................................................... 126 CREDITS
# BACHELOR OF SCIENCE – ELEMENTARY EDUCATION

## 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>3 cr.</td>
</tr>
<tr>
<td>NAS 101 or NAS 103</td>
<td>Ochethi Sakowin Language I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HUMANITIES/SOCIAL &amp; BEHAVIORAL SCIENCE ELECTIVE</td>
<td></td>
<td>3 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>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HISTORY OR NATIVE AMERICAN HISTORY ELECTIVE</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 238</td>
<td>Children’s Literature</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MUSIC ELECTIVE</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Music Appreciation or NAS 110 Ochethi Sakowin Music &amp; Dance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td>Any two (2) one-hour courses or any one (1) two-hour course</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

Select (1) four one-hour courses or any one (1) two-hour course in each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science</td>
<td></td>
<td>4 cr.</td>
</tr>
<tr>
<td>Life Science</td>
<td></td>
<td>4 cr.</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

### Total General Education Requirements

- **50 credits**

## ELEMENTARY EDUCATION CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 220</td>
<td>Geography for Teachers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 250</td>
<td>Introduction to Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 254</td>
<td>Classroom Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 256</td>
<td>Foundation of Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 260</td>
<td>Educational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 262</td>
<td>Strategies, Methods &amp; Observation in Teacher Education</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EED 277</td>
<td>Math for Elementary Teacher I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 278</td>
<td>Math for Elementary Teacher II</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 290</td>
<td>Art for Elementary Teacher</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 298</td>
<td>Pre-Professional Experience</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EED 301</td>
<td>Integrating Technology into the Classroom</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 305</td>
<td>Methods of Teaching in the Elementary, Middle, or Secondary School</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 310</td>
<td>Methods of Teaching Science in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 315</td>
<td>Methods of Teaching Math in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 320</td>
<td>Methods of Teaching Social Studies in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 325</td>
<td>Methods of Teaching Language Arts in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 330</td>
<td>Methods of Teaching Reading in the Elementary School</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 335</td>
<td>Methods of Teaching Music in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 345</td>
<td>Methods of Teaching Physical Education in the Elementary School</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 350</td>
<td>Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 447</td>
<td>Multicultural Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 450</td>
<td>Reading Theory and Process</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 497</td>
<td>Student Teaching in the Elementary School</td>
<td>12 cr.</td>
</tr>
<tr>
<td>EED 498</td>
<td>Senior Capstone</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPD 200</td>
<td>Exceptional Children</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### Total Elementary Education Core Requirements

- **76 credits**

### TOTAL DEGREE REQUIREMENTS

- **129 CREDITS**
## BACHELOR OF SCIENCE – SECONDARY SCIENCE EDUCATION

### 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>MATH 107</td>
<td>Precalculus</td>
<td>5 cr.</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS 101 or</td>
<td>Ochethi Sakowin Language I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**HUMANITIES/SOCIAL & BEHAVIORAL SCIENCE ELECTIVE** ............................................................. 3 cr.

Recommend selecting any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed.

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>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>
</tbody>
</table>

**HEALTH/PHYSICAL EDUCATION** .......................................................................................... 2 cr.

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

**Total General Education Requirements** ............................................................................ 40 credits

### SECONDARY SCIENCE EDUCATION CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 250</td>
<td>Introduction to Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 254</td>
<td>Classroom Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 256</td>
<td>Foundation of Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 260</td>
<td>Educational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 298</td>
<td>Pre-Professional Experience</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EED 301</td>
<td>Integrating Technology into the Classroom</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 350</td>
<td>Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 447</td>
<td>Multicultural Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EED 495</td>
<td>Teaching Reading in the Content Area</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EED 498</td>
<td>Senior Capstone</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SED 390</td>
<td>School Science Safety</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SED 400</td>
<td>Methods &amp; Materials of Secondary Science Education</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SED 497</td>
<td>Student Teaching in the Secondary School</td>
<td>12 cr.</td>
</tr>
<tr>
<td>SPD 200</td>
<td>Exceptional Children</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Secondary Science Education Core Requirements** ....................................................... 47 credits

### CORE REQUIREMENTS - BIOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 224</td>
<td>General Ecology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENS 113</td>
<td>Introduction to Environmental Science</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

**300/400 LEVEL BIOLOGY ELECTIVES** .................................................................................. 12 cr.

**Total Biology Core Requirement** ................................................................................... 24 credits

### CORE REQUIREMENTS - CHEMISTRY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115</td>
<td>Introduction to Chemistry</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

**300/400 LEVEL CHEMISTRY ELECTIVES** ................................................................................ 8 cr

**Total Chemistry Core Requirement** .................................................................................. 12 credits
CORE REQUIREMENTS - GEOLOGY
GEOL 100 Earth Science................................................................. 4 cr.
GEOLOGY ELECTIVES ......................................................................... 8 cr
Total Geology Core Requirement........................................................................ 12 credits

CORE REQUIREMENTS - PHYSICS
PHYS 102 Physical Science ........................................................................ 4 cr.
or
PHYS 211 Physics I ................................................................................. 4 cr.
or
PHYS 110 Astronomy ............................................................................. 4 cr.
Total Physics Core Requirement........................................................................ 4 credits

Total Science Core Requirements....................................................................... 52 credits
TOTAL DEGREE REQUIREMENTS.................................................................. 139 CREDITS
MASTER’S 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

<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 165</td>
<td>Calculus I</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>3 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>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td>HEALTH/PHYSICAL EDUCATION</td>
<td>2 cr.</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>University Physics I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Total General Education Requirements</td>
<td>40 credits</td>
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CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 115</td>
<td>Introduction to the Engineering Profession w/CAD</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENGR 221</td>
<td>Statics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGR 222</td>
<td>Dynamics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 129</td>
<td>Basic Linear Algebra</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PRE-ENGINEERING ELECTIVE</td>
<td>3-4 cr.</td>
<td></td>
</tr>
<tr>
<td>CORE REQUIREMENTS-MATH</td>
<td>30-31 credits</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Intermediate Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>or MATH 103</td>
<td>College Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Trigonometry</td>
<td>2 cr.</td>
</tr>
<tr>
<td>or MATH 107</td>
<td>Precalculus</td>
<td>5 cr.</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Calculus III</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Differential Equations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>30-31 credits</td>
<td></td>
</tr>
<tr>
<td>TOTAL DEGREE REQUIREMENTS</td>
<td>70-73 CREDITS</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF MATH AND SCIENC

Associate of Science – Environmental Science
Bachelor of Science – Environmental Science
Master’s of Science – Environmental Science

PROGRAM OUTCOMES

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.

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.

Program Outcomes For: Master's 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

<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 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>3 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>BIOL 150</td>
<td>General Biology I</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

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 .................................................................. 33 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 224</td>
<td>General Ecology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 115/121</td>
<td>Introduction to Chemistry or General Chemistry I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENS 113</td>
<td>Introduction to Environmental Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENS 202</td>
<td>Environmental Issues</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ENS 225</td>
<td>Environmental Sampling</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENS 240</td>
<td>Environmental Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 260</td>
<td>Environmental Research Project I</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ENS 261</td>
<td>Environmental Research Project II</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ENS 297</td>
<td>Environmental Science Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENS 299</td>
<td>Special Topics</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Any 3-4 credits

CORE ELECTIVES 100+ Level ................................................................................. 3-4 cr.

TOTAL DEGREE REQUIREMENTS .............................................................................. 65-66 CREDITS
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 Ochethi Sakowin Language I ............................................................ 3 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 Native American Studies
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 I ................................................................................ 4 cr.
CHEM 115/121 Introduction to Chemistry or General Chemistry I ....................... 4 cr.

Total General Education Requirements .................................................................. 40 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.

STEM 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 ............................................................................ 125-126 CREDITS
MASTER’S OF SCIENCE – ENVIRONMENTAL SCIENCE

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.

Admissions Requirements
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 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.

CORE REQUIREMENTS
ENS 500 Graduate Research Seminar ................................................................. 2 cr.
ENS 511 Advanced Experimental Design .......................................................... 3 cr.
ENS 515 Advanced Statistics .............................................................. 3 cr.
ENS 520 Advanced Techniques in GIS ............................................................. 3 cr.
ENS 542 Environmental Policy & Resource Management ................................... 3 cr.
ENS 545 Applying Dakota/Ochethi Sakowin Culture to Environmental Science .......... 3 cr.
ENS 550 Conservation Biology ........................................................................... 3 cr.
ENS 600 Research and Thesis ............................................................................. 6-9 cr.
Total Core Requirements ..................................................................................... 26-29 credits

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 12 CREDITS)
ENS 522 Advanced Remote Sensing and Digital Image Processing ................................ 3 cr.
ENS 530 Limnology ......................................................................................... 3 cr.
ENS 532 Watershed Analysis ............................................................................ 3 cr.
ENS 552 Avian Ecology .................................................................................... 3 cr.
ENS 554 Grassland Ecology ............................................................................. 3 cr.
ENS 556 Ecology of Invasive Species ............................................................... 3 cr.
ENS 558 Restoration Ecology ........................................................................... 3 cr.
ENS 560 Advanced Water and Soil Biogeochemistry ........................................ 3 cr.
ENS 562 Microbial Ecology ............................................................................... 3 cr.
ENS 570 Climate Change .................................................................................. 3 cr.
ENS 572 Environmental Water Quality ............................................................. 3 cr.
ENS 580 Advanced Water Sampling Techniques .............................................. 3 cr.
ATSC 520 Atmospheric Chemistry .................................................................... 3 cr.
ATSC 528 Atmospheric Data Analysis .............................................................. 3 cr.
ATSC 535 Measurement Systems ....................................................................... 3 cr.
ATSC 565 Air Quality ......................................................................................... 3 cr.
Total Specialization/Emphasis Requirements ..................................................... 12+ credits
TOTAL DEGREE REQUIREMENTS ..................................................................... 38+ CREDITS
DIVISION OF NATIVE AMERICAN STUDIES

Associate of Science/Certificates – Lakhotiyapi/Dakhotiyapi
Associate of Arts – Native American Studies
Bachelor of Arts – Native American Studies

PROGRAM OUTCOMES

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

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.

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.

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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COMM 110</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 102</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 120</td>
<td>2 cr.</td>
</tr>
<tr>
<td>OCHETI SAKOWIN LANGUAGE</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSCI 101</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE ...........................................6 cr.

Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology

HEALTH/PHYSICAL EDUCATION ..................................................................2 cr.

LABORATORY SCIENCE .............................................................................4 cr.

Any one (1) four-hour laboratory science course

Total General Education Requirements ..................................................................36 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS........................................................................3 cr.


METHODS COURSE OPTIONS........................................................................3 cr.


LIGUISTICS COURSE OPTIONS....................................................................3 cr.

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-Intermediates I..........................1 cr.
LDL 222 Intensive Ochethi Sakowin for Pre-Intermediates II..........................1 cr.
LDL 223 Intensive Ochethi Sakowin for Pre-Intermediates III.........................1 cr.

IMMERSION METHODS & STRUCTURE COURSE OPTIONS............................2 cr.

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 .............................................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

PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS .................................................2 cr.

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 ...............................................6 cr.

