Chief Dull Knife College
Mission Statement

Chief Dull Knife College is a community based, land grant, and tribally controlled community college established to provide quality educational opportunities to residents of the Northern Cheyenne Reservation and surrounding communities. Inspired by Chief Dull Knife’s determination, our mission is to provide Northern Cheyenne culturally influenced education through quality life-long learning opportunities.

Core Themes

Quality Educational Opportunities
Lifelong Learning
Culturally Influenced Education
You’ve all heard the saying, “Ignorance is bliss” and you’ve probably also heard the one that goes like this, “If you think education is expensive, try ignorance”. As with all sayings like these, there are grains of truth in each of them. The two above are no exceptions. Ignorance is really bliss when people don’t compare earning powers of those who have an education with those who don’t. And ignorance is really expensive when compared with the earning power one loses over a life-time by staying uneducated. Of course, for many people who do get an education at whatever level, there are many other benefits that can be realized: one becomes a good role model for their children and for their and their children’s peers; the qualities of their lives are considerably improved by having access to material things that ease life’s journey: HD — flat screen televisions, the latest electronic games, the latest cyber-toys, travel to other states and other countries, or just plain old enjoyment of the world of ideas.

So, even on a very basic level, getting an education yields nothing but positive results both for the individual and, in our case, for all Native American people. It wasn’t too long ago when all Native American Indians were considered not fit for a college education; that we were only good with our hands. We have changed that narrow, bigoted perception over the past decades. Tribal Colleges have played a significant role in showing the whole world that we are college material, that we are good with our hands and with our minds. Now is the time to change that perception for yourself.

If you’ve never been to College, come to Chief Dull Knife College. If you’ve tried college before, try it again at Chief Dull Knife College; you’ll find out that being uneducated is too expensive and that ignorance isn’t so blissful, after all.

Dr. Richard Littlebear,
President
ACADEMIC CALENDAR
2016-2017

FALL SEMESTER 2016

Registration/Advising/Testing August 22-31
(Testing only at 9 a.m. & 1 p.m. each day)
Student Registration August 25-26
Classes Begin August 29
Registration Closes August 31
Last Day to Add Classes (No Registration) September 2
Labor Day September 5
Cheyenne’s Depart Oklahoma Commemoration* September 9
Native American Holiday September 23
Mid-Term Week October 17-21
End of 9th Week for Financial Aid Eligibility October 28
Veteran’s Day Holiday November 11
Thanksgiving Break November 24-25
Sand Creek Massacre Commemoration November 29
Pre-Registration for Spring Semester 2017 December 5-9
Last Day to Withdraw or Drop Classes December 9
Final Exams Week December 12-16
Winter Break December 19 - January 8

SPRING SEMESTER 2017

Registration/Advising/Testing January 2-6
(Testing only at 9 a.m. & 1 p.m. each day)
Student Registration January 6
Fort Robinson Breakout Commemoration January 9
Classes Begin January 9
Registration Closes January 11
Last Day to Add Classes (No Registration) January 13
Dr. Martin Luther King, Jr. Holiday January 16
Chief’s Day Holiday February 20
Mid-Term Week February 27 – March 3
Spring Break March 6 - 10
End of 9th Week for Financial Aid Eligibility March 10
Easter Holiday April 14-17
Last Day to Withdraw or Drop Classes April 28
Final Exams Week May 1-4
Graduation May 9

(* Classes in session)
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GENERAL INFORMATION

HISTORY

Chief Dull Knife College was originally chartered in September, 1975, by Tribal Ordinance as the Northern Cheyenne Indian Action Program, Incorporated, and granted funding by the Indian Technical Assistance Center of the Bureau of Indian Affairs. The Northern Cheyenne Tribal Council appointed six directors to manage the affairs of the corporation.

Previously known as Dull Knife Memorial College, CDKC was renamed in 2001 to emphasize the significance of Dull Knife as a chief and respected historical leader of the Northern Cheyenne people. Chief Dull Knife, also known as Chief Morning Star, fighting with great courage and against overwhelming odds, led his band of Northern Cheyenne back to our homeland to maintain the sovereignty of our tribe. Reflecting Chief Dull Knife’s determination, the College’s primary mission is to provide educational and cultural leadership to its constituents.

Although the original curriculum of the College was directed at training students for mining jobs near the reservation, the College quickly expanded its offerings to include post-secondary transfer programs. The College offers Associate degrees and certificate programs, and maintains articulation agreements with institutions within the Montana University system that facilitate seamless transfer for students. With the addition of interactive digital technology at CDKC, the College has also been able to expand opportunities for upper level students to complete advanced degrees on-line.

As the student population has steadily increased, so has the need to acquire new facilities and the campus has utilized sustainable green-build technology to construct buildings to house Adult Literacy, technology, daycare, and visiting lecturer facilities. All of the facilities were designed and built using sustainable straw bale construction in cooperation with the American Indian Housing initiative. In addition, the campus houses the Dr. John Woodenlegs Memorial Library, a state-of-the-art library that serves both the College and community, a Learning Center that provides both educational and technological access for student research and study, and numerous computer, math and science laboratories, all of which are ADA compliant.

LOCATION AND CHARACTERISTICS

Chief Dull Knife College is located on the Northern Cheyenne Indian Reservation in southeastern Montana. The reservation is approximately 44 miles long and 23 miles wide, encompassing 450,000 acres. Located in a rural area, the reservation is predominantly surrounded by ranching and coal mining activity. Major electrical generation plants are located just north of the reservation at Colstrip, Montana.

The reservation population lives within the five distinct reservation districts of Ashland, Birney, Busby, Lame Deer, and Muddy Creek. The largest population center is the Lame Deer District with approximately 3,215 people.

Chief Dull Knife College is located in Lame Deer approximately two blocks east and one block north of the intersection of Highways 212 and 39. Also located in Lame Deer are the Bureau of Indian Affairs offices, Indian Health Service facilities, tribal government offices, First Interstate Bank, public K-12 school, various churches, and retail businesses.

CDKC has one main building, which houses administration, faculty offices, cafeteria facilities, bookstore, a learning center and sufficient classroom space to serve 300 students. Specialized laboratory facilities include a science laboratory, four computing labs and two specialized science research labs. In addition, separate facilities house the Dr. John Woodenlegs Memorial Library, information technology, Florence Whiteman cultural learning center, early childhood learning center, Extension Service, student activities center, and Vocational Rehabilitation Center. The Boys and Girls Club of the Northern Cheyenne Nation, tribal health fitness center and Lame Deer School gymnasium are available for athletic activities. Off-campus classes are held in classroom facilities at Colstrip Public Schools, St. Labre Indian Schools, and Lame Deer High School.
ACCREDITATION

Chief Dull Knife College is accredited by the Northwest Commission on Colleges and Universities.

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

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

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

TRANSFER OF CREDITS

All CDKC course credits, properly selected to meet the lower-division requirements of a given subject major, are accepted by the colleges and universities of Montana, as well as by accredited colleges and universities outside the state. Students should check with the department to which they plan to transfer to insure full acceptance of credits in a specific program.

If you plan to transfer to a four-year college or university, follow the steps listed below:

1. Determine as soon as possible the college to which you wish to transfer.
2. Review a current catalog of that institution and study its entrance requirements and recommended courses for freshman and sophomore students in your major field of interest.
3. Confer with your advisor about fulfilling requirements. CDKC has a Transition Counselor specifically for this purpose. CDKC faculty may also be able to provide information about the preferred sequence of courses and semesters in which courses will be offered.
4. Confer, either by letter or through personal interview, with an Admissions Officer or department chair of the college to which you want to transfer for further information about curriculum and transfer regulations.
5. In consultation with the Transition Counselor make certain all requirements will be met to the satisfaction of the four-year college, at least a semester before transfer.
6. Some colleges have specific grade and/or test requirements. Review such requirements carefully.

REVERSE TRANSFER OF CREDITS

Students who transfer from Chief Dull Knife College to a four-year college or university before completing an associate degree may apply credits earned at the four-year college or university toward the completion of an associate degree at CDKC.

To qualify, students must have earned at least 31 credits in courses numbered 100 or higher at Chief Dull Knife College before transferring to an accredited four year college or university. For more information contact the CDKC Registrar’s Office or Dean of Academic Affairs.

CLASS SCHEDULING

Daytime classes, evening classes, and weekend (Friday-Saturday) workshops are offered by the college. There is little or no distinction between daytime and evening classes. The latter are offered primarily for the convenience of adults in Lame Deer and surrounding communities, as well as other part-time or regular daytime students.

POLICY ON NONDISCRIMINATION

In accordance with Title VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act, Chief Dull Knife College has a policy of nondiscrimination in employment practices and in admission, access to, and conduct of educational programs. Discrimination is prohibited on the basis of race, sex, color, national origin, religion, age, handicap, and marital or parental status. Any student, employee, or applicant for admission or employment may file a discrimination grievance. Inquiries or grievances should be directed to Equal Opportunity Officer, Chief Dull Knife College.

NO SHOW POLICY

A registered student who does not attend at least one class session, either in person or by electronic equivalent, during the first two weeks of an academic term will be classified a “no show.” For students enrolled in an online course, the instructor will provide details as to online attendance verification. For students enrolled in a summer course, the “no show” policy takes effect at the end of the first week of classes.
Registration will be cancelled for any student who is classified a “no show” by the Registrar’s Office. The “no show” student will not be charged tuition/fees for the cancelled course(s). Any student receiving financial aid for the term must notify the Student Financial Aid Office of any “no show” adjustments to his/her credit load.

Students believing they have been reported “no show” in error must contact the course instructor immediately to resolve the issue.

Although a student has the right to appeal the “no show” course(s) cancellation, consideration will be given only if the student meets the following criteria:

- A minimum CDKC cumulative GPA of 2.0 (if previously enrolled)
- A recommendation of the course(s) instructor for reinstatement in the course(s)

Students are eligible to attend class(s) until the appeal outcome is determined. Appeals must be submitted in writing to the Dean of Academic Affairs of the college no later than the last day of the third week of classes. (*During summer session, appeals must be submitted no later than the last day of the second week of classes) The appeal document must include the student’s full name, course (s) prefix and number, the reason for non-attendance and a recommendation for reinstatement from the instructor. The Dean of Academic Affairs has final authority for all appeal decisions.

**DROP/ADD/WITHDRAWAL**

A student who desires to drop, add, or withdraw from a course must obtain the appropriate form from the Registrar’s Office. Before the transaction is official, the form must be signed by the instructor of the course, the student’s advisor, and the financial aid officer. Should a student desire to withdraw from all his or her courses, signatures of the instructor, advisor, financial aid officer and registrar are also required.

A student can drop and/or withdraw from a course(s) during the drop/add period at the beginning of each semester without a notation on the transcript. After this date a “W” will be placed on the transcript. The last day to withdraw from a course(s) will be the last instructional day of the semester. The Dean of Academic Affairs and the Dean of Student Affairs will be responsible for making exceptions for extraordinary circumstances.

The instructor can initiate the drop/withdrawal process when a student has not met class attendance requirements and has made formal contact with the instructor explaining the absence.

**INCOMPLETES**

“I” grades are assigned when illness or unavoidable circumstances have prevented a student from completing the quantitative requirements of the course. The student and instructor must complete an “Incomplete Grade Report Form” indicating the course work to be completed and the deadline date for completion. Once the “Incomplete Grade Report Form” is signed by both the instructor and student, the deadline date will not be extended. Students will have the following 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 an “F” grade.

“Incompletes” should be given only if a student has completed 2/3 of the class. Students receiving an “I” may lose their eligibility for Financial Aid or Graduation.

**REPEATING A COURSE**

Students who repeat a course will have the most recently earned grade counted toward GPA and graduation requirements. Both credit entries and both grades appear on the student’s transcript.

**AUDITING COURSES**

Students may audit courses for no grade or credit. Standard tuition and course fees apply to all audited courses. Audit status must be so indicated to the Registrar by the “last day for adding classes” each semester. After this date, no changes can be made from audit to regular enrollment, or vice versa.
Grades and Grade Point Average (GPA)

Grades are based upon the quality of work done. The grade-point-average is determined by dividing total grade points earned by the number of credits carried. The meaning of each grade and its value in grade points is as follows:

A - Excellent achievement.......................... 4 grade pts./credit
B - Good; above average .......................... 3 grade pts./credit
C - Satisfactory; average ......................... 2 grade pts./credit
D - Below average; passing .................... 1 grade pt./credit
F - Failure ........................................ No grade pts./credit
I - Incomplete ................................... No credit
W - Withdrew ..................................... No credit
AU - Audit........................................ No credit

Midterm Grades

Midterm grades will be sent to all students. These grades are only to let students know their grades at the time of midterm exams. No “I” grade will be assigned at midterm. Students who are failing or who are remiss in attendance will be notified by CDKC. Midterm grades do not appear on official transcripts.

Final Grades

Final grades are submitted by the instructor at the end of the semester. Final grade reports will be mailed to students by the Registrar’s Office.

Pass/Fail Policy

Some courses are graded on a pass/fail basis. Students performing at a satisfactory level will receive a grade of “P” which will not be included in the computation of the Grade Point Average (GPA). Students not performing satisfactorily will receive a grade of “F” which will be used in calculating the GPA.

Classification of Students

Full-Time ...................... enrolled for 12 or more credits
Part-Time ...................... enrolled in less than 12 credits
Freshman ...................... having fewer than 30 credits
Sophomore ...................... having 30 or more total credits

Student Orientation

The Student Orientation Class is required for all new incoming students. This orientation class is designed to make the adjustment to college life a positive experience. Students will become acquainted with college personnel and location of classrooms. This class will also acquaint students with registration, financial aid, tutoring, counseling, student clubs and organizations.

College Skills

The College Skills class is required for returning students who are on financial aid probation or suspension. The goal of this course is to enhance the potential for academic success at CDKC.
CLEP CREDITS

CLEP, the College Level Examination Program is a national program that enables the student to achieve credits for courses by examination rather than by attending classes. CLEP credits are honored by CDKC.

CHALLENGE EXAMINATIONS

Students may, with the approval of the student’s advisor, the instructor, and the Dean of Academic Affairs, request to receive credit for a course by special examination. The grade received on the examination will be the final grade for the course and the results will be recorded on the student’s permanent record. Students may not challenge a course which is a prerequisite to a course already completed.

Challenge credits may not be applied toward the last 15 credits required for graduation. Challenge examinations need to be added and completed prior to the closing date of “Last Day to Add Classes-No Registration” each semester. Challenge tuition and fees are the same as those which apply to courses taken for credit.

Official approval forms should be secured in advance from the Office of the Registrar.

ACADEMIC STANDARDS

The college will make all reasonable efforts to assist students toward academic success. Degree and certificate students are required to maintain a cumulative 2.0 “C” Grade-Point-Average (GPA). Some programs, scholarships or grants may require a higher GPA. Students who do not achieve a minimum of 2.0 GPA for any one semester will be notified that their work for that semester does not reflect a satisfactory level of progress, and jeopardizes their degree or certificate objective. Two successive semesters of such notification will require a consultation among student, faculty advisor, and counselor to determine the most appropriate course of action, and may result in a recommendation that the student be dropped from enrollment at the college for at least one semester.

CLASS ATTENDANCE POLICY

Chief Dull Knife College expects students to attend all of their classes on every scheduled day. Students should pay careful attention to the specific attendance requirements of each of their classes. Failure to attend classes regularly may have a negative effect on a student’s course grade.

SCHOLARSHIP HONORS

The names of students carrying 12 or more credits who maintain a cumulative grade-point-average of 3.5 or higher will appear each semester on the President’s Honor List. Students with a 3.0-3.49 will appear on the Dean’s List.

CREDIT LOAD RECOMMENDATION

A full study “load” for the average student is 15 credits per semester, which means that approximately 45 hours per week is devoted to college work. Students employed in outside work should reduce their credit load proportionately and should consult with their Advisor in determining an appropriate credit load.

The following are maximum credit load recommendations:

Freshman - 15 credit hours
Sophomores - 18 credit hours
COURSE NUMBERS AND CLASSIFICATION

Course numbers at Chief Dull Knife College are interpreted as follows:

1. The two-letter prefix indicates an area of study. For example BU is an abbreviation for Business and all courses offered in specific area are prefixed by this two-letter code.

2. The first digit of the three digit code following the two letter prefix indicates whether a course is at the developmental (0), freshman (1), or sophomore (2) level. Sophomore level courses may be taken during the first year of study if a) they have no unsatisfied prerequisites and b) the instructor determines that the student has sufficient background to be successful in the course.

3. The second digit of the three-digit code indicates whether the course is designed as an occupational/vocational course or is designed for transfer. A second digit of 0, 1, 2, 3, or 4 indicates an occupationally (A.A.S. Degree or Vocational Certificate program) oriented course. A second digit of 5, 6, 7, 8, or 9 indicates a transfer (A.A. or A.S. Degree) oriented course.

Courses designated as occupational or vocational are not intended for transfer to four-year institutions but are designed to provide skills applicable to the College’s designated A.A.S. and Certificate programs.

4. The third digit in the three-digit sequence indicates whether the course is one of a sequence.

Special course numbers are as follows:

241 or 271 Practicum Courses

Students may enroll in practicum experience courses, which will be numbered under the appropriate departmental heading. These courses are designed to give the students working experience in their field of concentration. A maximum of 4 credits per semester will be awarded for Practicum courses, with a maximum of 12 credits counted toward graduation. Forms are available in the Registrar’s Office.

240 or 270 Independent Study Courses

CDKC offers two categories of independent study:

The first category is the regular coursework equivalent. When there is an unalterable schedule conflict a student may take a regular course by independent study. Course requirements are the same as for regular courses.

Second category is independent study for which there is no course equivalent. The student must obtain approval from a sponsoring instructor and must work with the instructor in developing an individual contract that states the objectives, the resources to be used, the method(s) of evaluation, and the relationship of the independent study to the individual’s educational objectives. A cumulative GPA of 2.5 and permission of both the sponsoring instructor and the Dean of Academic Affairs is required in order to take a course in either category of independent study. A student may take a maximum of two independent study courses per semester.
A maximum of 9 credits of independent study may be applied to graduation requirements. A student must have 30 or more credits or be a sophomore to take an Independent Study course in either category.

The independent study form must be turned in with the registration card during registration. The following steps need to be followed; 1) Approval and signature of Advisor; 2) a GPA of 2.5 or higher; 3) Signature of the Instructor; 4) Signature of the Dean of Academic Affairs and; 5) Signature of the Registrar.

291 Special Topics: A course within a subject area that is not required for degree.

249 or 299 Special Courses, Workshops, Seminars

A course, seminar or workshop within a subject area may be organized for the study of some special topic of interest which is not available in the regular curriculum. Special topic courses can be used as electives. The maximum number of credits within this category that a student can apply toward graduation is six.

277 Internship Courses

Students may enroll in internship courses with the consent of a sponsoring instructor. Internship courses will be numbered under the appropriate departmental heading. A maximum of 6 credits per semester will be awarded for Internship courses, with a maximum of 12 credits counted toward graduation. Forms are available in the Registrar’s Office.
ADMISSION POLICIES

Chief Dull Knife College has an open admissions policy which stipulates that anyone who can benefit from CDKC’s educational offerings and services will be admitted as a full or part-time student. Students are accepted into the college in any of the following classifications:

FRESHMAN STUDENTS

Those eligible are students who have completed high school or passed the High School Equivalency test and have never attended a college or university.

The following items are required of each applicant:

1. A completed Chief Dull Knife College application for admission;
2. Official high school transcript or a high school equivalency certificate issued by a state department of public instruction;
3. Scores from the CDKC placement test;
4. Tribal enrollment certification if an enrolled member of a recognized tribe;
5. Evidence of Immunization.

Admission is not complete until all the required documentation has been received in the Admissions/Registrar’s Office. The applicant will then receive a letter of acceptance.