Six (6) credit hours should be selected carefully by the student and advisor from the Lakhotiyan/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 .................................................... 3 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, 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 ..................................................... 40 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: ............................................................ 6 cr.
  Select two: NAS 107, NAS 108, or NAS 109
NAS 102 Ochethi Sakowin Language for Elementary Learners ............... 3 cr.
NAS 105 Ochethi Sakowin Culture I ....................................................... 3 cr.
NAS 112 Introduction to Native American Studies .................................... 3 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 ..................... 3 cr.
NAS 212 Ochethi Sakowin Language for Intermediates ............................ 3 cr.
Total Core Requirements ..................................................................... 30 credits

TOTAL DEGREE REQUIREMENTS ............................................................ 70 CREDITS
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 Ocethi 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 ............................................................. 3 cr.
PSYC 100 First Year Learning Experience ..................................... 3 cr.
SOC 120 Transitions-Graduation & Beyond ................................... 2 cr.
NAS 101 Ocethi Sakowin Language I ............................................ 3 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, 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 ............................................. 40 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: ......................................................... 6 cr.
Select two: NAS 107, NAS 108, or NAS 109
NAS 102 Ocethi Sakowin Language for Elementary Learners ............ 3 cr.
NAS 105 Ocethi Sakowin Culture I ................................................... 3 cr.
NAS 112 Introduction to Native American Studies ........................... 3 cr.
NAS 204 Native American Governments: Traditional and Contemporary 3 cr.
NAS 208 Ocethi Sakowin Tradition, Philosophy, and Spirituality ........ 3 cr.
NAS 211 Ocethi Sakowin Language for Pre-Intermediates .................. 3 cr.
NAS 212 Ocethi Sakowin Language for Intermediates ........................ 3 cr.

Total Native American Studies Core Requirements .......................... 30 credits

PROFESSIONAL CORE REQUIREMENTS
NAS 301 Ocethi Sakowin Language for Advanced Intermediates ........ 3 cr.
NAS 302 Ocethi Sakowin Language for Proficient Learners ............... 3 cr.
NAS 311 Native American Women .................................................... 3 cr.
NAS 419 Native Sovereignty & Decolonization ................................ 3 cr.
NAS 421 Ocethi Sakowin Social & Kinship Systems ........................... 3 cr.
NAS 431 Traditional Ocethi Sakowin Leadership .............................. 3 cr.
NAS 497 Native American Studies Capstone Course ....................... 1 cr.
NAS Electives 300+ Level .................................................................. 24 cr.
Electives 300+ Level ......................................................................... 12 cr.

Total Professional Core Requirements .............................................. 55 credits

TOTAL DEGREE REQUIREMENTS ................................................................ 125 CREDITS

189
DIVISION OF NURSING

Associate of Science – Practical Nursing

PROGRAM OUTCOMES

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.
ASSOCIATE OF SCIENCE – PRACTICAL NURSING

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

<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>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>BIOL 220</td>
<td>Anatomy and Physiology I</td>
<td>4 cr.</td>
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Total General Education Requirements .............................................................................. 33 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>NURS 101</td>
<td>Introduction to the Nursing Profession</td>
<td>1 cr.</td>
</tr>
<tr>
<td>NURS 201</td>
<td>Holistic Health Assessment Across the Lifespan</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 205</td>
<td>Basic Pharmacology for Nurses</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NURS 206</td>
<td>Fundamental Nursing Interventions</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 206C</td>
<td>Fundamental Nursing Interventions (Nursing Practice Experience)</td>
<td>1 cr.</td>
</tr>
<tr>
<td>NURS 231</td>
<td>Mental Health/Behavioral Health Nursing</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NURS 245</td>
<td>Nursing Care of Families</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NURS 246</td>
<td>Nursing Care Across the Lifespan</td>
<td>9 cr.</td>
</tr>
<tr>
<td>NURS 297</td>
<td>Capstone Experience in Nursing</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Total Core Requirements .................................................................................................... 37 credits

TOTAL DEGREE REQUIREMENTS ............................................................................................... 70 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 ensure 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
Associate of Science – Criminal Justice
Associate of Science – Human Service Technician
Bachelor of Social Work

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.

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.

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.
Program Outcomes For: Bachelor of Social Work Degree

1. Demonstrate Ethical and Professional Behavior and Conduct with respect to the NASW Code of Ethics and Ochethi Sakowin values.
2. Engage Diversity and Difference in Practice with emphasis on Social Work with Indigenous People and tribal communities.
5. Engage in Policy Practice with emphasis on Social Work with Indigenous People and tribal communities.
6. Engage with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
7. Assess with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal 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

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3 cr.</td>
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<tr>
<td>MATH 101</td>
<td>Pre-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</td>
<td>Ochethi Sakowin Language I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS 103</td>
<td>Introduction to Ochethi Sakowin Language, Culture &amp; History</td>
<td></td>
</tr>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
<td>3 cr.</td>
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</table>

HEALTH/PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Any two</td>
<td>one-hour courses or any one (1) two-hour course</td>
<td>2 cr.</td>
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Total General Education Requirements .................................................................. 23 credits

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 120</td>
<td>Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 202</td>
<td>Introduction to Law Enforcement &amp; Corrections</td>
<td>3 cr.</td>
</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 206</td>
<td>Civil Law I: Contracts &amp; Torts</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 207</td>
<td>Civil Law II: Will, Probate, &amp; Property Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 208</td>
<td>Family Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 211</td>
<td>Legal Research, Writing, and Case Analysis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 220</td>
<td>Criminal Law</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 231</td>
<td>Evidence &amp; Procedure</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 260</td>
<td>Legal Ethics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 265</td>
<td>Trial Techniques</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ 296</td>
<td>Lay Advocate/Paralegal Internship/Capstone Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CJ Elective</td>
<td>Criminal Justice Elective</td>
<td>3 cr.</td>
</tr>
</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.

GENERAL EDUCATION REQUIREMENTS
ENGL 110 Composition I ................................................................. 3 cr.
ENGL 120 Composition II ............................................................... 3 cr.
COMM 110 Speech ................................................................... 3 cr.
MATH 102 Intermediate Algebra or higher ................................... 4 cr.
PSYC 100 First Year Learning Experience .................................... 3 cr.
SOC 120 Transitions – Graduation and Beyond ......................... 3 cr.
NAS 101 or NAS 103 Introduction to Ochethi Sakowin Language I ......................................................... 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, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology
HEALTH/PHYSICAL EDUCATION .................................................. 2 cr.
LABORATORY SCIENCE - Any four-hour laboratory science course ......................................................... 4 cr.

Total General Education Requirements ..................................... 33 CREDITS

CORE REQUIREMENTS
CJ 202 Introduction to Law Enforcement and Corrections .................. 3 cr.
CJ 203 Interviewing & Interrogation ............................................. 3 cr.
CJ 205 Indian Law ................................................................. 3 cr.
CJ 220 Criminal Law ............................................................. 3 cr.
CJ 225 Introduction to American Courts ........................................ 3 cr.
CJ 231 Evidence & Procedure ...................................................... 3 cr.
CJ 245 Survey of Forensic Sciences ............................................... 3 cr.
CJ 252 Criminology .............................................................. 3 cr.
CJ 260 Ethics in Criminal Justice .................................................. 3 cr.
CJ 265 Trial Techniques ............................................................. 3 cr.
CJ 297 Criminal Justice Internship/Capstone Experience ................. 3 cr.

Total Core Requirements .......................................................... 33 CREDITS

CORE REQUIREMENT CRIMINAL JUSTICE ELECTIVES – (Select 1 Course)
CJ 208 Family Law .................................................................. 3 cr.
CJ 211 Legal Research, Writing, and Case Analysis ......................... 3 cr.
CJ 254 Juvenile Justice ........................................................... 3 cr.
CJ 290 Criminal Behavioral Analysis ......................................... 3 cr.

CRIMINAL JUSTICE ELECTIVE ................................................ 3 CREDITS

Total Degree Requirements ....................................................... 69 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 .......................................................................................... 3 cr.
NAS 103 Introduction to Ochethi Sakowin Language, Culture & History
CSCI 101 Introduction to Computers ................................................................................................. 3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE .................................................................. 3 cr.
HEALTH/PHYSICAL EDUCATION .................................................................................................. 2 cr.
LABORATORY SCIENCE - Choose any one (1) four-hour laboratory science course
Biol 111 Concepts of Biology ............................................................................................................ 4 cr.
Biol 150 General Biology I ............................................................................................................... 4 cr.
Biol 220 Anatomy & Physiology I .................................................................................................... 4 cr.

Total General Education Requirements.......................................................................................... 33 credits

CORE REQUIREMENTS

HS 203 Interviewing ............................................................................................................................. 4 cr.
HS 204 Case Management .................................................................................................................. 4 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 ............................................................................................. 3 cr.
SOC 220 The Family .......................................................................................................................... 3 cr.
SWK 255 Social Work in a Modern Society ....................................................................................... 4 cr.
SWK 257 Human Behavior and the Social Environment I .................................................................. 3 cr.

Total Core Requirements ............................................................................................................... 36 cr.

TOTAL DEGREE REQUIREMENTS.................................................................................................. 69 CREDITS
BACHELOR OF SOCIAL WORK (BSW)

ADMISSION AND PROGRAM REQUIREMENTS
The process for the Bachelor of Social Work (BSW) program occurs in four different phases: 1) initial application to the Social Work program, 2) program admission interview, 3) field application and interview, and 4) exit interview.

Application and Admission Process
The application and program admission interview is required before any student enrolls in upper-division (300-400 level) Social Work (SWK) courses. The program interview is scheduled by the Department of Social Work upon successful completion and submission of the application. Applicants will be notified of a date and time of their interview with the Social Work Program Review Committee. The Social Work Program Review Committee determines the final decision for official acceptance, conditional acceptance, or denial to the program.

Non-SWK majors who are interested in pursuing a BSW degree should seek out the Department of Social Work for advising before this process or during their final year of the Human Services Technician program.

Admission Criteria
- Successful completion of an Associate Degree in Social Work or Human Services Technician
- Completed Social Work application, which includes the following:
  - Student Handbook
  - Demographic Information Form
  - 2 Reference Forms
  - Personal Statement/Essay
  - Background Check/Disclosure Form
  - Student Responsibility Statement of Commitment Form
  - NASW Code of Ethics Statement of Commitment Form
  - Unofficial Transcripts
- Cumulative GPA of 2.50
- "C" or above in SWK 255 and SWK 257
- Program Interview
- "Official" or "Conditional" acceptance to enroll in 300-400 level SWK Courses

The application does not guarantee entry to the Social Work program. More information on the application and admission process can be requested through the Department of Social Work.

Program Requirements
During the program, Social Work students are required to maintain a GPA of 2.5 or "C" or above in all Social Work (SWK) courses. All Social Work students are required to adhere to program policies and guidelines and declare a statement of commitment to uphold the NASW Code of Ethics.

Field Requirements and Exit Interview
Students will undergo another application and interview process before entering their field education. This process ensures students have been assigned a field agency and are prepared for field learning in accordance with the Council on Social Work Education (CSWE) 2015 Educational Policies and Accreditation Standards (EPAS).

Finally, Social Work students will undergo a final exit interview of the program after completion of Social Work courses with a "C" or above and completion of 450 field education hours.

Background Check
All students entering the Social Work program are required to undergo a background check. This background check is conducted through Sitting Bull College and includes a Federal, State, and Tribal background investigation. The Department of Social Work will be notified of the results of the background
check. **Note: a criminal history may limit or prevent students from getting field placements, preclude professional licensure, and/or affect employment possibilities.**

Sitting Bull College requires a fee of $100 to complete the background check. Students are responsible for this fee and for scheduling the background check with the Human Resources Department. The background check process can take several weeks; hence, students are required to submit applications promptly by the application deadline date.

**PROGRAM DESCRIPTION AND LEARNING OUTCOMES**


The Bachelor of Social Work program prepares students to become Generalist Social Work Practitioners, and life-long leaders and learners of the profession. The program cultivates Social Work leaders to implement and advocate for social, economic, and environmental justice, social programs, and social policy for vulnerable, marginalized, and at-risk individuals, children, families, groups, and communities across diverse populations.