TRANSFER STUDENTS

Those eligible are students who have attempted college credit at another college or university. Students having fewer than 30 semester hours of college credit will be accepted regardless of academic standing. If the GPA is below Chief Dull Knife College standards, the student will enter on academic probation. Students dropped from another institution for disciplinary reasons may be admitted at the discretion of the Dean of Student Affairs.

DUAL ENROLLMENT

Those eligible are juniors or seniors in high school who wish to enroll to strengthen and enrich their educational program. Eligible students must be at least 16 years of age, and may enroll in any course with the written consent of their high school counselor/principal. Credit for completed coursework will be deferred until the student has graduated from high school or receives a high school equivalency certificate.

STANDARDS FOR VETERAN STUDENTS

1. Registration - Each veteran student will be counseled about benefits, credit load, withdrawal procedures, remedial and tutorial assistance and then have his enrollment card approved by the Veterans Affairs Office (VAO) during each registration.

2. Drop-Add - Each veteran must have the approval of the VAO before dropping or adding classes. Instructors are to note the last date of the veteran’s attendance on the drop-add slip. The veteran will be counseled about credit load and applicability of courses to his major field. All changes in enrollment are reported to the Veteran’s Administration.

3. Prior Credit - All previous military and civilian training will be evaluated for the purpose of granting appropriate credit.
4. Standards of Programs - Any veteran or other eligible student receiving educational benefits from the Veteran’s Administration is expected to maintain satisfactory progress toward his educational goal, and must meet the following standards:

   a) Degree and certificate standards require a cumulative 2.0 GPA.

   b) Educational benefits will be terminated for any veteran or other eligible person whose cumulative GPA remains below a 2.0 for more than two consecutive terms. A student may reapply for educational benefits once his cumulative GPA reaches 2.0.

   c) All final grades of the veteran or other eligible person will be considered in computing the GPA for the purpose of determining whether the veteran is maintaining satisfactory progress for V.A. payment purposes (V.A. benefits will be withheld for any courses not used in computing the GPA).

5. Refund - Refunds for veterans and other eligible persons, as required by V.A. Regulation 14254 (c)(13), are based on the pro-rated balance of the total charges, and are provided whether the veteran withdraws from school or is dismissed.

**VETERAN’S UPWARD BOUND**

This program is open to U.S. Veterans who have served at least 181 days of active duty or have been medically discharged, who have received a discharge other then dishonorable, and who meet low-income and/or first generation college student criteria. Contact Student Services for further information.

**EVIDENCE OF IMMUNIZATION**

All students seeking admission to Chief Dull Knife College must provide evidence of a) immunization for measles, mumps and rubella; or b) proof of a positive serologic test for measles and rubella; or c) proof that the student has a medical exemption to the immunization requirement; or d) a signed statement of a religious philosophical exemption to the immunization requirement.

**PLACEMENT TESTING**

Student Services will use the TABE test for English placement and an institutionally based test for math placement for:

1) All new students who have not attended another college.

2) Students that have not attended another institution of higher education for two years and did not complete Math and English courses.

3) Transfer students with English and Math course(s) with grades of “D” or lower or who have not completed these courses must take the test.

4) Former students returning after an absence of 5 years or more are required to take a placement test before enrolling unless they have a previous Associate Degree or higher or have completed college level math and English courses.

Academic advisors use the placement test scores as they work with each student to develop an individualized program of study. Based on the skill levels indicated by placement test scores, advisors provide recommendations to each student about the appropriate developmental skills classes and/or college-level courses in math and communication arts in which they should enroll each semester.

Developmental skills classes include the following:

**Communication Arts** (See course description on pages 61:

- CA 095 Language Skills Seminar

**Math** (See course description on pages 65-66)

- MA 071-079 Math Skills
- MA 076 Graphing and Linear Systems
- MA 081 Introduction to Basic Number Theory
Developmental skills course credits do not count toward the associate’s degree requirements or meet some financial aid requirements. They are designed to assist students achieve college readiness and prepare students to successfully complete college-level courses required for an associate’s degree. Advisors work with each student to ensure that the courses planned for each semester will help them make progress toward their degree program and meet financial aid requirements.

**ADVISING**

Students are assigned an advisor by the Student Services staff. Students can also confer with faculty in their main area of interest.

During registration, each student is assigned an advisor. Many students ask, “What does an advisor do?” An advisor is a staff member who knows your area of interest and can guide your choice of classes to fulfill your academic goals.

Your advisor assists you in understanding college regulations and urges you to use campus resources to enhance your education. When dropping or adding a class, the faculty advisor and instructor’s signatures are required on the add/drop card. In short, an advisor is an extremely helpful person to know and keep in touch with. If you change your major, contact Student Services for advisor reassignment.

Remember that although advisors are here to help, it is important for students to realize that the ultimate responsibility for meeting all graduation requirement is their own. Students can increase their academic planning effectiveness by fully utilizing the advising system, and by acquainting themselves with the academic requirements of their major fields, college policies for registration and graduation, and scholastic requirements.

**TRANSCRIPTS**

Requests for transcripts should be directed to the Registrars office. Official transcripts may not be released if a student has financial obligations to the College. After the first free transcript, there will be a $2.00 charge for each additional copy.

**REQUEST FOR WAIVER OR COURSE SUBSTITUTION**

Under exceptional circumstances, students may request a waiver of a degree requirement or a course substitution for a course requirement. Students who request a waiver or a course substitution may do so with the consent of the advisor, Dean of Academic Affairs and the Registrar.
FINANCIAL INFORMATION
FINANCIAL INFORMATION

TUITION AND FEES PAYMENT

Student Financial Obligations/Responsibilities:

Students with outstanding financial obligations to CDKC will not receive official copies of transcripts, nor will they be allowed to participate in commencement activities. Financial obligations include educational costs such as, but not limited to, tuition, books, supplies, fees, day care, meal tickets, and library charges.

Deferred Payment

Students who are unable to pay their total educational costs on the day of registration may make arrangements with the Business Office for partial or deferred payment. Deferred payment does not apply to books and/or supplies. Students who are eligible for Title IV Aid, however, are allowed to charge books and/or supplies through the bookstore until the first Pell Grant distribution.

Payroll Deduction

Students who are employed by the college may contact the Business Office to arrange for a payroll deduction to pay for tuition and fees prior to registration.

The fees listed below are those effective Fall Semester 2016.

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Each additional credit over 20 add $75.00

Activity Fee

Any student taking 7 or more credits will pay a $25.00 Activity Fee per semester.

Auditing Fee

Auditing fees are the same as those which apply to courses taken for credit.

Miscellaneous Fees

Certain courses require the use of special facilities, non-reusable materials, special equipment or materials, which require a general fee. These courses will have an additional fee that will be specified on each semester’s course schedule.
REFUND OF TUITION

Students who are granted permission to withdraw from the College after completing registration will be given a tuition refund according to the following schedule:

- Before the first session of any class. . . . . . .100 percent
- During the first week of the semester. . . . . . .80 percent
- During the second week of the semester. . . .60 percent
- During the third week of the semester. . . . . . .40 percent
- After the third week of the semester. . . . . . .No Refund

A refund of tuition is made only when a student makes an official withdrawal from the College at the business office. No refunds are given when students reduce their class or credit loads after the first week of the semester.

Students whose tuition and fees are being paid under contractual agreement are required to make full payment on their contract, less the percentage of refund indicated above.

No fees will be refunded.

Federal Pell Grant is designed to provide undergraduate, first degree, eligible students with a “foundation” for financial aid. To be eligible to receive a Federal Pell Grant, a student must:

- Be a U.S. Citizen (or be in the U.S. for other than temporary purposes).
- Demonstrate financial need to further his/her education by completing a FAFSA and
- Be making satisfactory academic progress in a declared course of study or certificate.

The financial need of a student is determined by a formula developed by the U.S. Congress and administered by the Department of Education and is applied consistently to all applicants. Eligibility is based on students’ and if dependent parents’ income and assets. The award is to be used solely for educational expenses, which include tuition, fees, rooms, books, and supplies. Additional funding is available for childcare and for disabled students. For some programs the amount of the grant also depends on the amount of funds actually available for a given year. To be eligible for institutional-based assistance, a student must complete a FAFSA.

APPLYING FOR FINANCIAL AID. The Financial Aid Office administers federal and state and institutional aid which includes scholarships, waivers, stipends and internships. The purpose of all CDKC financial aid programs is to provide financial assistance to eligible students who, without such aid, would find it difficult to attend college.

HOW TO APPLY. Students must apply for all types of federal, state, and institutional aid by completing the Free Application for Federal Student Aid (FAFSA). Students are encouraged to fill out the application via the web at http://www.fafsa.edu.gov. For assistance in completing the FAFSA please contact the CDKC Financial Aid Office at (406) 477-6215. Chief Dull Knife College’s school code is: 014878.

WHEN TO APPLY. The FAFSA or Renewal Application must be completed every year. March 1 is the Montana priority date for submitting the FAFSA to the Department of Education. Early application is encouraged to ensure that students have full access to all available financial aid programs. Some of the financial aid programs are limited and will be awarded to students who submit their FAFSA early. It is recommended that families complete their taxes as soon as possible after the first of the year in order to complete the FAFSA process. By completing your federal income taxes early you may be able to use an IRS link in completing your FAFSA.

HOW FINANCIAL AID IS CALCULATED. Financial need is determined by the U.S. Department of Education using a standard formula, established by Congress, to evaluate the financial information reported on the Free Application for Federal Student Aid (FAFSA)
and to determine the family EFC. The fundamental elements in this standard formula are the student’s income (and assets if the student is independent), the parents’ income and assets (if the student is dependent), the family’s household size, and the number of family members (excluding parents) attending postsecondary institutions. The EFC is the sum of: (1) a percentage of net income (remaining income after subtracting allowances for basic living expenses and taxes) and (2) a percentage of net assets (assets remaining after subtracting an asset protection allowance). Different assessment rates and allowances are used for dependent students, independent students without dependents, and independent students with dependents. After filing a FAFSA, the student receives a Student Aid Report (SAR) and the institution receives an Institutional Student Information Record (ISIR), which notifies the student if he or she is eligible for a Federal Pell Grant and provides the student’s EFC.

**FINANCIAL AID PROCEDURE.** This process must be followed in order to qualify for financial aid. It is very important that students provide accurate and complete financial information to the Financial Aid Office in a prompt manner to prevent delays in receiving financial aid.

1. Student fills out and submits the FAFSA with CDKC’s school code listed (014878).
2. U.S. Department of Education processes and calculates students EFC.
3. Student receives SAR; CDKC receives the ISIR.
4. If the student application is selected for verification, CDKC sends a letter to the student requesting additional information, which includes copies of tax transcripts and a Verification Form.
5. Student supplies requested information to the Financial Aid Office.
6. The Financial Aid Director determines the student’s financial need and creates a financial aid award package.
7. The Financial Aid Office sends students an award letter along with other forms required for file completion (or completes with the student onsite).
8. Student returns the signed award letter and forms to the Financial Aid Office.
9. Students who have been awarded and accepted work-study must complete employment forms.
10. After student enrolls and meets the academic criteria, aid is disbursed to the student on designated dates which they agree to when signing their **Pell Authorization** form. The student’s tuition, fees and books are always paid first by crediting the students account. Any remaining credit balance is disbursed on designated dates.

**FINANCIAL AID VERIFICATION.** An applicant for financial assistance may be selected for a process called Verification by the U.S. Department of Education or CDKC. Verification requires the student and parents (if required) to verify the accuracy of their application by providing the Office of Financial Aid with the documents necessary to complete the verification process. Failure to provide requested documentation, corrections and/or new information will result in financial aid awards being canceled and/or the student being required to repay financial assistance already received. Misreporting of information is a violation of the law and may be considered a federal offense. No financial assistance will be awarded until the verification process is completed.

**FINANCIAL AID DISBURSEMENTS.** Financial aid is first credited to the students’ accounts to pay institutional charges of tuition, fees, and books if charged. After school charges are paid, any remaining balance is to be used for other college related expenses. Payments of financial aid are made during the designated weeks contained within the Pell payment authorization form, and upon completion of student’s financial aid files.

**SATISFACTORY ACADEMIC PROGRESS.** All students have a responsibility to maintain certain academic standards and make satisfactory academic progress (SAP) toward a degree. The Financial Aid Office is required by federal and state law to determine the eligibility of financial aid applicants, even if they have not received financial aid previously. These standards apply to all grants, work study, tuition waivers, and some scholarships.

All enrolled students’ academic progress will be evaluated at the end of each (semester).

Federal law requires the consideration of three factors when determining whether a student is making satisfactory progress toward a degree: 1) the qualitative standard, or grade point average; 2) the maximum timeframe allowed, which at CDKC is 150% of the published length of the program; and 3) the quantitative standard, or pace, at which a student must progress through his/her program to ensure that he/she will graduate within the maximum timeframe.

**TRANSFER CREDITS.** Credits attempted at prior post-secondary institutions will be included in determining Satisfactory Academic Progress. For this reason, transcripts will be collected and evaluated prior to determining financial aid eligibility of transfer students.
NON-PASSING GRADES. Grades of W (Withdraw), I (Incomplete), AU (Audit), and F (Failure) will be counted toward the number of credits attempted but not counted as passed or earned.

REPEAT COURSES. All repeated credits will be counted toward the number of credits attempted. Repeats of previously un-earned credits are eligible for funding within reason. Students may receive funding for a previously passed course one time only.

MINIMUM GRADE POINT AVERAGE. Students are expected to maintain a 2.0 grade point average (GPA) and a 2.0 cumulative GPA, in accordance with the institutions SAP policy.

MAXIMUM TIMEFRAME. Financial aid will support eligible students attempting no more than 150% of the required credits for a degree or certificate. For example, if a degree requires 60 credits, a student is eligible for financial aid for a maximum of 90 attempted credits. If a student’s total attempted credits exceed the maximum allowed for his/her degree or certificate, or if it becomes evident that the student cannot graduate within the maximum credits allowed for his/her degree or certificate, the student becomes ineligible for financial aid. Please note that change of major does not reset the maximum timeframe.

PACE. Pace is the rate at which a student must progress through his/her educational program to ensure that the student will complete the program within the maximum timeframe. Pace is determined by dividing the total number of credit hours the student has successfully completed by the total number attempted.

Successful completion requires a minimum grade of D or P (Passing).

FINANCIAL AID SUSPENSION occurs when a student:

- Withdraws from CDKC
- Earns zero credits during a semester
- Exceeds the maximum timeframe for his/her program; or at any point when it becomes mathematically impossible for the student to complete the program within the appropriate timeframe. (Financial Aid Warning does not apply)
- Has a cumulative GPA below 2.0
- Earns less than 67% of overall attempted credits
- Fails to meet minimum SAP standards after warning period

FINANCIAL AID WARNING STATUS. A student who was eligible at the beginning of a payment period but is not meeting Satisfactory Academic Progress standards because of GPA or Pace deficiency at the end of a payment period, will be placed on financial aid warning status. Students in warning status remain eligible to receive funding for one additional semester. A student must meet all standards at the end of the one semester warning period, or he/she will be suspended from financial aid eligibility.

Students who earn zero credits during a semester are suspended immediately from financial aid and are ineligible for warning status. Students found ineligible due to a violation of maximum timeframe are ineligible for a warning status. Students suspended from financial aid for any reason will remain ineligible until all deficiencies are remedied and Satisfactory Academic Progress is met according to all three criteria. Attending another college, sitting out for a period of time, or “bankrupting” credits will not reinstate financial aid eligibility.

Once a student believes he/she is meeting minimum satisfactory academic progress standards, it is the student’s responsibility to notify the Financial Aid Office for reconsideration of eligibility.

FINANCIAL AID PROBATION. Students who fail to make satisfactory academic progress but who have a successful appeal will be placed on Financial Aid Probation. The student placed on probation will be required to follow a specified academic plan.

APPEAL PROCEDURES. A student who is suspended from financial aid because of failure to maintain satisfactory academic progress and feels there were extenuating circumstances which contributed to the lack of progress, may appeal the suspension. Examples for the basis on which a student may file an appeal are the death of a relative, an injury or illness of the student, or other extenuating circumstances.

Appeals will be reviewed each semester and students will be notified in writing of the results and conditions expected.
An appeal consists of:

- **SHORT LETTER** addressing why the student failed to make SAP and what has changed that will now allow him/her to progress.

- **APPROPRIATE DOCUMENTATION** supporting the reason for the appeal and/or showing how the problem has been resolved. If a student feels it is not possible to document his/her extenuating circumstances, his/her letter of appeal must explain why.

- **ACADEMIC PLAN OF STUDY**, completed by the student and his/her academic advisor, showing how the student will meet SAP standards by a specific time or complete their program of studies.

The appeal will be Approved, Denied, or Tabled.

- **APPROVED APPEAL.** Students with an approved appeal are placed on Financial Aid Probation and are eligible to receive funding on a probationary basis. Approved appeals require that certain terms and conditions be met in order to maintain financial aid eligibility. For example, a student may be required to earn 100 percent of the credits he/she attempts each semester with a grade of “C” or higher in each course.

A student actively on probation due to a successful appeal will be reviewed for continued probation at the end of each payment period (semester) until he/she is making SAP according to all three criteria. If, at the end of the payment period, the student is meeting minimum standards, he/she can be taken off probation status. If, at the end of the payment period, the student continues to not meet minimum SAP standards but has met the terms and conditions of the appeal and is following the Academic Plan of Study, he/she may continue on probation. Failure to meet the terms of the appeal or follow the Academic Plan of Study will result in financial aid suspension.

- **TABLED APPEAL.** Appeals may be tabled for additional documentation, further explanation, current or mid-term grades, receipt of transcripts from transfer colleges, or any other appropriate materials.

- **DENIED APPEAL.** Students will be informed of the reasons for the denial of their appeal and given an explanation of how they can restore Financial Aid eligibility.

Appeal procedures and Plan of Study forms are available in the Financial Aid Office.

**REMEDIAL COURSES.** As part of their minimum credit load, students may include certain remedial courses that do not apply toward graduation requirements. For financial aid purposes, a student may enroll for no more than six credits in any given semester, may repeat a course only once, and may not exceed a maximum of 30 remedial credits.

**DISBURSEMENT, REFUND, AND REPAYMENT.** Disbursement of federal financial aid shall be made:

- After the student meets all eligibility requirements.
- After proper notification is given to the Business Office of the detail of the award.

**TYPES OF AID**

Listed below is a brief description of the programs administered by the Student Financial Aid Office. Students should bear in mind that regulations governing federal programs are subject to frequent change.

**Grants and Scholarships**

**BUREAU OF INDIAN AFFAIRS - HIGHER EDUCATION GRANTS**

Students who are enrolled members of a federally recognized tribe must contact their tribal agency for information and applications.
**FEDERAL PELL GRANT**

The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student’s expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends for a full academic year or less.

Students may not receive Federal Pell Grant funds from more than one school at a time. A student must be enrolled in a minimum of 6 semester credits to be eligible for Pell Grant.

**MAXIMUM ELIGIBILITY**

A full time student will be eligible for financial aid for 150% of the time posted to receive their first associate’s degree.

Maximum Pell Grant Eligibility at a two year institution is ninety credits.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS**

This Federal grant is based on demonstrated financial need as determined by the federal government and is awarded by the Office of Student Financial Aid. These are limited funds and awarded to students who apply early and demonstrated high financial need. A percentage is set aside for second semester applicants.

**FEDERAL WORK STUDY**

The Federal Work Study (FWS) provides jobs for undergraduate students with financial need, allowing them to earn money to help meet their educational expenses. The program encourages community service work and work related to their program of study. A student must be enrolled as a full-time student to be eligible for FWS. Position vacancies are posted on the student services bulletin board.

**SCHOLARSHIPS**

Grants or Scholarships are posted in the student services hallway, and applications are available through the Financial Aid Office.