The Bachelor of Social Work program’s mission and goals reflect the values and beliefs of both the social work profession and the Očhéthi Šakówiŋ (Seven Council Fires). Coursework underscores the nexus between the Očhéthi Šakówiŋ values and the values of the Social Work profession in which students will actively reflect on throughout the program. Finally, the program cultivates students to become leaders of Social Work through the application and integration of knowledge that respects the profession and respects all human beings, their communities, and cultures.

**Student Learning Outcomes and Competencies**

There is a need for the recruitment of Indigenous students into Social Work programs. More specifically, tribal college Social Work programs that prepare students to work with Indigenous children, families, and communities. This need is a result of the historical and critical health issues that affect the development and life span of Indigenous people across tribal communities. As a result, Indigenous Social Work graduates must be prepared with Social Work knowledge and skills to serve their tribal communities and help improve the disparities of current and future generations.

The BSW program has undergone significant changes and improvements to create a more culturally based Indigenous Social Work program that supports tribal communities. Additionally, program curriculum, syllabi, and course content are in continuous development to meet the CSWE Education Policy and Accreditation Standards (EPAS) and SBC’s mission and goals that are guided by Lakota/Dakota culture, values, and language.

The student learning outcomes have been adapted to reflect a bi-cultural perspective that supports both Ochethi Sakowin values and the CSWE competencies. Therefore, graduates will:

1. Demonstrate Ethical and Professional Behavior and Conduct with respect to the NASW Code of Ethics and Ochethi Sakowin values.
2. Engage Diversity and Difference in Practice with emphasis on Social Work with Indigenous People and tribal communities.
5. Engage in Policy Practice with emphasis on Social Work with Indigenous People and tribal communities.
6. Engage with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
7. Assess with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and tribal communities.
## BACHELOR OF SOCIAL WORK

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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<td>PSYC 100</td>
<td>First Year Learning Experience</td>
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</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>3 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>
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<td></td>
<td>HUMANITIES or SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>3 cr.</td>
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<td></td>
<td>NAS 204, NAS 208, CJ 202, CJ 206, CJ 208, CJ 254</td>
<td>2 cr.</td>
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<tr>
<td></td>
<td>Any two (2) one-hour courses or any one (1) two-hour course</td>
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<td>LABORATORY SCIENCE - Choose any one (1) four-hour laboratory science course</td>
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<tr>
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<td>BIOL 111 Concepts of Biology</td>
<td>4 cr.</td>
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<td>BIOL 150 General Biology I</td>
<td>4 cr.</td>
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<tr>
<td></td>
<td>BIOL 220 Anatomy &amp; Physiology I</td>
<td>4 cr.</td>
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### SOCIAL WORK CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HS 203</td>
<td>Interviewing</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HS 204</td>
<td>Case Management</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HS 211</td>
<td>Introduction to Addictions</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS 220</td>
<td>Management and Administration in Human Services</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS 260</td>
<td>Crisis Intervention/Suicide Prevention</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS 297</td>
<td>Human Services Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
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<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td>3 cr.</td>
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<tr>
<td>SWK 255</td>
<td>Social Work in a Modern Society</td>
<td>4 cr.</td>
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<tr>
<td>SWK 257</td>
<td>Human Behavior and the Social Environment I</td>
<td>3 cr.</td>
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<td>Total Social Work Core Requirements</td>
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### PROFESSIONAL CORE REQUIREMENTS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 342</td>
<td>Research Writing in the Disciplines</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Elementary Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NAS Elective</td>
<td>Students can choose one, 3-credit NAS 300-400 level course (as indicated below)</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>NAS 311, NAS 309, NAS 421</td>
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<tr>
<td>SWK 256</td>
<td>Development of Social Welfare</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 300</td>
<td>Technical and Professional Documentation in Social Work</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Child Welfare I</td>
<td>3 cr.</td>
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<tr>
<td>SWK 320</td>
<td>Child Welfare II: Native American Children &amp; Families</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 335</td>
<td>Social Work Methods I: Work with Individuals and Families</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 356</td>
<td>Social Welfare Policy and Advocacy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 357</td>
<td>Human Behavior and the Social Environment II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 400</td>
<td>Social Work Field and Grad Prep</td>
<td>1 cr.</td>
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<tr>
<td>SWK 401</td>
<td>Self-Care in Social Work Practice</td>
<td>1 cr.</td>
</tr>
<tr>
<td>SWK 450</td>
<td>Social Work in the Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 455</td>
<td>Social Work Methods II: Work with Groups</td>
<td>3 cr.</td>
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<tr>
<td>SWK 456</td>
<td>Social Work Methods III: Work with Communities and Organizations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 490</td>
<td>Rural Social Work Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 492</td>
<td>Research Methods in Social Work</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 495</td>
<td>Decolonizing Social Work with Indigenous Communities</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SWK 499</td>
<td>Field Education</td>
<td>12 cr.</td>
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<td>SWK 491</td>
<td>Field Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>Non SWK Electives</td>
<td>Students can select from BAD 343 Grant Writing, CJ 360 Legal Ethics</td>
<td>3 cr.</td>
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<td>Total Professional Core Requirements</td>
<td>65 credits</td>
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</table>

### TOTAL DEGREE REQUIREMENTS

- 134 CREDITS
COURSE DESCRIPTIONS
"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.

165 HORSEMANSHIP BUSINESS MANAGEMENT ......................................................................... 3
This course will offer the student the opportunity to gain knowledge of the horse business industry.
This course will examine agroforestry systems that involves growing both woody herbaceous species and perennials in association with food crops, livestock, insects, and fish on the same piece of land to increase ecological diversity within a landscape unit and to optimize the use of limited resources to produce products on sustainable basis while ameliorating global change.

General production and management of major meat animal species. Topics include: production systems, feeding, facilities, health, economics, and marketing.

Principles of range management, which include plant identification, range evaluation, and range improvement.

Topics will include feeding and nutrition; health, diseases and parasites; bison handling and facilities; marketing, productions and economics; and the future of bison.

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.

Physical, chemical, and biological properties of soils as related to use, conservation, and plant growth.

Principles of plant nutrition and soil nutrient availability; soil testing and fertilizer recommendations and management. Macronutrient emphasis. Prerequisite: SOIL 210 Introduction to Soil Science

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.

ART SPECIAL TOPICS

COMMUNICATIONS (COMM)

APPLIED COMMUNICATIONS

This course introduces students to public speaking and verbal communications in public settings and in work situations. It emphasizes the formal preparation, practices, and presentations of speeches before a live audience of peers. Topics for speeches will be career and/or work related.

FUNDAMENTALS OF PUBLIC SPEAKING

The theory and practice of public speaking with emphasis on content, organization, language, delivery and critical evaluation of messages.

ADVANCED PUBLIC SPEAKING

This is an advanced course in the art of oral disclosure and provides an opportunity to apply acquired fundamental speaking skills in an advanced classroom setting for the purpose of developing public speaking experience for workplace situations and the competitive job market. Prerequisite: COMM 110 Fundamentals of Public Speaking

INTERPERSONAL COMMUNICATION

This course will introduce fundamental concepts of communication between individuals while exploring aspects of self-expression and relationship communication. Students will connect human modes of communication with cultural values and kinship roles as they apply to social interactions. In addition, this course will investigate research on major topics of interpersonal communication.

COMMUNICATIONS SPECIAL TOPICS

ENGLISH (ENGL)

COLLEGE WRITING PREPARATION

Reading and writing are complementary acts; strengthening the one also strengthens the other. In this class students will learn strategies for reading with understanding and writing with insight and clarity. These strategies include, among others, pre-reading techniques, editing, proofreading, and organizing ideas, paragraphs, and parts of sentences. Applying these strategies to reading and writing activities will strengthen the ability to evaluate a variety of texts and communicate individual own ideas. Laboratory required.

APPLIED ENGLISH

This course is designed to develop techniques and insight which will improve students' writing ability and thinking processes; these techniques include: knowing grammatical structure, using
library resources, writing about the world of work, writing process papers and problem/solution papers based on work situations.

110 COMPOSITION I ........................................................................................................................................... 3
Topics include rhetorical skills, critical thinking, research, and documentation needed for effective academic writing with an emphasis on coherence and idea development. Understanding of basic grammar, sentence structure, and paragraph development is assumed.

120 COMPOSITION II ............................................................................................................................................... 3
This course expands on the techniques and skills needed for effective academic writing. The emphasis of this course is building critical research writing skills with the aim of improving writing skills in all disciplines. Prerequisite: ENGL 110 Composition I

211 CREATIVE WRITING ...................................................................................................................................... 3
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.

220 INTRODUCTION TO LITERATURE ...................................................................................................................... 3
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

221 INTRODUCTION TO DRAMA ............................................................................................................................. 3
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.

238 CHILDREN’S LITERATURE ............................................................................................................................... 3
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.

241 WORLD LITERATURE ....................................................................................................................................... 3
A study of the representative works of major writers throughout the world, especially looking at multi-cultural life views.

261 AMERICAN LITERATURE ................................................................................................................................. 3
A study of the representative works of major American writers from the Colonial Period through the present, including Native American writers.

299 ENGLISH SPECIAL TOPICS ........................................................................................................................... 1-3

342 RESEARCH WRITING IN THE DISCIPLINES .................................................................................................... 3
This course focuses on the exploration and analysis of peer-reviewed academic research articles that researchers and scholars use to advance knowledge in their fields, with an emphasis on developing students’ writing skills within a profession.

**HISTORY (HIST)**

101 WESTERN CIVILIZATION TO 1500 .................................................................................................................... 3
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.

102 WESTERN CIVILIZATION SINCE 1500 .............................................................................................................. 3
A survey of the major economic, intellectual, political, and social developments in Europe from the Renaissance to recent times.
103 AMERICAN HISTORY TO 1865
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.

104 AMERICAN HISTORY SINCE 1865
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.

*107 NATIVE AMERICAN HISTORY I
This course is an introduction to Native American history from before the European colonization through the 1760’s.

*108 NATIVE AMERICAN HISTORY II
This course is an introduction to Native American history from the era of the American Revolution through the 1920’s.

*109 NATIVE AMERICAN HISTORY III
This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.

211 WORLD CIVILIZATIONS TO 1500
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.

212 WORLD CIVILIZATIONS SINCE 1500
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.

299 HISTORY SPECIAL TOPICS

HUMANITIES (HUM)

101 INTRODUCTION TO HUMANITIES
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.

202 NATIVE AMERICAN IMAGES IN FILM
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.

297 GENERAL STUDIES CAPSTONE
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.

299 HUMANITIES SPECIAL TOPICS
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.

**MUSIC (MUSC)**

**100 MUSIC APPRECIATION**
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**
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.

**MUSIC SPECIAL TOPICS**

**DIVISION OF BUSINESS**

**BUSINESS ADMINISTRATION/MANAGEMENT (BAD/BADM)**

**101 INTRODUCTION TO BUSINESS**
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**
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**
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**
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**
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.

211 PRINCIPLES OF SUPERVISION .................................................................. 3
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.

212 CONFLICT RESOLUTION ........................................................................... 3
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.

219 ENTREPRENEURIAL BUSINESS MANAGEMENT ........................................ 3
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.

227 PROGRAM PLANNING .............................................................................. 3
Basic grant administration including compliance, federal regulations, review of non-profit and profit, and minimal fund accountability. Emphasis on Native American culture and heritage.

228 PROPOSAL WRITING ............................................................................... 3
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.

229 GRANTS MANAGEMENT ........................................................................... 3
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.

297 BUSINESS ADMINISTRATION/MANAGEMENT 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 Business Administration degree plan.

299 BUSINESS ADMINISTRATION/MANAGEMENT SPECIAL TOPICS ............ 1-3

301 PRINCIPLES OF MANAGEMENT .............................................................. 3
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.