**HONOR STUDENT SCHOLARSHIP**

Honor Scholarships are awarded during graduation ceremonies to returning students who have successfully completed a minimum of 30 credits during their freshman year while maintaining full-time status and a 3.5 GPA or better during both semesters. This scholarship will provide payment of tuition and fees. Students will be notified of the award by mail and will be required to sign a letter of acceptance outlining conditions of the award.

It is expected that student recipients of the Honor Scholarship will enroll with a full-time course load and maintain that full-time status during the semesters they receive the award. Dropping below full-time status following an award semester will terminate eligibility for the coming semester. The scholarship will be terminated if the student receives an incomplete in any course resulting in loss of full-time status. Students must maintain a 3.5 GPA for the fall and spring semesters consecutively.

Payment of the scholarship is limited to 18 credits per semester. Classes taken above 18 credits will be the financial responsibility of the student.

A student scheduled to graduate at the end of a semester for which the award is made, may be granted a waiver of the 12+ credit standard if the number of credits required for graduation is less than twelve. This decision is made by the Dean of Student Affairs on a case by case basis.
**SENIOR CITIZEN SCHOLARSHIPS**
Any student, 55 years of age or older will have tuition/fees waived.

**DR. JOHN WOODENLEGS SCHOLARSHIP**
An award of $500.00 presented to a graduating student. This scholarship recognizes academic excellence, citizenship and leadership.

**EDWIN DAHLE MEMORIAL SCHOLARSHIP**
An award of $500.00 to be applied toward tuition and fees is presented to a freshman student who has demonstrated academic excellence, commitment to completing a degree program and will continue at CDKC during the ensuing academic year. The student receiving the scholarship must have completed a minimum of 30 credits and have a minimum GPA of 2.5 or better and is not eligible for an honor scholarship.

**AMERICAN INDIAN COLLEGE FUND**
American Indian College Fund scholarships usually become available within the first month of each semester. Students must reapply for the scholarships each semester. Amounts and criteria vary each semester. Special Scholarships will be awarded based on meeting criteria standards stipulated by special scholarship donors. Students can access the scholarship application at [http://www.collegefund.org](http://www.collegefund.org).

**TUITION WAIVERS**
Tuition waivers for up to two CDKC classes per semester are available for board members and those staff members who are employed 1/2 time or greater on the date of registration. Spouses and children of these individuals are similarly eligible for tuition waivers.
STUDENT ACTIVITIES

CLUBS & ORGANIZATIONS

A number of activities by and for students are planned throughout the year. The activities include intramural sports, college dances, game nights, and other seasonal events. Chief Dull Knife College has an active Indian Club and an American Indian Business Leaders Club (AIBL).

STUDENT GOVERNMENT

The student governing body at Chief Dull Knife is the Student Senate. It consists of the President, Vice-President, Secretary/Treasurer, one sophomore representative and one freshman representative. The Faculty Advisor is appointed. Members of the Student Senate serve on various committees at the College and through this representation maintain a duly elected voice in decision making.

INTRAMURALS

The intramural program provides an opportunity for student participation in a variety of sports including volleyball, basketball, and softball. The objectives of the intramural program are to provide recreation, physical fitness, social contact, and an opportunity to develop a life long interest in sports.

STUDENT SERVICES

ACADEMIC ADVISING

The college faculty and student services maintains an advising program designed to assist students formulate educational and career plans and thereby maximize benefits realized through attendance at CDKC.

Specific services offered by the staff include general academic advising; transition counseling; career planning and placement; and interest, ability, achievement, and high school equivalency testing. These and other college services are available to students and their dependents. Personal counseling is available by referral to licensed counselors to access these services. Please see Student Affairs Department.

TRANSITION COUNSELING

Students planning to transfer to a four-year institution will benefit from meeting with their advisor upon beginning their course of study at CDKC. Transfer requirements and courses of study at four-year colleges will be explored with their advisor who will evaluate transcripts and cross-reference CDKC courses with those of the institution the student will be transferring to.

MENTAL HEALTH COUNSELING

Mental Health Counseling is available to CDKC students/families upon referral or request. See Dean of Student Affairs.

HEALTH SERVICE

Chief Dull Knife College is located three blocks from the Indian Health Service Clinic. Complete medical and dental services are available for tribally enrolled students and their families.
**FOOD SERVICE**

The College has a food service facility where students may purchase meals (Monday-Friday). Short orders and snacks are available.

**EARLY CHILDHOOD LEARNING CENTER**

A Montana State Licensed Early Childhood Learning Center is available for children of CDKC students. The Early Childhood Learning Center is open daily during the regular school year, including summer, when the college is in session and serves children 6 months to 5 years of age. Child care services and availability are subject to change.

**BOOKSTORE**

The College Bookstore sells textbooks and required course supplies. The bookstore also has an assortment of native jewelry, art supplies, office supplies, and college clothing available for purchase.

**HOUSING**

CDKC is a non-residential campus. All CDKC students live in the community or surrounding rural areas. Apartment rentals are located within a 20 mile radius.

**HANDICAPPED PARKING**

Parking facilities for the handicapped are located near the east and south entrances of the building and all buildings are handicapped accessible.

**COLLEGE COMPUTER USAGE POLICY**

CDKC computers, printers, equipment, etc. are accessible to college students, staff, and faculty only. Login names and student id numbers are required to access. Computers for public usage are available in the library.

**DR. JOHN WOODENLEGS MEMORIAL LIBRARY**

The library provides students, faculty, and community members with materials for research, study, and leisure. The library is open Monday through Thursday, 8:00 a.m.-5:00 p.m. and Friday, 8:00 a.m. - 4:30 p.m. during fall and spring semesters, 8:00 a.m. – 4:30 p.m. Monday through Thursday during the summer session. Library hours are subject to change at the discretion of the college.

An experienced librarian and staff provide reference assistance during library hours. Staff is also available for guided tours and library instruction.

The library has an automated circulation system that provides access to over 3,000,000 books from the OMNI consortium. Students are encouraged to utilize the interlibrary loan service for materials not available locally. Wireless access is available in the library as well as access to several online databases. The library has a growing Cheyenne Collection as well as other valuable documents within the archives. Photographs of Cheyenne elders and paintings depicting Cheyenne leaders and historical events are displayed throughout the library.

The Dr. John Woodenlegs Memorial Library strives to meet the needs of Chief Dull Knife College through a balanced collection, a special Cheyenne Collection, reference service, and the latest in library technology. The library believes that CDKC deserves excellence in library service and the staff works hard to meet that goal.
STUDENT SERVICES PROGRAMS

Student Services provides a wide range of services to and activities for students. They include placement testing; advising; study groups and tutoring services; computer access in the Learning Center; retention and mentoring services; social and cultural activities; referrals to outside services, programs and agencies related to personal development; and disability support in compliance with the Americans With Disabilities Act.

DISTANCE LEARNING

Chief Dull Knife College currently facilitates instruction through distance learning, utilizing the following methods:

Interactive Television (ITV)
ITV offers students the opportunity to enroll in upper division courses provided by Montana Tribal Colleges and State Colleges and Universities. The two-way interactive communication system uses cameras and microphones at each site, allowing students and instructors to interact in real time.

Online Learning
Many courses use Moodle, an online course delivery platform, to supplement traditional classroom instruction.

ABE/HiSet Testing and Tutoring

The HiSet testing program (formerly GED) offers the student the opportunity to gain academic knowledge and a proficient level that is equal to a high school graduate. The HiSet exam offers a choice of either computer or paper based delivery. The exam measures knowledge and skills in five subject areas: Reading, Writing, Social Studies, Math, and Science. The Chief Dull Knife College Adult Basic Education (ABE) Program offers open entry/open exit pre-testing and tutoring to students who are either brushing up on basic skills or preparing for the HiSet (high school equivalency) test.

STUDENT AFFAIRS

STUDENT HANDBOOK

A student handbook is available in the Registrar’s Office. College policies, rules, and regulations are detailed in this handbook. It is the responsibility of the student to become familiar with this information.

DRESS CODE

Although the college does not have a formal dress code, students and staff are expected to dress appropriately.
**STUDENT RIGHTS & RESPONSIBILITIES**

Enrollment of a student at Chief Dull Knife College is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the College relevant to its lawful mission, processes and functions. In addition, as the student does not surrender any civil rights as a citizen upon enrollment, the obligations of citizenship continue. Enrollment does not give a right to immunity or special consideration with reference to civil and criminal law. As members of the academic community, students have equivalent responsibility with the faculty for study and learning and to conduct themselves with academic integrity in a manner compatible with the College functions as an educational institution.

Furthermore, all members of the College have a special responsibility to protect the College as a forum for the free expression of ideas.

**STANDARDS OF STUDENT CONDUCT**

In any case of alleged and admitted academic dishonesty, including cheating and plagiarism, the instructor involved may deal with the matter appropriately, including the issuance of a failing grade for the course. The student may appeal the instructor’s decision to the Dean of Academic Affairs.

In any case where, after being informed of suspicion of academic dishonesty, a student either denies the charge or elects to remain silent, the faculty member involved shall immediately notify the Dean of Academic Affairs who will review the situation and deal with the matter appropriately. This may include the issuance of a failing grade for the course.

In matters of student conduct, the following code constitutes the expectations the College holds for each of its students: Students, as citizens, are expected to be familiar with and comply with existing Federal, State and municipal laws governing civil and criminal behavior, both on and off campus. Violations may result in disciplinary action by the College.

In addition, the following breaches of proper conduct on college property and at all College sponsored functions shall warrant disciplinary action:

- Drunkenness, gambling, or breach of the peace. Possession of alcoholic beverages and/or controlled substances on campus.
- Presentation as one’s work the work of another, or otherwise falsifying or cheating.
- Obstructing the orderly flow of college processes.
- Hazing, tormenting or maltreating a fellow student, staff member, faculty member or administrator.
- Misconduct of any kind which is destructive of college property, detrimental to the college, or which is injurious to the welfare of the student body.
- Failure to follow directions of college officials acting in the performance of their duties, including identification upon request.