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.

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

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

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

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.

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

The course offers a basic explanation of the legal rights and responsibilities of people in both the public and private sectors.

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.
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>434</td>
<td>WORLD BUSINESS</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>453</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>497</td>
<td>INTERNSHIP/SEMINAR</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>499</td>
<td>BUSINESS ADMINISTRATION/MANAGEMENT SPECIAL TOPICS</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>502</td>
<td>OPERATIONS AND SUPPLY MANAGEMENT</td>
<td>3</td>
<td>This course examines the processes of using organizational resources for the production of products or services. The following topics will be addressed; capacity planning, procedure planning, scheduling, adequate supplies, organizational departmental implementation, and alignment.</td>
</tr>
<tr>
<td>505</td>
<td>MONEY AND BANKING ANALYSIS</td>
<td>3</td>
<td>This course investigates the process in which a business needs to access capital through a lending relationship. The topics studied will directly relate to information needed in order for a business to apply for loans.</td>
</tr>
<tr>
<td>517</td>
<td>COMMUNITY DEVELOPMENT</td>
<td>3</td>
<td>This course covers the fundamentals of current local community issues concerning how to build, attract, and grow business activities. Students will investigate the topics of economic development, zoning, fee and trust land economic implications, real-estate practices, community, state, and federal relations.</td>
</tr>
<tr>
<td>542</td>
<td>MANAGERIAL ACCOUNTING</td>
<td>3</td>
<td>This course focuses on various accounting concepts that are vital for organizations to understand to make solid business decisions. All leadership levels from first line managers to the CEO must understand various accounting reports in order to operate an effective team and manage a successful business.</td>
</tr>
<tr>
<td>573</td>
<td>ECONOMICS</td>
<td>3</td>
<td>This course examines the challenges of the creation and growth of emerging economics in the local community and in the business world. Students will understand economic concepts such as supply and demand, competition, customer theory, monopolies, and the application and relationship they have on employment and fiscal policy.</td>
</tr>
<tr>
<td>606</td>
<td>PROJECT PLANNING</td>
<td>3</td>
<td>This course will introduce the process of project planning and will include the topics of project scope design, establishment of excellence within the planning process, setting and evaluation of organizational goals, evaluation and control of the planning process and set objectives for comprehensive managerial decision making processes.</td>
</tr>
</tbody>
</table>
MARKETING ANALYSIS ........................................................................................................ 3
This course surveys marketing theory, marketing management principles, and development of
marketing strategies for new and existing organizations. It explores how managers use marketing
to make strategic business decisions that relate to consumer behavior and organizational
performance. It provides insight on how to make the best marketing decisions for a business based
on its unique market.

BUSINESS AND TRIBAL LAW ENVIRONMENTS ............................................................... 3
This course explores business law through the perspective of an organization. Students will study
the principles of law and apply logical reasoning to legal decisions in relation to the business
environment. Students will look at federal, state, local and tribal laws concerning business and
government operations.

MANAGEMENT INFORMATION SYSTEMS ..................................................................... 3
This course explores the impact of technology throughout the organization and the business
structure. The implementation and management of various types of technology based programs
will be evaluated and reviewed. Proper application of information technology processes will be
examined within the organization to create efficiency and information flow.

FINANCIAL MANAGEMENT AND FINANCIAL ANALYSIS ............................................. 3
This course addresses organizational financial decision making and planning. Financial theories
are explored in the areas of financial statement analysis, asset management, the evaluating the
cost of capital, budgeting, financial forecasting, and assessing the overall capital structure of the
organization.

STRATEGIC MANAGEMENT AND DECISION MAKING ................................................. 3
This course addresses organizational strategic planning. Strategic principles, strategy, planning
implications, and managerial roles in the strategic planning process will be examined. In the
decision making process/strategic planning process, it is also important to be able to properly plan
to adhere to budgets to finalize decisions.

RESEARCH SEMINAR ........................................................................................................ 3
Students will create a final research project which utilizes primary and secondary research. The
topic will be approved by the course faculty who will act as mentor to the student. The topic of
research will be related to a business challenge that is taking place in the local, national, or global
business environment.

BUSINESS & OFFICE TECHNOLOGY (BOTE)

SPREADSHEET APPLICATIONS ...................................................................................... 3
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)

MICROCOMPUTER HARDWARE I .................................................................................. 3
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.
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<tbody>
<tr>
<td>129</td>
<td>MICROCOMPUTER HARDWARE II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>141</td>
<td>INTRODUCTION TO CYBERSECURITY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>164</td>
<td>NETWORKING FUNDAMENTALS I</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>165</td>
<td>NETWORKING FUNDAMENTALS II</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>181</td>
<td>CREATING WEB PAGES</td>
<td>3</td>
<td>Students create web sites using a current version of a graphical user interface (GUI) web authoring tool.</td>
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<tr>
<td>212</td>
<td>OPERATING SYSTEMS CLIENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>215</td>
<td>IMPLEMENTING A SERVER ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>297</td>
<td>INFORMATION TECHNOLOGY INTERNSHIP</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>299</td>
<td>COMPUTER INFORMATION SCIENCE SPECIAL TOPICS</td>
<td>1-3</td>
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**COMPUTER SCIENCE (CSCI)**

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<tbody>
<tr>
<td>101</td>
<td>INTRODUCTION TO COMPUTERS</td>
<td>3</td>
<td>General hardware and software such as: terminology, environments. Applications such as: word processing, spreadsheets, databases, Internet usage.</td>
</tr>
</tbody>
</table>
SURVEY OF COMPUTER INFORMATION SYSTEMS ................................................................. 3
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.

VISUAL BASIC ..................................................................................................................... 3
Introduction to programming in the BASIC/Visual BASIC language.

DATABASE CONCEPTS I (SQL) ............................................................................................ 3
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.

COMPUTER SCIENCE SPECIAL TOPICS ........................................................................... 1-3

DIVISION OF CONSTRUCTION TECHNOLOGY

ARCHITECTURE (ARCT)

ARCHITECTURAL DRAFTING ............................................................................................... 4
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.

CONSTRUCTION ESTIMATING ............................................................................................ 2
This course is an introduction to residential material and labor estimating, material lists, and calculations. Costs are made for several different houses.

CARPENTRY (CARP)

CORE CURRICULUM ............................................................................................................. 2
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.

CONSTRUCTION MATH ......................................................................................................... 3
Application of math operations and calculations that a carpenter will need to perform when constructing a building and preparing an estimate.

PRINCIPLES OF FRAMING ................................................................................................. 3
Identification of floor, wall and roof framing members to include layout and assembly of house framing members. Estimate material for framing.

CONSTRUCTION PRACTICUM I ......................................................................................... 4
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.
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<tr>
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<tbody>
<tr>
<td>217</td>
<td>PRINCIPLES OF INTERIOR FINISH</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>
</tr>
<tr>
<td>145</td>
<td>CONSTRUCTION PRACTICUM II</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>
</tr>
<tr>
<td>160</td>
<td>CONCRETE SYSTEMS TECHNOLOGY</td>
<td>This course discusses the use of concrete, reinforcing for footings and foundations, and making concrete estimations.</td>
</tr>
<tr>
<td>222</td>
<td>CONSTRUCTION SAFETY</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>
</tr>
<tr>
<td>240</td>
<td>ADVANCED INTERIOR FINISHING</td>
<td>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.</td>
</tr>
<tr>
<td>245</td>
<td>CONSTRUCTION PRACTICUM III</td>
<td>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.</td>
</tr>
<tr>
<td>255</td>
<td>CONSTRUCTION PRACTICUM IV</td>
<td>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.</td>
</tr>
<tr>
<td>299</td>
<td>BUILDING TRADES SPECIAL TOPICS</td>
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**COMMERCIAL DRIVERS LICENSE (CDL)**

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<tbody>
<tr>
<td>100</td>
<td>CDL PERMIT</td>
<td>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.</td>
</tr>
<tr>
<td>105</td>
<td>NOVICE CDL TRAINING</td>
<td>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.</td>
</tr>
<tr>
<td>106</td>
<td>CDL REFRESHER COURSE</td>
<td>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.</td>
</tr>
<tr>
<td>107</td>
<td>ADVANCED CDL DRIVING</td>
<td>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.</td>
</tr>
<tr>
<td>109</td>
<td>DRIVER ENDORSEMENTS</td>
<td>This course covers an overview of the hazardous materials endorsement as well as additional driver endorsements.</td>
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### ELECTRICAL (ECAL)

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<tbody>
<tr>
<td>101</td>
<td>ELECTRICAL FUNDAMENTALS I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>102</td>
<td>ELECTRICAL FUNDAMENTALS II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>103</td>
<td>ELECTRICAL CODE STUDY</td>
<td>3</td>
<td>A preliminary study of the National Electrical Code. Wiring design and protection, wiring methods and materials, and equipment for general use are covered.</td>
</tr>
<tr>
<td>104</td>
<td>ELECTRICAL TRADES MATH</td>
<td>2</td>
<td>This course will cover basic technical math skills required for students preparing for apprenticeship.</td>
</tr>
<tr>
<td>106</td>
<td>ELECTRICAL PRACTICUM I</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>132</td>
<td>COMMERCIAL &amp; AGRICULTURAL WIRING</td>
<td>3</td>
<td>Consists of lectures giving an introduction to basic electricity, basic wiring circuits, electric motors, materials and tools used, and wiring methods. Students also perform practicum work with actual circuit layout and installation of various raceways, as well as connecting of special equipment used in commercial and industrial applications, in accordance with the rules and regulations of the National Electrical Code.</td>
</tr>
<tr>
<td>133</td>
<td>RESIDENTIAL WIRING</td>
<td>2</td>
<td>Consists of lectures giving an introduction to basic wiring circuits, materials and tools used and wiring methods in accordance with the rules and regulations of the National Electrical Code.</td>
</tr>
<tr>
<td>206</td>
<td>ELECTRICAL PRACTICUM II</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

### HAZWOPER (HAZ)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>099</td>
<td>HAZWOPER TRAINING—24 HOUR</td>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>
HAZWOPER TRAINING

This course covers proper handling of hazardous waste materials needed for oil rig workers.

HEAVY EQUIPMENT OPERATOR (HEO)

HEAVY EQUIPMENT OPERATION TRAINING I

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 TRAINING II

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 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. Prerequisite: HEO 101 Heavy Equipment Operation Training I

OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA)

SAFETY COURSE

This course will offer training to ensure each student knows, understands and follows the applicable provisions of construction safety.

H2S SAFETY TRAINING

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.

CONSTRUCTION COURSE—30 HOUR

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)

ORIENTATION & SAFETY (OSHA 10)

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).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>OA WELDING &amp; CUTTING</td>
<td>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.</td>
</tr>
<tr>
<td>103</td>
<td>GMA WELDING</td>
<td>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.</td>
</tr>
<tr>
<td>104</td>
<td>SMA WELDING</td>
<td>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 (AMW) standards.</td>
</tr>
<tr>
<td>107</td>
<td>INTRODUCTION TO PIPE WELDING</td>
<td>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.</td>
</tr>
<tr>
<td>153</td>
<td>WELDING PRACTICUM</td>
<td>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.</td>
</tr>
<tr>
<td>200</td>
<td>ADVANCED SAFETY</td>
<td>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.</td>
</tr>
<tr>
<td>207</td>
<td>ADVANCED WELDING &amp; INTRODUCTION TO PIPE WELDING</td>
<td>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.</td>
</tr>
<tr>
<td>209</td>
<td>FABRICATION WELDING</td>
<td>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.</td>
</tr>
<tr>
<td>210</td>
<td>REPAIR WELDING</td>
<td>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.</td>
</tr>
</tbody>
</table>
DIVISION OF EDUCATION

EARLY CHILDHOOD EDUCATION (ECE)

210 INTRODUCTION TO EARLY CHILDHOOD EDUCATION
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
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
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
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
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
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.