**DRUG AND ALCOHOL POLICY**

**PHILOSOPHY**

CDKC seeks to create an environment which is free of alcohol and other drugs. The College supports those who choose a lifestyle that is free of chemicals and strives to provide knowledge, understanding and awareness of substance abuse and addictive behaviors.

Many students consider drinking and/or drug use to be normal, but many people forget that the abuse of alcohol and/or drug can cause serious physical and mental problems.

- Emotional problems
- Difficulty at work
- Family turmoil
- Legal problems
- Health problems
- Spiritual struggle
- Memory Loss
- Financial difficulties
- Relationship tension
- Trouble dealing with reality
Chief Dull Knife College is committed to eliminating sexual misconduct in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of tribal (Title 7: 7-4-7) or civil law, that may require separate proceedings. To further its commitment against sexual violence, Chief Dull Knife College provides reporting options, an investigative and disciplinary process, and prevention training or other related services as appropriate.
Application of policy to students, employees, and others.

This policy applies to all Chief Dull Knife College students and employees and to others, as appropriate, where incidents of sexual misconduct on college property have been reported. Reports of sexual misconduct committed on college property by individuals who are not students or employees are subject to appropriate actions by CDKC, including, but not limited to, pursuing criminal or civil action against them.

Definitions.

The following definitions apply to this Policy and Procedure 1B.3.1.

Sexual Misconduct. Sexual misconduct includes a continuum of conduct that includes sexual assault, non-forcible sex acts, dating and relationship violence, stalking, as well as aiding acts of sexual misconduct.

Sexual assault. "Sexual assault" means an actual, attempted, or threatened sexual act with another person without that person's consent. Sexual assault is often a criminal act that can be prosecuted under Tribal law, as well as form the basis for discipline under CDKC student conduct codes and employee disciplinary standards. Sexual assault includes but is not limited to:

- Involvement without consent in any sexual act in which there is force, expressed or implied, or use of duress or deception upon the victim. Forced sexual intercourse is included in this definition, as are acts commonly referred to as "date rape" or "acquaintance rape." This definition also includes the coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another. Involvement in any sexual act when the victim is unable to give consent.
- Intentional and unwelcome touching, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as primary genital area, groin, inner thigh, buttocks, or breast).
- Offensive sexual behavior that is directed at another such as indecent exposure or voyeurism.

Dating and relationship violence. Dating and relationship violence includes physical harm or abuse, and threats of physical harm or abuse, arising out of a personal intimate relationship. This misconduct also may be called domestic abuse or spousal/partner abuse and may be subject to criminal prosecution.

Stalking. Stalking is conduct directed at a specific person that is unwanted, unwelcome, or unreciprocated and that would cause a reasonable person to fear for her or his safety or the safety of others or to suffer substantial emotional distress.

Consent. "Consent" means informed, freely given and mutually understood. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If the complainant is mentally or physically incapacitated or impaired so that the complainant cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption, or being asleep or unconscious. Silence does not necessarily constitute consent, and past consent of sexual activities does not imply ongoing future consent. Whether the respondent has taken advantage of a position of influence over the complainant may be a factor in determining consent.

Non-forcible sex acts. Non-forcible acts include unlawful sexual acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent, as defined by state or tribal law.

College property. "College property" means the facilities and land owned, leased, or under the primary control of Chief Dull Knife College

Employee. "Employee" means any individual employed by Chief Dull Knife College, including student workers.

Student. The term "student" includes all persons who:
- Are enrolled in one or more courses, either credit or non-credit, through a college or university;
- Withdraw, transfer or graduate, after an alleged violation of the student conduct code;
- Are not officially enrolled for a particular term but who have a continuing relationship with the college; or
- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid.

Reporting Incidents of Sexual Misconduct

Prompt reporting encouraged

Complainants of sexual violence may report incidents at any time, but are strongly encouraged to make reports promptly in order to best preserve evidence for a potential legal or disciplinary proceeding. Complainants are strongly encouraged to report incidents of sexual misconduct/violence to law enforcement for the location where the incident occurred. Complainants are also encouraged to contact the local victim/survivor services office, counseling and health care providers, campus Title IX coordinators, or CDKC campus security officer for appropriate action.
**Assistance in reporting**

When informed of an alleged incident of sexual violence, all CDKC students and employees are urged to encourage and assist complainants, as needed, to report the incident to local law enforcement, local victim/survivor services, campus Title IX coordinator, or campus security authorities.

The college security officer, when informed of an alleged incident of sexual misconduct/violence, shall promptly assist the complainant, as requested, including providing guidance in filing complaints with outside agencies, such as law enforcement; obtaining appropriate assistance from victim/survivor services or medical treatment professionals; and filing a complaint with campus officials responsible for enforcing the student conduct code or employee conduct standards.

When appropriate, Chief Dull Knife College may pursue legal action against a respondent, including, but not limited to, trespass or restraining orders, in addition to disciplinary action under the applicable student or employee conduct standard. CDKC may take actions it deems necessary or appropriate in response to all protection, restraining, or no-contact orders.

**Required reports**

The college security officer or any college employee with supervisory or student-advising responsibility who has been informed of an alleged incident of sexual violence shall follow college procedures for making a report for the annual crime statistics report. In addition, the campus security officer shall report to other school officials, as appropriate, such as the Dean of Student Affairs, and/or the designated Title IX compliance coordinator, in order to initiate any applicable investigative or other resolution procedures. The college security officer may be obligated to report to law enforcement the fact that a sexual assault has occurred, but the name of or other personally identifiable information about the complainant will be provided only with the consent of the complainant, except as may be required or permitted by law.

**RIGHT OF APPEAL & GRIEVANCES APPEALS**

The student should be aware that, in case of disagreement with the decision of a staff member, an appeal for review of the decision may be made to the next higher official or body. If the student is in doubt concerning the person to whom the appeal should be made, he or she should consult the Office of the Registrar.

Student grievances are to be handled by approved procedures within the College. Grievances may be of at least four types: 1) academic, 2) student conduct, 3) discrimination or sexual harassment or 4) other non-academic grievances.

1. **Academic Grievances:**
   Academic grievances involve coursework, grades, etc. All such grievances are to be handled in accordance with approved procedures as outlined in the Student Handbook.

2. **Student Conduct:**
   Grievances are those which do not involve academics or alleged discrimination or sexual harassment. Copies of college conduct guidelines and procedures for handling conduct grievances are listed in the student handbook and are available from the Office of the Registrar.

3. **Discrimination or Sexual Harassment:**
   Any student who believes he or she may have experienced unlawful discrimination on account of race, sex, color, national origin, religion, age, marital status or physical or mental handicap should visit the Equal Opportunity Officer, to discuss his or her concerns and to initiate any formal grievance procedure. In addition, Chief Dull Knife College prohibits all forms of sexual harassment of students by staff, faculty or administrators. Students seeking advice on, or wishing to file a grievance related to, alleged sexual harassment should contact Equal Opportunity Officer. A copy of the College approved policy and procedures regarding sexual harassment is available from that Office.

4. **Other Non-Academic Grievances:**
   **Student Financial Aid Appeals:** Appeals of actions of the Financial Aid Office, which relate to financial aid awards, may be addressed to the Student Financial Aid committee. The student should first contact the Director of Student Financial Aid and if the grievance cannot be resolved at that level, the director will refer the student to the chairman of the Student Financial Aid Committee. Appeals must be made in writing.

**STUDENT ACCESS TO RECORDS**

At CDKC students have access to their educational records kept in the Registrar’s Office. Likewise, Financial Aid files are open with the exception of parents’ financial statements. Students will have access to any placement files that may be established. The student may waive this right of access to any or all of these files.
Faculty members will either return to the student or retain for inspection, all sources, including tests, papers, projects and evaluations, of the student’s final grade. Retained material will be available to the student for one semester after the awarding of the final course grade. For Spring Semester grades, retained material will be available to the student during the entire following Fall Semester. Students may challenge any grade source during that time. The Dean of Academic Affairs shall be the final authority for resolution.

Students have the right to the opportunity of challenging the content of their education records and to secure the correction of inaccurate or misleading entries. A student may insert into his records a written explanation respecting the content of such record. A student may challenge a grade only on the ground that it was inaccurately recorded. The College may release directory information without student consent unless the student has asked that his prior consent be obtained. Directory information includes a student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received and the most recent previous educational institution attended by the student.

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 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 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 (/about/contacts/gen/index.html#frs).

Or you may contact the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
THE ACADEMIC PROGRAMS

ASSOCIATE DEGREES (A.A. & A.S.)

The Associate of Arts and Associate of Science are degree programs of general studies for those students whose educational or professional goals will require them to transfer to a 4-year college for completion of their preparation and training. Chief Dull Knife College offers a wide variety of Lower Division (Freshman and Sophomore) coursework leading to a Bachelor’s Degree at most 4-year colleges and universities. A minimum of 60 credit hours of courses numbered 100 or higher in an advisor approved transfer plan is required for an Associate Degree.

A cumulative grade point average of 2.00 or better is required in the credits earned toward the Associate Degree. As part of the 60 credits, students must complete the Academic Foundation requirements.

ASSOCIATE IN APPLIED SCIENCE DEGREE (A.A.S.)

The A.A.S. is a degree program of specific training in an occupational career field. The A.A.S. program is designed to prepare students for immediate entry into employment upon completion. Some of the coursework may be transferred to Bachelor’s Degree programs at selected 4-year institutions.

The A.A.S. Degree is currently offered in Administrative Assistant and Business Management.

A minimum of 60 credit hours of courses numbered 100 or higher in a combined occupational and academic program is required for the Associate in Applied Science Degree.

A cumulative grade-point-average of 2.0 or better is required in the credits earned toward the A.A.S. Degree.

CERTIFICATE

Certificate programs are designed for students who seek to acquire an occupational skill in specific training programs that are shorter in duration or narrower in scope than those leading to the A.A.S. Degree. A certificate is awarded for satisfactory completion of courses or programs of 30-48 credit hours. Specific requirements vary with each certificate program.