238 CHILD, FAMILY & COMMUNITY RELATIONS
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.
STAGES OF CHILD DEVELOPMENT

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/caregivers in determining the characteristics of typical and atypical development. Special emphasis will be given regarding how this topic impacts Native American students.

EARLY CHILDHOOD CURRICULUM AND METHODS

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.

EARLY CHILDHOOD EDUCATION INTERNSHIP

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.

EARLY CHILDHOOD EDUCATION SPECIAL TOPICS

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

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

DEVELOPMENT & DISORDERS IN EARLY CHILDHOOD SPECIAL EDUCATION

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

EARLY CHILDHOOD MATH AND SCIENCE METHODS

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
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

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

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

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 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

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

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

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
496 ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION ................................................................. 12
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.

497 EARLY CHILDHOOD INTERNSHIP – FIELD STUDY ................................................................. 12
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.

499 EARLY CHILDHOOD EDUCATION SPECIAL TOPICS ................................................................. 1-3

EDUCATION (EED)

220 GEOGRAPHY FOR TEACHERS ..................................................................................................... 3
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.

250 INTRODUCTION TO EDUCATION ......................................................................................... 2
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.

254 CLASSROOM MANAGEMENT ................................................................................................. 3
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.

256 FOUNDATIONS OF EDUCATION ............................................................................................. 3
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, youth mental health competencies, 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.

Strategies, Methods & Observation in Teacher Education

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.

Math for Elementary Teacher I

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.

Math for Elementary Teacher II

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.

Art for Elementary Teacher

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.

Teacher Education Internship

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.
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 state content 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-prerequisite: 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-prerequisite: 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 ....................... 2
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 ....................... 2
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 ............................... 3
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

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

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

This course presents and 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

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

This practicum provides the student with the opportunity to work alongside an 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.
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.

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.

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.

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.

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.

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.

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.
This page contains a list of course descriptions. Here is the summarized text:

- **DIFFERENTIATED INSTRUCTION**: 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**: 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**: 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**: 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**: 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**: This course covers basic research writing skills and requirements to write an effective APA formatted research paper or thesis or research proposal/project.

- **STATISTICS**: 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.

- **EDUCATIONAL ASSESSMENT**: 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.

- **CURRICULUM DESIGN & CORE REQUIREMENTS**: 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.
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.

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.

This course is designed for students to utilize skills attained through prior coursework. The field experience requires 45 hours of contact hours, which includes summaries and reflections of each individual project, in a school setting working with students, staff, and stakeholders. The field experience will require the students to participate in projects and/or duties/tasks that a school administrator or curriculum director would likely perform as part of his or her job description. The field experience will take place during the time in which the candidate works on the thesis or scholarly project.

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.

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.

Candidates will orally present to faculty their research methodology, findings, conclusions, and recommendations from their thesis in the form of an electronic presentation.

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.

**SECONDARY EDUCATION (SED)**

**SECONDARY SCHOOL SPECIAL TOPICS**

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

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

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

**SECONDARY SCHOOL SPECIAL TOPICS**
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.

299 SPECIAL EDUCATION SPECIAL TOPICS .......................................................................................................................... 1-3

300 TECHNIQUES OF MANAGING BEHAVIOR ......................................................................................................................... 4
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

310 INTRODUCTION TO DEVELOPMENTAL DISABILITIES ........................................................................................................... 4
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

320 CURRICULUM AND RESOURCES IN INTELLECTUAL DISABILITY ....................................................................................... 3
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

322 TEACHING CHILDREN AND YOUTH WITH SEVERE INTELLECTUAL DISABILITY ......................................................... 4
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

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

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

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

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

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DIVISION OF ENGINEERING

ENGINEERING (ENGR)

115 INTRODUCTION TO ENGINEERING PROFESSIONS w/CAD ................................................................. 4
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

204 SURVEYING ........................................................................................................................................ 4
Measurements and errors; topographical and construction surveys; vertical and horizontal control methods; field exercises and computation techniques for surveying data; computation of earthwork volumes.

206 CIRCUIT ANALYSIS I .................................................................................................................. 4
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

221 STATICS .............................................................................................................................................. 3
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.

222 DYNAMICS .......................................................................................................................................... 3
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 studied. 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

224 THERMODYNAMICS .................................................................................................................. 3
Introduction to thermodynamics, fluid mechanics, and heat transfer. Prerequisite: ENGR 222 Dynamics or PHYS 252 University Physics II

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.
Exercise and techniques for posture, figure control and personal physical fitness are discussed and practiced.

This course will be an introduction to traditional Ochethi Sakowin games, including hand games.

Fundamental information concerning body metabolic processes and personal conditioning. Emphasis is on coordination and muscle tone.

Fundamental information concerning normal physical development and the necessity for conditioning, sound health, proper respiration and weight control.

This course involves learning terminology, safety habits for the sport, basic physical exercise for archery, as well as the fundamentals of longbow shooting.

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.

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.

Basic techniques and skills involved in basketball. There will be demonstrations and practices.

Fundamental rules, techniques, scoring, and terminology are taught along with actual learning of basic skills during practices games.

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.

This course shall demonstrate the basics of learning how to ride a horse while getting a good physical workout. This course is an introduction to using horse riding and physical exercises associated with therapeutic uses of horsemanship. It will provide experience in using different types of physical activities, materials and various stretching techniques. Students will gain exposure to some theories of physical exercise, use of equipment and duration of techniques in horsemanship.

Methods of prevention and caring for the various types of injuries received in activities.
FIRST AID/CPR/AED

Instruction and laboratory practice in first aid procedures, including cardiopulmonary resuscitation (CPR), automatic external defibrillator (AED), healthy lifestyles and prevention. Successful completion leads to a nationally recognized certification in CPR for adult, child, and infant; AED for adult and child; and First Aid for emergencies.

PERSONAL & COMMUNITY HEALTH

This course is designed to acquaint the student with those principles and practices which will ensure the maintenance of conditions necessary for wholesome personal and community living. Economic, social, and legal aspects of health preservation and disease prevention will be emphasized.

TRIBAL DIABETES EDUCATOR

This course will identify role of CHRs as health resource staff in American Indian communities; describe the meaning of health as understood by American Indian people; identify the extent of Type 2 diabetes in American Indian communities and the risk factors that contribute to the development of diabetes and its complications.

HEALTH, PHYSICAL EDUCATION, & RECREATION SPECIAL TOPICS

DIVISION OF MATHEMATICS AND SCIENCE

MATHEMATICS (MATH)

COLLEGE MATH PREPARATION

The course covers the basic computations involved in working with whole numbers, fractions, decimal’s, percent’s, squares, and other topics. Laboratory required.

APPLIED MATH

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.

PRE-ALGEBRA

This course covers properties and operations of numbers, equations, computation with positive and negative numbers, and graphs.

INTERMEDIATE ALGEBRA

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.

COLLEGE ALGEBRA

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.

FINITE MATHEMATICS

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.
TRIGONOMETRY ................................................................. 3
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

PRECALCULUS ........................................................................ 5
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

BASIC LINEAR ALGEBRA ....................................................... 3
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

APPLIED CALCULUS .............................................................. 3
Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Graphing calculator required. Prerequisite: MATH 103 or ACCUPLACER (placement) test

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

#### ATMOSPHERIC SCIENCE (ATSC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>METEOROLOGY</td>
<td>4</td>
<td>Elements of the atmosphere will be covered including basic concepts of meteorology and those processes that affect the global atmospheric circulation. Laboratory exercises will supplement course materials and will provide hands on learning opportunities in measuring atmospheric parameters and the instrumentation needed to make these measurements.</td>
</tr>
<tr>
<td>240</td>
<td>METEOROLOGICAL INSTRUMENTATION</td>
<td>4</td>
<td>A study of the theory, design, and accuracy of instrumentation for the measurement of temperature, pressure, humidity, wind, and radiation. In addition, topics such as radar, and the use of aircraft and balloons as instrument platforms are also discussed. Includes laboratory. Prerequisites: Math 102.</td>
</tr>
<tr>
<td>520</td>
<td>ATMOSPHERIC CHEMISTRY</td>
<td>3</td>
<td>Composition of clean and polluted air. Sources and sinks of atmospheric gases and aerosols. The role of atmospheric chemistry in global environmental issues such as acid rain, visibility reduction, climatic change, oxidant enhancement, etc. Prerequisites: ATSC 210, CHEM 115/121.</td>
</tr>
<tr>
<td>528</td>
<td>ATMOSPHERIC DATA ANALYSIS</td>
<td>3</td>
<td>Introduction to techniques used in the analysis of meteorological data and methods for interpreting their effects: polynomial fitting, method of successive corrections, statistical methods, variational techniques, model initialization, data assimilation, and filter design. Prerequisite: ENS 240 Environmental Statistics.</td>
</tr>
<tr>
<td>535</td>
<td>MEASUREMENT SYSTEMS</td>
<td>3</td>
<td>An advanced course in meteorological measurement systems, including coverage of performance characteristics of sensors, calibration standards, measuring devices, the effects of making measurements in the atmospheric environment, meteorological measurement systems, and digital data logging and processing.</td>
</tr>
<tr>
<td>565</td>
<td>AIR QUALITY</td>
<td>3</td>
<td>An in-depth introduction to important areas within the air quality field. Topics covered include the physical and chemical nature of air pollutants; their sources, control, and transport through the atmosphere; their interaction with other atmospheric constituents; their removal through cloud processes, fallout and wet deposition; their effects on visibility, human health, ecosystems, and global climate. Methods related to the measurements of atmospheric pollutants, air quality modeling, and air quality forecasting are discussed. Prerequisites: CHEM 115/121.</td>
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### BIOLOGY (BIOL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>CONCEPTS OF BIOLOGY</td>
<td>4</td>
<td>This is an introductory level course for non-science majors, and includes basic concepts in biology, natural history, and bio-social interactions. Laboratory required.</td>
</tr>
</tbody>
</table>
150  GENERAL BIOLOGY I
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.

151  GENERAL BIOLOGY II
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

170  ZOOLOGY
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.

202  MICROBIOLOGY
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.

220  ANATOMY AND PHYSIOLOGY I
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.

224  GENERAL ECOLOGY
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

230  ANATOMY AND PHYSIOLOGY II
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

258  BIRDS AND CULTURE
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.

299  BIOLOGY SPECIAL TOPICS

431  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.

450  MAMMALOGY
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.

455 HERPETOLOGY
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.

456 ORNITHOLOGY
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.

458 BIRDS AND CULTURE
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.

499 BIOLOGY SPECIAL TOPICS

CHEMISTRY (CHEM)

110 SURVEY OF CHEMISTRY
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

115 INTRODUCTION TO CHEMISTRY
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

116 INTRODUCTION TO ORGANIC AND BIOCHEMISTRY
This course will cover the basic principles and concepts of 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

121 GENERAL CHEMISTRY I
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

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

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 Environmental Science I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

ANALYTICAL CHEMISTRY

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

CHEMISTRY SPECIAL TOPICS

ENVIRONMENTAL SCIENCE (ENS)

INTRODUCTION TO ENVIRONMENTAL SCIENCE

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

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

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
216 WILDLIFE MANAGEMENT AND CONSERVATION
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.

225 ENVIRONMENTAL SAMPLING
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

240 ENVIRONMENTAL STATISTICS
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

260 ENVIRONMENTAL RESEARCH PROJECT I
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

261 ENVIRONMENTAL RESEARCH PROJECT II
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

297 ENVIRONMENTAL SCIENCE INTERNSHIP
This provides the student with the opportunity to experience environmental science in the workplace 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.

299 ENVIRONMENTAL SCIENCE SPECIAL TOPICS

301 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

*311 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

*321 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 Introduction to Environmental Science I, CHEM 115 Introduction to Chemistry or CHEM 121 General Chemistry I, MATH 103 College Algebra

331 WILDLIFE CONSERVATION........................................................................................................3
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

422 ENVIRONMENTAL TOXICOLOGY.................................................................................................3
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

432 AQUATIC ECOSYSTEMS...............................................................................................................3
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

433 SOLID WASTE MANAGEMENT...................................................................................................3
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

434 AIR POLLUTION..........................................................................................................................3
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

**445** APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT .......... 3
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.

**452** SCIENCE LITERATURE ......................................................................................... 3
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, BIOL 150 General Biology I, BIOL 224 General Ecology

**453** ENVIRONMENTAL LAW AND POLICY ................................................................ 3
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 States Congress that impact environmental decisions across the U.S. Tribal law addressing environmental issues will be reviewed. Prerequisite: ENS 202 Environmental Issues

**493** SENIOR RESEARCH .......................................................................................... 1-3
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

**499** ENVIRONMENTAL SCIENCE SPECIAL TOPICS .................................................. 1-4

**500** GRADUATE RESEARCH SEMINAR ...................................................................... 2
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.

**511** ADVANCED EXPERIMENTAL DESIGN ................................................................. 3
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.

**515** ADVANCED STATISTICS ...................................................................................... 3
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.
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 or basic certification in GIS

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

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.

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.

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.

* 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.

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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>554</td>
<td>GRASSLAND ECOLOGY</td>
<td>3</td>
<td>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.</td>
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<td>556</td>
<td>ECOLOGY OF INVASIVE SPECIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>558</td>
<td>RESTORATION ECOLOGY</td>
<td>3</td>
<td>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.</td>
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<td>560</td>
<td>ADVANCED WATER AND SOIL BIOGEOCHEMISTRY</td>
<td>3</td>
<td>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.</td>
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<td>562</td>
<td>MICROBIAL ECOLOGY</td>
<td>3</td>
<td>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, biocontrol, biological waste treatment, fuel production, and energy recovery will be studied.</td>
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<td>570</td>
<td>CLIMATE CHANGE</td>
<td>3</td>
<td>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.</td>
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<td>572</td>
<td>ENVIRONMENTAL WATER QUALITY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>580</td>
<td>ADVANCED WATER SAMPLING TECHNIQUES</td>
<td>3</td>
<td>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</td>
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will emphasize critical analysis of current hydrologic computational methods and hands-on use of water quality models.

600 GRADUATE RESEARCH & THESIS.................................................................................. 6-9
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)

100 EARTH SCIENCE........................................................................................................ 4
This introductory lab course in physical geology covers the Earth, its structure, composition, and the geologic processes acting on and within the earth. Special attention is given to the areas of meteorology, earth movements, and history. Laboratory required.

105 INTRODUCTION TO PHYSICAL GEOLOGY.................................................................. 4
A study of geological processes such as erosion, volcanoes, earthquakes, mountain building, fossils, and origin of land forms. Laboratory required.

121 HISTORICAL GEOLOGY................................................................................................ 3
A study of the history of the Earth, including major geologic and biologic events. Prerequisites: GEOL 105 Introduction to Physical Geology, PALE 101 Introduction to Paleontology.

133 ENVIRONMENTAL GEOLOGY....................................................................................... 4
This course is an introduction to processes involved in shaping the Earth. This course will focus primarily on how human activities impact the Earth’s physical environment. Specific topics include: rocks and minerals, streams and flooding, mass movement, water as a resource, soil as a resource, and pollution.

201 MINERALOGY AND PETROLOGY .................................................................................. 3
This class is a study of rocks and minerals, their properties and how they relate to each other. Prerequisite: GEOL 101 Introduction to Physical Geology

221 SEDIMENTOLOGY AND STRATIGRAPHY .................................................................. 3
A study of sedimentary rocks, how they are formed and how to interpret them with respect to environment and geologic history of a region. Prerequisites: GEOL 121 Historical Geology, GEOL 201 Mineralogy and Petrology

299 GEOLOGY SPECIAL TOPICS ....................................................................................... 1-4

499 GEOLOGY SPECIAL TOPICS ....................................................................................... 1-4

PHYSICS (PHYS)

102 PHYSICAL SCIENCE ..................................................................................................... 4
Elementary principles of physics, meteorology, chemistry, geology, and astronomy. Laboratory required. Prerequisite: MATH 101 Pre-Algebra

110 ASTRONOMY .................................................................................................................. 4
This course is an introduction to astronomy, which covers the operations and functions of a telescope, star charting, the solar system, planets, stars and the universe. Laboratory required. Prerequisite: MATH 101 Pre-Algebra
This is the first semester course in physics for students without a calculus background. The course will cover topics relative to Newton’s Laws of Motion. These will include describing motion, falling objects and projectile motion, explaining motion, circular motion, the planets and gravity, energy and oscillations, momentum and impulse, and the rotational motion of solid objects. Laboratory required. Prerequisite: MATH 101 Pre-Algebra

This is the second semester course in physics for students without a calculus background. The course will cover topics in fluids and heat, heat engines and thermodynamics, electricity and magnetism, wave motion and optics, radiation, atomic spectra, quantum mechanics, nuclear chemistry and relativity. Laboratory required. Prerequisite: PHYS 211 College Physics I

This course will cover the basic principles and concepts of Newtonian mechanics. Topics will include translational and rotational motion, work, energy, power, momentum, conservation of energy and momentum, periodic motion, waves, sound, heat, and thermodynamics. Laboratory required. Prerequisite: MATH 165 Calculus I or consent of the instructor

This course will cover the basic principles and concepts of electricity, magnetism and modern physics. Topics will include electricity, circuits, magnetism, electromagnetic waves, optics, relativity, photons and matter, nuclear physics, quarks, leptons and the Big Bang. Laboratory required. Prerequisites: PHYS 251 University Physics I Co-Requisite: ENGR 222 Dynamics

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.

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.

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
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.

**TEACHING OCHETHI SAKOWIN LEVEL IV METHODS A**

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.

**TEACHING OCHETHI SAKOWIN LEVEL V METHODS A**

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.

**TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS A**

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.

**TEACHING OCHETHI SAKOWIN LEVEL III & IV METHODS A**

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.

**TEACHING OCHETHI SAKOWIN GRAMMAR I**

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.

**OCHETHI SAKOWIN PHONOLOGY I**

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.

**INTENSIVE OCHETHI SAKOWIN FOR BEGINNERS I**

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.

126 INTENSIVE OCHETHI SAKOWIN FOR ELEMENTARY III .......................................................... 1
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.

201 TEACHING OCHETHI SAKOWIN LEVEL I METHODS B ............................................................ 1
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

202 TEACHING OCHETHI SAKOWIN LEVEL II METHODS B .............................................................. 1
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

203 TEACHING OCHETHI SAKOWIN LEVEL III METHODS B ............................................................ 1
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

204 TEACHING OCHETHI SAKOWIN LEVEL IV METHODS B ..................................................... 1
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

205 TEACHING OCHETHI SAKOWIN LEVEL V METHODS B ..................................................... 1
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

206 TEACHING OCHETHI SAKOWIN LEVEL I & II METHODS B ........................................... 1
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

207 TEACHING OCHETHI SAKOWIN LEVEL III & IV METHODS B ......................................... 1
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

208 TEACHING OCHETHI SAKOWIN GRAMMAR II ................................................................. 1
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

210 OCHETHI SAKOWIN INFLECTIONAL MORPHOLOGY I .................................................. 1
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

211 OCHETHI SAKOWIN SYNTAX I .................................................................................. 1
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

212 OCHETHI SAKOWIN PHONOLOGY II ............................................................................ 1
This course is a continuation of Ochethi Sakowin /Dakota phonology and pedagogical approaches to teaching correct pronunciation. Prerequisite: LDL 110 Ochethi Sakowin Phonology I

221 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES I ...................................... 1
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

222 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES II .......................................................... 1
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

223 INTENSIVE OCHETHI SAKOWIN FOR PRE-INTERMEDIATES III .................................................. 1
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 Pre-Intermediates II or consent of the instructor

231 IMMERSION METHODS I ............................................................................................................. 1
This course offers theoretical insights and practical training in various immersion strategies, activities, and approaches in preschool through first grade classrooms.

232 IMMERSION METHODS II ........................................................................................................... 1
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

233 IMMERSION METHODS III ........................................................................................................... 1
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

240 PROCESS WRITING I ................................................................................................................... 1
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.

241 OCHETHI SAKOWIN READING I .............................................................................................. 1
This course provides a basic introduction to the structure of traditional Ochethi Sakowin narratives and how texts can be used in the classroom.

242 DISCURSIVE NARRATIVE & RECORDING I .............................................................................. 1
This course provides students with the opportunity to create and record a narrative in Ochethi Sakowin.

243 FIELD METHODS/TRANSCRIPTION I ....................................................................................... 1
This course is designed to teach effective field methods for recording native speakers and transcription. Prerequisite: Consent of the instructor

250 INDIGENOUS LANGUAGE I ......................................................................................................... 1
This course is an introductory survey of indigenous language loss, focusing on current best practices for revitalization.

251 OCHETHI SAKOWIN SONG & DANCE .................................................................................... 1
This course will provide an introduction to the song and dance of the Ochethi Sakowin.

252 NORTHERN PLAINS SIGN LANGUAGE .................................................................................... 1
This course offers an intensive practical introduction to the history and use of Plains Indian Sign Language (PISL).

253 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

254 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.

303 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

304 TEACHING OCHETHI SAKOWIN IV 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 intermediate conjugation of verbs, reading, and writing. Prerequisite: LDL 204 Teaching Ochethi Sakowin Level IV Methods B or consent of the instructor

305 TEACHING OCHETHI SAKOWIN V 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 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

306 TEACHING OCHETHI SAKOWIN I & II METHODS C
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

307 TEACHING OCHETHI SAKOWIN III & IV METHODS C
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

308 TEACHING OCHETHI SAKOWIN GRAMMAR III
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
This course introduces advanced Ochethi Sakowin inflection morphology and morphological irregularities. Prerequisite: LDL 210 Ochethi Sakowin Inflectional Morphology I or consent of the instructor.

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.

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.

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.

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 tȟáŋ 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.

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.

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.

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.

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.

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.
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

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

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.