GRADUATION REQUIREMENTS

The graduation requirements listed in the Chief Dull Knife College catalog which is current at the time the student determines that he/she plans to graduate from CDKC or when the student first attends on a full-time basis, are the requirements that apply to that student.

At least 15 credit hours must be earned at CDKC to meet degree graduation requirements.

A maximum of seven credits of “D” grade will be applicable towards degree or certificate requirements. (Also read below, “FOUR YEAR INSTITUTION TRANSFER INFORMATION” regarding “D” grades.)

All graduation requirements including application for graduation need to be complete before going through the graduation ceremony.

All student accounts need to be paid in full before participating in the graduation ceremony.

APPLICATION FOR GRADUATION

Students must make formal application for graduation with the Registrar by at least the second week of the semester in which the course requirements are expected to be completed.

FOUR YEAR INSTITUTION TRANSFER INFORMATION

Students planning to transfer to a four year institution need to be aware that the Montana University System requires all core classes transferred must have a “C” grade or better. “D” grades may be accepted at the discretion of the transferring school for non-core classes.
ASSOCIATE DEGREES

ACADEMIC FOUNDATIONS REQUIREMENTS

Chief Dull Knife College awards an Associate of Arts Degree and an Associate of Science Degree. The associate degrees are granted without designation of major, but do follow curriculum transfer plans. Students need 60 semester credit hours and a 2.0 cumulative grade-point-average to complete an associate degree.

Academic Foundations (previously referred to as General Education) provide students the opportunity to study across many disciplines. All students are required to complete the Academic Foundations program as an essential component of the associate degree.

A minimum of 20 elective credits, selected in consultation with the student’s advisor, provide students with the opportunity to study areas of personal interest consistent with their own academic goals. Typically, the A.A. degree is the best choice for students planning to major in humanities, liberal arts or the social sciences, while the A.S. degree is the best choice for students planning to major in math, science, engineering or business areas.

ACADEMIC FOUNDATIONS CATEGORY DESCRIPTIONS

Students will complete 40 semester credits of required courses with either traditional courses or discipline-specific courses within each of the following categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Required Courses</th>
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</table>
| Communication Arts     | The ability to read, write, and assess sources of information are fundamental and necessary skills for effective oral and written communication. Students will:  
  ● Demonstrate the ability to read, write, listen, and speak effectively.  
  ● Evaluate research materials and incorporate them into informative writing and oral presentations. |
| Computer Science       | The ability to utilize computers to obtain, analyze, and present information. Students will:  
  ● Demonstrate knowledge of and ability to use computers in today’s technological environment. |
| Humanities/Fine Arts   | The ability to explore and experience qualitative relationships wherein judgments are made but change with time and circumstances. Students will:  
  ● Demonstrate knowledge and understanding of human cultural traditions as expressed in art, theater, language, literature, philosophy, and Native American studies. |
| Mathematics            | The ability to demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving. Students will:  
  ● Read and evaluate problems and quantitatively solve those problems with mathematical reasoning. |
| Science                | The ability to read, write, and assess sources of information are fundamental and necessary skills for effective oral and written communication. Students will:  
  ● Demonstrate the ability to read, write, listen, and speak effectively.  
  ● Evaluate research materials and incorporate them into informative writing and oral presentations. |
| History/Political Science | The ability to utilize computers to obtain, analyze, and present information. Students will:  
  ● Demonstrate knowledge of and ability to use computers in today’s technological environment. |
| Social Science/Human Behavior | The ability to explore and experience qualitative relationships wherein judgments are made but change with time and circumstances. Students will:  
  ● Demonstrate knowledge and understanding of human cultural traditions as expressed in art, theater, language, literature, philosophy, and Native American studies. |
| Cheyenne Studies       | The ability to demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving. Students will:  
  ● Read and evaluate problems and quantitatively solve those problems with mathematical reasoning. |
**Academic Foundations Requirements (continued)**

**Category I. Communication Arts**

Students are required to take two writing courses and one oral communication course. CA 151 is required. The second written communication course must be one of the following: CA 251, BU 250, selected in consultation with the student’s advisor. CA 165 is required for oral communication.

A. **Written Communication - 6 credits**
   - BU 250 Business Communication (3cr)
   - CA 151 College Writing I (3cr)
   - CA 251 College Writing II (3cr)

B. **Oral Communication - 3 credits**
   - CA 165 Introduction to Public Speaking (3cr)

**Category II. Computer Applications**

- A. **Computer Science - 3 credits**
  - CS 150 Introduction to Computers (3cr)

**Category III. Humanities/Fine Arts**

Students are required to take one course from Humanities and one course from Fine Arts.

A. **Humanities - 3 credits**
   - AC 150 Foundations of Art (3cr)
   - CH 161 Cheyenne Language I (3cr)
   - CH 162 Cheyenne Language II (3cr)
   - CH 181 Foundations in Cheyenne Oral Traditions I (3cr)
   - CH 182 Foundations in Cheyenne Oral Traditions II (3cr)
   - CH 261 Cheyenne Language III (3cr)
   - CH 262 Cheyenne Language IV (3cr)
   - LI 151 Introduction to Literature (3cr)
   - NS 160 Introduction to American Indian Art (3cr)
   - NS 252 Introduction to Native American Literature (3cr)
   - PH 150 Introduction to Philosophy (3cr)

B. **Fine Arts - 3 credits**
   - AC 154 Introduction to Photography (3cr)
   - AC 165 Introduction to Drawing (3cr)
   - CA 252 Fundamentals of Creative Writing (3cr)
   - CA 253 Introduction to Acting (3cr)
   - CH 151 Cheyenne Beadwork I (3cr)
   - CH 152 Cheyenne Beadwork II (3cr)
   - MU 151 Beginning Instrumental Studio (3cr)

**Category IV. Mathematics**

- A. **Mathematics – 3 credits**
  - MA 151 College Algebra (4cr)
  - MA 156 Mathematics for Liberal Arts (3cr)
  - MA 172 Mathematics for Elementary Teachers I (3cr)
  - MA 253 Pre-Calculus (4cr)
  - MA 255 Statistical Methods (4cr)

**Category V. Science**

Students are required to take one Biological Science and one Physical Science course. At least one of the courses must include a corresponding lab.

A. **Biological Science – 3 or 4 credits**
   - SC 152 Introductory Ecology (3cr)
   - SC 156 Botany/Lab (4cr)
   - SC 157 Environmental Science (3cr)
   - SC 158 Discover Biology/Lab (4cr)
   - SC 161 Principles of Living Systems/Lab (4cr)
   - SC 162 Principles of Biological Diversity/Lab (4cr)

B. **Physical Science – 3 or 4 credits**
   - SC 152 Introductory Ecology (3cr)
   - SC 153 Astronomy (3cr)
   - SC 154 Geology/Lab (4cr)
   - SC 155 Conceptual Physics (3cr)
   - SC 157 Environmental Science (3cr)
   - SC 159 Our Physical World/Lab (4)
   - SC 171 Introduction to General Chemistry/Lab (4cr)

**Category VI. History/Psychological Science**

A. **History/Psychological Science – 3 credits**
   - CH 270 History of the Cheyenne People (3cr)
   - HS 151 Western Civilization I (3cr)
   - HS 152 Western Civilization II (3cr)
   - HS 251 U.S. History I (3cr)
   - HS 252 U.S. History II (3cr)
   - PS 160 American Political Systems (3cr)

**Category VII. Social Science/Human Behavior**

A. **Social Science/Human Behavior – 3 credits**
   - BU 251 Microeconomics (3cr)
   - BU 252 Macroeconomics (3cr)
   - CA 161 Introduction to Intercultural Communication (3cr)
   - NS 150 Introduction to Native American Studies (3cr)
   - NS 155 Social Issues of the Native American (3cr)
   - PY 150 Introduction to Psychology (3cr)
   - SS 151 Introduction to Sociology (3cr)
   - SS 152 Social Problems (3cr)
   - SS 256 Introduction to Anthropology (3cr)

**Category VIII. Cheyenne Studies**

Students are required to take one Cheyenne Language course.

A. **Cheyenne Studies – 6 credits**
   - CH 161 Cheyenne Language I (3cr)
   - CH 162 Cheyenne Language II (3cr)
   - CH 181 Foundations in Cheyenne Oral Traditions I (3cr)
   - CH 182 Foundations in Cheyenne Oral Traditions II (3cr)
   - CH 250 Ethnobotany (3cr)
   - CH 261 Cheyenne Language III (3cr)
   - CH 262 Cheyenne Language IV (3cr)
   - CH 270 History of the Cheyenne People (3cr)
# Associate in Applied Science Degree (A.A.S.) Programs

The A.A.S. is a degree program of specific training in an occupational career field. The Associate of Applied Science is designed to prepare students for immediate entry into employment upon completion.

## Business Management

Program Outcomes: Upon completion of the specified course work the graduate will:

- Demonstrate competency in the fundamentals of written and oral communication in the English language.
- Demonstrate necessary knowledge and skill in computer usage, mathematics, and the social sciences.
- Demonstrate skills and broad-based knowledge in accounting, office suite software, computer operating systems, personnel supervision, business law, and management.

<table>
<thead>
<tr>
<th>Business</th>
<th>21</th>
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<tbody>
<tr>
<td>BU 150 Introduction to Business (3cr)</td>
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<tr>
<td>BU 151 Principles of Accounting I (3cr)</td>
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<tr>
<td>BU 152 Principles of Accounting II (3cr)</td>
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<tr>
<td>BU 251 Microeconomics (3cr)</td>
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<tr>
<td>BU 252 Macroeconomics (3cr)</td>
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<tr>
<td>BU 257 Business Law I (3cr)</td>
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<td>BU 260 Management (3cr)</td>
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<td>BU 250 Business Communication (3cr)</td>
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<tr>
<td>CA 151 College Writing I (3cr)</td>
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<td>CA 165 Introduction to Public Speaking (3cr)</td>
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<tr>
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<tbody>
<tr>
<td>CS 150 Introduction to Computers (3cr)</td>
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<tr>
<td>CS 151 Word Processing (3cr)</td>
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<td>CS 156 Spreadsheets (3cr)</td>
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<tr>
<td>CS 157 Desktop Publishing (3) OR CS 159 Power Point &amp; Multimedia Technology (3)</td>
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<th>Mathematics</th>
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<td>MA 131 Business Math (3cr)</td>
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<tr>
<th>Human Behavior</th>
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<tr>
<td>PY 150 Introduction to Psychology (3cr)</td>
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<tr>
<td>CH 161 Cheyenne Language I (3cr)</td>
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<tr>
<th>Electives</th>
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**Total Semester Program Hours:** 60

## Administrative Assistant

Program Outcomes: Upon completion of the specified course work the graduate will:

- Demonstrate competency in the fundamentals of written and oral communication in the English language.
- Demonstrate necessary knowledge and skill in computer usage, mathematics, and the social sciences.
- Demonstrate entry level skills and broad-based knowledge in accounting, office-suite software, computer operating systems, personnel supervision, and business law.