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

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

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

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

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

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

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

This course is for advanced-intermediates. 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
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

430 IMMERSION METHODS VII .................................................................................................. 1
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

431 IMMERSION METHODS VIII .................................................................................................. 1
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

432 IMMERSION METHODS IX .................................................................................................. 1
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

440 OCHETHI SAKOWIN DRAMA/PERFORMANCE I ................................................................. 1
This course focuses on adapting a story into an Ochethi Sakowin language screen play using theater script format. Prerequisite: Consent of the instructor

441 OCHETHI SAKOWIN DRAMA/PERFORMANCE II .............................................................. 1
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

442 OCHETHI SAKOWIN DRAMA/PERFORMANCE III ............................................................ 1
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

450 NEOLOGISM DEVELOPMENT II ......................................................................................... 1
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

451 CLASSROOM MATERIALS DEVELOPMENT II .................................................................... 1
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
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>452</td>
<td>AUDIO MATERIALS DEVELOPMENT II .................................................................. 1</td>
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<tr>
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<td>This course focuses on developing advanced instructional audio recordings based on leading methods and theories. Prerequisite: LDL 352 Audio Materials Development I</td>
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<tr>
<td>453</td>
<td>VIDEO MATERIALS DEVELOPMENT II .................................................................. 1</td>
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<tr>
<td></td>
<td>This course focuses on developing advanced instructional video recordings based on leading methods and theories. Prerequisite: LDL 353 Video Materials Development I</td>
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<tr>
<td>454</td>
<td>TECHNOLOGY DEVELOPMENT II ........................................................................ 1</td>
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<td>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</td>
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<td>455</td>
<td>DAKOTA MATERIALS DEVELOPMENT II .................................................................. 1</td>
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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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<td>456</td>
<td>NEOLOGISM DEVELOPMENT III ........................................................................... 1</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>
<th>Course Title</th>
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<tr>
<td>100</td>
<td>NATIVE AMERICAN KNOWLEDGE BOWL .................................................................... 1</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 ...................................................... 3</td>
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<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>
</tr>
<tr>
<td>102</td>
<td>OCHETHI SAKOWIN LANGUAGE FOR ELEMENTARY LEARNERS ....................................... 3</td>
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<tr>
<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>
</tr>
<tr>
<td>103</td>
<td>INTRODUCTION TO OCHETHI SAKOWIN LANGUAGE, CULTURE &amp; HISTORY ........................ 3</td>
</tr>
<tr>
<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 ........................................................................... 3</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>
</tr>
</tbody>
</table>
NATIVE AMERICAN HISTORY I
This course is an introduction to Native American history from before the European colonization through the 1760's.

NATIVE AMERICAN HISTORY II
This course is an introduction to Native American history from the era of the American Revolution through the 1920's.

NATIVE AMERICAN HISTORY III
This course is an introduction to Native American history from the era of the Indian Reorganization Act through to the present.

OCHETHI SAKOWIN MUSIC AND DANCE
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.

INTRODUCTION TO NATIVE AMERICAN STUDIES
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.

LOCAL TRIBAL GOVERNMENT
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.

NATIVE AMERICAN GOVERNMENTS: TRADITIONAL AND CONTEMPORARY
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.

OCHETHI SAKOWIN TRADITION, PHILOSOPHY, & SPIRITUALITY
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.

OCHETHI SAKOWIN LANGUAGE FOR PRE-INTERMEDIATES
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.

OCHETHI SAKOWIN LANGUAGE FOR INTERMEDIATES
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.

OCHETHI SAKOWIN ORAL TRADITION AND STORYTELLING
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.
218  NATIVE AMERICAN LITERATURE ................................................................. 3  
A study of various works by Native American writers within an historical framework, both from the  
oral and the written literacy tradition.

*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.

*247  NATIVE AMERICAN ART PROJECTS ..................................................... 3  
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.

299  NATIVE AMERICAN STUDIES SPECIAL TOPICS ..................................... 1-3

301  OCHETHI SAKOWIN LANGUAGE FOR ADVANCED INTERMEDIATES ............. 3  
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 211 Ochethi Sakowin Language for Intermediates

302  OCHETHI SAKOWIN LANGUAGE FOR PROFICIENT LEARNERS ................. 3  
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 fluency in everyday conversation will be acquired. Prerequisite: NAS 301 Ochethi  
Sakowin for Advanced Intermediates

309  COMPARATIVE SPIRITUALITY ................................................................. 3  
This course will examine different religious traditions and dimensions of human existence in the  
world, both historical and contemporary. The course will include such topics as the history of select  
religious traditions, outstanding individuals, key rituals and ceremonies, and perspectives on the  
sacred dimensions of human existence. Emphasis will be on the Ochethi Sakowin religious  
tradition and spirituality.

311  NATIVE AMERICAN WOMEN ................................................................. 3  
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.

318  NATIVE AMERICAN LITERATURE ............................................................. 3  
A study of various works by Native American writers within an historical framework, both from the  
oral and the written literacy tradition.

321  PEOPLES AND CULTURES OF NATIVE NORTH AMERICA ........................ 3  
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.
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<tr>
<td>331</td>
<td>NATIVE PEOPLES OF THE NORTHERN PLAINS</td>
<td>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.</td>
</tr>
<tr>
<td>350</td>
<td>LANGUAGES OF NATIVE AMERICA</td>
<td>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).</td>
</tr>
<tr>
<td>360</td>
<td>OCHETHI SAKOWIN CULTURE IN TEXTUAL SOURCES</td>
<td>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.</td>
</tr>
<tr>
<td>410</td>
<td>OCHETHI SAKOWIN HISTORY I</td>
<td>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.</td>
</tr>
<tr>
<td>411</td>
<td>OCHETHI SAKOWIN HISTORY II</td>
<td>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.</td>
</tr>
<tr>
<td>415</td>
<td>NATIVE AMERICAN EDUCATION</td>
<td>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.</td>
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<tr>
<td>418</td>
<td>CONTEMPORARY NATIVE AMERICAN LITERATURE</td>
<td>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.</td>
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<tr>
<td>419</td>
<td>NATIVE SOVEREIGNTY AND DECOLONIZATION</td>
<td>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</td>
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<tr>
<td>420</td>
<td>CURRENT ISSUES IN NATIVE NORTH AMERICA</td>
<td>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.</td>
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<tr>
<td>421</td>
<td>OCHETHI SAKOWIN SOCIAL AND KINSHIP SYSTEMS</td>
<td>This course will provide a detailed analysis of the social and kinship systems of the Ochethi Sakowin people, including the organization and structure of the thiyospaye and thiwahe units, appropriate use of kinship terms and their associated behaviors, the values and moral philosophies of the social system, and the expectations for proper roles of males and females within traditional Ochethi Sakowin society.</td>
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<tr>
<td>431</td>
<td>TRADITIONAL OCHETHI SAKOWIN LEADERSHIP</td>
<td>This course will provide a detailed analysis of the traditional Ochethi Sakowin system of leadership and government, including the organization and structure of traditional band and tribal government,</td>
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how leaders were selected and expectations for their behavior and moral philosophies of the leadership system, and study of specific ithanchan (chiefs) who greatly influenced the historical direction of the Ochethi Sakowin groups.

440 STANDING ROCK CULTURE & HISTORY................................................................. 1
This course will provide an overview of the historical development of the Standing Rock Reservation and a survey of the culture and society of the Hunkpapha, Sicasapa, and Wichiyan peoples who call it home. The course will include an overview of the Ochethi Sakowin social and kinship system and discussion of the contemporary social and political structure of the reservation. This course is one of a three-part series that can be used for teacher certification in fulfilling the Indian Studies requirement.

*445 APPLYING OCHETHI SAKOWIN CULTURE TO NATURAL RESOURCE MANAGEMENT .......... 3
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 Ochethi Sakowin culture.

450 INDIGENOUS RESEARCH METHODOLOGIES ...................................................... 4
This course discusses the role and impact of research in Native communities, including the need for and development of tribal institutional review boards and the current call for indigenous research practices. Moreover, this course helps students develop their own indigenous research methodologies.

497 NATIVE AMERICAN STUDIES SENIOR CAPSTONE.............................................. 1
This course provides students opportunities to gain supervised, practical experience working in a tribal community. A minimum of 45 hours of field experience and completion of a reflective presentation to the Native American Studies advisory committee are required. Students will be evaluated on quality of presentation and supervisor’s evaluation. Students must pass with a B or better.

499 NATIVE AMERICAN STUDIES SPECIAL TOPICS.................................................. 1-3

DIVISION OF NURSING

NURSING (NURS)

101 INTRODUCTION TO THE NURSING PROFESSION.................................................. 1
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.................................. 3
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.................................................................... 2
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

262
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 life span. 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 250 Developmental 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

297 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.

299 NURSING SPECIAL TOPICS

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE
CRIMINAL JUSTICE (CJ)

201 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.
INTRODUCTION TO LAW ENFORCEMENT AND CORRECTIONS ............................................. 3
In-depth analysis of Law Enforcement and Corrections within the context of crime analysis, deterrence, prevention, and reform relative to the initial and final phases of the criminal justice process. Additional topics include the authority and responsibilities of these legal structures in relation to specialized areas of local, state, Tribal, and federal law. The course includes a section devoted to traditional and contemporary forms and processes of dispute resolution and order maintenance and their development into contemporary representations in Tribal societies.

INTERVIEWING & INTERROGATION .......................................................... 3
Introduces approaches and techniques for conducting interviews and interrogations, with emphasis on the legal and practical differences between interviewing witnesses and victims and interrogating criminal suspects. Various practical and theoretical applications and methods to detect truthfulness and deception based on behavioral, physiological, and emotional actions or responses are identified and explored.

INDIAN LAW ................................................................. 3
Examines Tribal and federal Indian law from historical and sociological perspectives, the roles and functions of various state, federal, and Tribal agencies relative to Tribal governments, and the Constitutional, legislative, and judicial bases for processes, structures, functions, principles, practices, procedures, and jurisdictions involved in the administration of American Indian law.

CIVIL LAW I: CONTRACTS AND TORTS .............................................. 3
Presents fundamental definitions, concepts, and practices relative to Civil Law. Basic concepts and principles of contract law, including terms and definitions; creation and termination; formation, performance, and enforcement; and breach and remedies are also examined. In addition, legal practices pertaining to the organization, operation, and dissolution of the family, including domestic relations, paternity, child custody, adoptions, and child and spousal support will be examined, with particular emphasis on Tribal codes and Native American issues including the Indian Child Welfare Act and the 2013 Violence Against Women Act.

CIVIL LAW II: WILL, PROBATE, AND PROPERTY LAW .................................... 3
Reinforces and adds to skills learned in Civil Law I and examines fundamental concepts and principles of will, probate, and property law, including trust and fee property, executors and heirs, and laws of distribution based on Tribal codes, common law, and Federal Law.

FAMILY LAW ................................................................. 3
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.

LEGAL RESEARCH, WRITING, AND CASE ANALYSIS ...................................... 3
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. Consent of Instructor or Co-requisite: ENGL 120 COMPOSITION II.

CRIMINAL LAW ................................................................. 3
Investigates the principles of criminal accountability, including an analysis of substantive law and definitions of, and elements necessary to prove, crimes against persons, property, and society. 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 various actors during the investigation and prosecution of a criminal acts. Consent of Instructor or Co-requisite: CJ231 Evidence and Procedure.
INTRODUCTION TO AMERICAN COURTS
Examines the structure, jurisdictions, responsibilities, and constitutional authority of the various courts within the American criminal justice system, with a section devoted specifically to the establishment, structures, and authority of courts in Indian Country.

EVIDENCE AND PROCEDURE
Examines the elements necessary to prove victimless crimes and crimes against persons, property, the state, and society within the context of the methods and mechanics of the legal process. Particular emphasis on investigation, arrest, search, and seizure, and rights of the accused as represented by various legal actors and agencies of the justice system. Consent of Instructor or Co-requisite: CJ225 Introduction to American Courts.

SURVEY OF FORENSIC SCIENCES
An introductory overview of various disciplines involved in the Forensic Sciences and their contributions and application to the investigation and prosecution of criminal acts. Topics include death and injury examination, crime scene documentation and investigation, and blood spatter, hair, fingerprint, and tool and footwear impression analysis.

CRIMINOLOGY
A historical and contemporary exploration of the physiological, environmental, psychological, and social causes, and society’s responses to, deviance and criminality from both theoretical and empirical perspectives, with a special emphasis on the definitions, extent and efforts at prevention of criminal behaviors.

JUVENILE JUSTICE
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. Consent of Instructor or Co-requisite: CJ231 Evidence and Procedure.

LEGAL ETHICS
Examines the philosophical, moral, and ethical bases of human behavior in the context of the American legal system. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and corrections.

TRIAL TECHNIQUES
Familiarizes students with the techniques and practices of the courtroom by utilizing mock trials in which students act as advocates, witnesses, judges, court officials, and police officers. Consent of Instructor or Co-requisites: CJ231 Evidence and Procedure.

CRIMINAL BEHAVIORAL ANALYSIS
Examines assorted approaches to criminal behavioral analysis. Topics include philosophical, taxonomic, and practical analysis and investigation of various types of criminal behaviors and their applications to the investigation and prosecution of crimes.

CRIMINAL JUSTICE-LAY ADVOCATE/PARALEGAL INTERNSHIP/CAPSTONE EXPERIENCE
Provides students with an opportunity to work with professionals and/or experts. For those unable to, or choose not to find internship placement, the capstone requires fulfillment of a plan of independent study relating to the student’s legal area of interest, culminating in a thesis and media presentation. Students may only complete the internship/capstone, with advisor approval, within the last two semesters of the Criminal Justice degree plan.

CRIMINAL JUSTICE SPECIAL TOPICS
May fill elective requirement. Consent of Instructor.
LEGAL ETHICS .................................................................................. 3
Examines the philosophical, moral, and ethical bases of human behavior in the context of the American legal system. Students discuss justice, law, punishment, moral decision-making, and ethical and legal dilemmas in law enforcement, the courts, and corrections.

TRIAL TECHNIQUES ............................................................................. 3
Familiarizes students with techniques and practices of the courtroom by utilizing mock trials in which students act as advocates, witnesses, judges, court officials, and police officers. Consent of Instructor or Co-requisites: CJ231 Evidence and Procedure.

ECONOMICS (ECON)

MICROECONOMICS ............................................................................. 3
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

MACROECONOMICS ............................................................................. 3
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

ECONOMICS SPECIAL TOPICS ............................................................... 1-3

MONEY AND BANKING ........................................................................ 3
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

ECONOMIC DEVELOPMENT .................................................................. 3
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.

GEOGRAPHY (GEOG)

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.

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.

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)

203 INTERVIEWING........................................................................................................ 4
This course is an experience in active listening. The course provides students with the basic overview of the attitudes, knowledge, and skills which human service professionals need when they conduct interviews. The course includes a lab which 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.

204 CASE MANAGEMENT............................................................................................. 4
Through this course students will learn the necessary case management skills to provide individuals and families in need of comprehensive services. This course will focus on service delivery planning, concepts of intervention and evaluation of interventions. Students will gain skills for developing, implementing, and monitoring effective case plans and advocating for resources that help clients achieve self-sufficiency. The course will concentrate on skill development as opposed to theoretical concepts and integrate classroom instruction through a laboratory setting where hands on experience will be gained as students apply course work to real life situations.

211 INTRODUCTION TO ADDICTIONS ...................................................................... 3
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.

220 MANAGEMENT & ADMINISTRATION IN HUMAN SERVICES .................................. 3
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.

260 CRISIS INTERVENTION/SUICIDE PREVENTION ......................................................... 3
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.

297 HUMAN SERVICES INTERNSHIP ............................................................................. 1-3
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.

299 HUMAN SERVICES SPECIAL TOPICS .................................................................... 1-3

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 Introduction to Psychology

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

258 ADULT AND END OF LIFE PSYCHOLOGY .................................................................... 1
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.

270 ABNORMAL PSYCHOLOGY ............................................................................................. 3
A survey of the classification, symptoms, and etiology of psychological disorders. Prerequisite: PSYC 111 Introduction to Psychology

299 PSYCHOLOGY SPECIAL TOPICS .................................................................................................. 1-3

**SOCIOLoGY (SOC)**

099 JOB SKILLS ................................................................................................................................. 2
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.

120 TRANSITIONS-GRADUATION AND BEYOND ............................................................................. 2
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.

110 INTRODUCTION TO SOCIOLOGY ................................................................................................. 3
An introductory analysis of the nature of society, the interrelationship of its component groups and the process whereby society persists and changes.

210 CHEMICAL DEPENDENCY ........................................................................................................... 3
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.

220 THE FAMILY .................................................................................................................................... 3
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

299 SOCIOLOGY SPECIAL TOPICS .................................................................................................. 1-3

**SOCIAL WORK (SWK)**

255 SOCIAL WORK IN THE MODERN SOCIETY ............................................................................... 4
*** This course is a prerequisite for admission to the BSW program. Students must pass this course successfully with a "C" or above before enrolling 300/400 SWK courses.
This is an introduction to the profession of social work. This course will provide foundational knowledge necessary for those interested in a career in social work. Students will be familiarized with the various roles, tasks, duties, and responsibilities of a social worker. Other topics covered in this course: the history and development of social work, social work mission, values, and ethics, generalist social work practice, ethical decision-making, social justice and advocacy, strengths perspective, multi-disciplinary approach, and the levels of social work practice. Students will be oriented to National Association of Social Work (NASW) Code of Ethics. In addition to the
coursework, students are required to complete 40 hours of human or social service related volunteer work.

256 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.

257 HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT I .................................................. 3
This course examines the bio-psycho-social aspects of human development across the life span. Students will learn and understand the influence of sex, religion, spirituality, socio-cultural contexts, personal and familial values, race, ethnicity, privilege, sexual orientation, class, religion, gender, nationality and immigration can influence human behavior and development. Students will understand how to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks as it pertains to the social worker’s ability to critically analyze and conceptualize human growth and development and use as a guide to the generalist practice approach when working with individuals and families. This course supports social work practice competencies with emphasis on assessment and intervention skills and evidence-based practice.

300 TECHNICAL AND PROFESSIONAL DOCUMENTATION IN SOCIAL WORK PRACTICE .......... 2
This course will focus on social work practice and interventions with children, youth, and families in the child welfare system. Students will analyze and evaluate the issues of the current child welfare system. Other topics covered in this course: foster care, permanency planning, case management, service coordination, child maltreatment, abuse, and neglect, vulnerable children and families, and the strengths approach with families.

310 CHILD WELFARE I .......................................................................................... 3
This course will focus on social work practice and interventions with children, youth, and families in the child welfare system. Students will analyze and evaluate the issues of the current child welfare system. Other topics covered in this course: foster care, permanency planning, case management, service coordination, child maltreatment, abuse, and neglect, vulnerable children and families, and the strengths approach with families.

320 CHILD WELFARE II: NATIVE AMERICAN CHILDREN & FAMILIES ................................. 3
This course will examine historical and contemporary child welfare issues related to Native American children and families and tribal communities. Students will get an in depth understanding of the history and development of the Indian Child Welfare Act (ICWA), boarding school effect, and the historical trauma related to these events. Students will become familiar with terms related to the Indian Child Welfare Act, Title IV-E, and we will discuss the role of cultural and traditional practices, planning, and case management when working with Native American children and families in child welfare.

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.

356 SOCIAL WELFARE POLICY AND ADVOCACY .......................................................... 3
This course will explore social welfare policy and how those policies impact diverse populations and approaches to influence change. 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.

357 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENITION II ................................................................. 3
This is the second course in the HBSE sequence. This course examines human behavior and the social environment across groups, organizations, and communities. In this context, students will learn and understand social system theories as a framework to guide social work practice with groups, organizations, and communities. Emphasis is placed on human diversity, marginalized and oppressed groups, transcultural and intersectional perspectives of diversity, feminism, and the influence of racism, historical trauma, power, privilege, and oppression on human development. Prerequisite: Students must have taken and passed SWK 257 (HBSE I) with "C" or higher.

400 SOCIAL WORK FIELD AND GRAD PREP .................................................................................... 1
The focus of this course is to prepare students to apply and enter field education and to prepare for the social work licensing exam. Students will be oriented with the student field manual and polices, student and agency roles, expectations, and responsibilities, and practice-learning behaviors associated with social work field education.

401 SELF-CARE IN SOCIAL WORK PRACTICE .................................................................................... 1
This course will provide an overview of the various types of resiliency and self-care techniques, skills, and strategies as it relates to social work practice. This course will focus on issues of compassion fatigue (CF), secondary traumatic stress (STS), and burnout (BO), and vicarious trauma (VT) in the helping profession. Students will understand the importance of self-care as it relates to professional competency, personal well-being, and self-awareness. Students will understand self-care as professional and ethical duty and responsibility.

430 RURAL SOCIAL WORK PRACTICE ................................................................................................. 3
This course will focus on social work practice in rural communities with an emphasis on tribal communities. The course will examine the unique aspects of working with rural and isolated communities, specifically the issues and challenges related to accessing adequate resources and opportunities. With regard to tribal communities, we will examine issues of racism, oppression, lateral violence, and how these issues affect the welfare and well-being of tribal communities. The course will examine best practices, strategies, and interventions to overcoming barriers and challenges through a strength based and empowerment perspective. Other topics covered in this course: asset mapping, collective social work, social capital, identifying community strengths, coalition building, and social work through an empowerment approach.

435 SOCIAL WORK METHODS II: WORK WITH GROUPS ................................................................. 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. The course will review group dynamics and the best practices and methods in group work. In addition, students will be required to complete a specified number of hours of direct observation and participation of any outside or community group.

436 SOCIAL WORK METHODS III: WORK WITH ORGANIZATIONS AND COMMUNITIES......... 3
This course applies knowledge, values, and skills for generalist social work practice with organizations and communities using evidence-based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with organizations and communities.

442 RESEARCH METHODS IN SOCIAL WORK ..................................................................................... 3
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. Students will understand the role and responsibility of being a critical and informed consumer and contributor.
of research. Students will analyze and evaluate the ethical issues and dilemmas involved with research as it relates to ethical practice in social work. Prerequisite: MATH 314 and ENGL 342.

445 DECOLONIZING SOCIAL WORK WITH INDIGENOUS COMMUNITIES ................................................................. 3
This course will focus on social work practice with Indigenous peoples and communities both locally and globally. The course will emphasize the importance of understanding the history and issues of colonization and colonized practices associated with modern social work practice. Furthermore, students will examine how racism and oppression can show up in social work practice and how the social work profession itself can further marginalize Indigenous individuals, families, groups, and communities. The course will review how social workers can be mindful of their privilege and power in the profession. The course will look at effective decolonized interventions and strategies and best practices that honor Indigenous ways, traditions, and practices that promote healing, emphasize Indigenous strengths, and acknowledge Indigenous rights, identity, sovereignty and self-determination.

450 SOCIAL WORK AND THE LAW ........................................................................................................................................ 3
This course examines the nexus between social work and law. The course will provide an overview of the basic structure and function of the tribal, state and federal legal systems. Students will be introduced to basic legal principles, theories, and how the legal framework helps to guide social work practice. The course will review social problems impacting vulnerable populations, with discussions of laws relating to child welfare, education, juvenile justice, family law, domestic violence, elder welfare, health care, developmental disabilities, mental health, chemical dependency, and civil rights. The course will also address confidentiality, privacy, malpractice and liability as related to social work.

490 FIELD EDUCATION .................................................................................................................................................. 12
This course is a direct learning experience in generalist social work practice that emphasizes the core competencies and demonstration of practice behaviors. Students will understand and connect the theoretical and conceptual contributions of the classroom with the practical world of the internship setting. Students are required to complete a minimum of 450 hours of direct field learning experience in a social or human services agency or other relevant setting approved by the Field Director. Pre-requisite: Satisfactory completion of all degree requirements for Bachelor of Social Work degree and consent of the instructor. This course must be taken concurrently with SWK 491.

491 FIELD SEMINAR ......................................................................................................................................................... 1
This course is designed to support and guide students through their social work field internship. The course will consist of weekly reflection, documentation, and in-class discussion. Students will integrate their field learning experiences with social work practice, knowledge, skills and core competencies, and will focus on professional and ethical dilemmas and issues. Co-requisite: SWK 490.
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