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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Electives</th>
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**Total Semester Program Hours:** 60
# Certificate Program

A certificate program is designed for those students who seek occupation skills in specified training programs that are narrower in scope than those leading to the Associate in Applied Science degree.

This program requires a cumulative grade-point-average of 2.0.

## Office Assistant

Program Outcomes: Upon completion of the specified course work the graduate will:

- Demonstrate acceptable levels of knowledge of the fundamentals of written and oral communication, and business mathematics.
- Provide evidence of appropriate skill levels in office-suite software, and office/business procedures.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Business</strong></td>
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<tr>
<td>BU 150 Introduction to Business (3cr)</td>
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<tr>
<td>BU 151 Principles of Accounting I (3)</td>
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<td><strong>Communication Arts</strong></td>
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<td>CS 159 Power Point and Multimedia Technology (3)</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
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<tr>
<td>MA 131 Business Mathematics (3cr)</td>
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<tr>
<td><strong>Human Behavior</strong></td>
<td>3</td>
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<tr>
<td>CA 109 Human Relations in the Workplace (3cr)</td>
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<tr>
<td>BU 251 Microeconomics</td>
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<tr>
<td>BU 252 Macroeconomics</td>
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**Total Semester Program Hours** 30
COURSE DESCRIPTIONS
ARTS

AC 150 Foundations of Art
3(S)

An introduction to the principles of design, artistic styles and art history with attention to beginning techniques in art.

AC 154 Introduction to Photography
3(F,S)

This class introduces the student to the skills, theory and ethics of photography. Students will learn how to handle a digital camera and work in an interactive environment. The emphasis is based on photographic content, and producing digital images from a variety of assignments such as: portraits, quality of light, features and photo stories.

AC 165 Introduction to Drawing
3(F)

This course introduces various drawing concepts, media, and processes to develop perceptual and technical skill related to see and drawing accurately.

AC 168 Fundamentals of Watercolor Painting
3(S)

This course is designed for the beginning student wishing to learn the basic techniques of watercolor painting. Usage of various materials, color theory, learning methods of applying paint, and ways of “seeing” your subject will be explored. PREREQUISITE: AC 165 or consent of instructor.

ADDITIONS STUDIES

AD 231 Principles in Counseling/Groups
3(Su)

This course provides a general introduction and overview of the field of counseling and explores career options and licensure requirements. This course also provides content related to how to conduct effective clinical interviews with a variety of populations such as clients with disabilities and those individuals with addictions. This course also provides overview of the group process in counseling. In addition, this course will explore the psychological dynamics associated with grief due to loss. The course is also oriented toward providing counseling knowledge and skills sufficient to prepare students to perform a number of ordinary and common counseling tasks under appropriate supervision. Emphasis will be placed on understanding the nature and use of counseling skills through lecture and classroom practice. We will also be using two counseling techniques that are based on the humanist philosophy which respects each client as a individual but encourages them to think rationally and make responsible choices.

AD 252 Alcohol, Tobacco, Other Drugs
3(F)

This course provides basic information about drugs, the potential for abuse and possible causes and effects. Its primary focus is on the preventive aspects of drug abuse by the school age child, and it centers on the approaches which are the most effective. (Meets State Teacher Certification requirement for Drug and...
and differences related to disability, gender, race/ethnicity, sexual orientation, religion, geography, advanced aging, and social class. Students will be provided the opportunity to explore and discuss scholarly as well as practical resources for interacting and counseling with diverse individuals and families.

**AD 256 Assessment in Human Services and Addiction Programs**
3(F)

Applies empirical principles to appraisal of client characteristics, needs and potential. Provides practice with assessment data recording, interpretations and application to provide the client with counseling options to choose from.

**AD 285 Behavioral Pharmacology and HS**
3(S)

Behavioral Pharmacology is a course designed to address the mechanics of basic pharmacology, particularly with respect to those pharmaceuticals used in the treatment of mental disorders. This course is set up in a fashion which will require the student to do much in the way of individual study, as class time will be quite limited. The course structure is designed in such a way that class meetings will be used for clarification of topics and issues, as well as quiz time. Because the majority of the students taking this course are planning careers in rehabilitation counseling, special emphasis will be placed on the drugs used recreationally in our society, and the pharmacologic interventions utilized to ease the transition to non-addicted life styles. We shall also look at the conditions associated with addiction status. Also included in course material are some of the more common mental maladies, including those associated with high frequency to addiction.

**AD 295 Capstone: Addiction Treatment Planning and Documentation**
3(S)

The Capstone Assessment, Diagnosis and Treatment Planning course will have the following objectives:

1. To learn a chemical dependency assessment approach that can be applies to a variety of populations
2. To become familiar with a number of assessment instruments
3. Knowledge and understanding of the various types of co-occurring disorders
4. Knowledge and understanding of assessing co-occurring disorders.

Knowledge and understanding for treating co-occurring disorders.

These will be addressed in context with the DSM-IV and the ASAM.

**AGRICULTURAL SCIENCES**

**AG 100 Introduction to Welding**
3-OD

Introduction to welding includes a strong emphasis on welding safety and situational facility awareness, welding nomenclature as well as basic weldment layout and fit-up procedures. Topics include oxy-acetylene cutting, welding and brazing as well as shielded metal-arc welding processes. The student will work to develop manual skills necessary to produce high quality gas and shielded metal-arc welds and flame cuts. The student learns to set related equipment for all phases of oxy-acetylene welding and cutting. This course specifically develops basic shielded metal arc welding skills such as safety, striking/maintaining proper arc length, adjusting equipment and manipulating the electrode.

**AG 120 Introduction to Small Gasoline Engines**
3-OD

This course introduces students to the theory and operating principles of internal combustion engines. Emphasis is placed on basic engine systems, special tools and testing equipment, shop safety rules and equipment. Upon completion, students will understand shop rules and be able to identify engine components, identify special tools and demonstrate their use, discuss the process of internal combustion; identify shop safety rules, list engine components and explain their function.

**AG 150 Introduction to World Agriscience and Technology**
3(OD)

Studies the needs of all people: food, fiber and shelter. Blends science, agriculture, and technology together. It emphasizes biological, earth and physical sciences as related to agriculture. Students examine agriculture and its related areas as “science in action.”

**AG 150R Rangeland Science**
3(OD)

Description of the rangelands of the world: historical, present, and potential use(s). Explanation of how uses affect the nutrient, biological and hydrologic cycles of rangelands and how the ecosystem responds to changes. Concepts as related to ecological condition, land potential and ecological trends will be introduced.

**AG 202 Intermediate Welding**
3(S)

Instruction includes a strong emphasis on welding nomenclature, joint design, specific weldment layout and fit-up procedures. Students will learn to properly analyze and set related equipment for specific welding procedures. This course is a continuum to develop student welding skills and shop safety protocol. Procedural topical emphasis is placed in shielded metal-arc welding processes, MIG and related emphasis in the introduction to carbon steel and white-metal TIG welding and applications. Prerequisite: AG 100

**AG 250 Introduction to Animal Science**
3(F)

Provides the student an overview of the opportunities associated with the production of domestic animals for food, fiber, power, and recreation. Students will have the opportunity to become familiar with breeds and management practices of beef and dairy cattle, sheep, swine, equine and other domesticated livestock.
AG 255 Introduction to Soil Science
3(F)
Studies soil and its use as a component of the ecosystem: physical, chemical and biological properties: water, geologic parent materials; classification; nutrient cycling; holistic and sustainable management; land resource inventory and planning, environmental quality.

AG 260 Equine Science
3(S)
Provides the student with current information as related to equine management with emphasis on behavior, anatomy and physiology, conformation, biomechanics, nutrition, and production. Other areas of interest will be discussed as related to class needs.

AG 265 Feeds and Feeding
3(F,S)
Examines the importance of proper livestock nutrition, the digestive and metabolic processes, feed types and determinations of feedstuffs and rations for a variety of domestic livestock classes.

AG 275 Farm and Ranch Management
3(S)
Allows for the exposure of students to the basic tools of economic decision making processes. The economics of farm/ranch and business decisions as well as the national economic policy with emphasis on agriculture will be discussed.

AH 250 Nutrition
3(S)
A course covering basic concepts of human nutrition as they relate to health and food consumption at different stages of the life cycle. Principles and application of dietary modifications used in health and disease. Course is designed for pre-nursing students.

AH 255 Human Life Cycle
3(S)
A comprehensive study of the physical, social, emotional, and intellectual facets of human development from infancy through the human life cycle.

BU 150 Introduction to Business
3(F)
An introduction to the various aspects of business: ownership, organization, administration, decision making, legal and regulatory environment, finance, and personnel.

BU 151 Principles of Accounting I
3(F)
Introduction to basic accounting concepts including the accounting cycle. Explores accounting systems and accounting principles through problem solving for single proprietorships, partnerships, and corporations.

BU 152 Principles of Accounting II
3(S)
Continuation of introductory accounting sequence covering financial reporting for corporations, managerial accounting principles and systems, planning and control functions, and decision making based on analysis of accounting information. PREREQUISITE: BU 151 or equivalent.

BU 250 Business Communications
3(S)
A study of the communication skills needed for effective business writing. Students learn to plan, setup, and produce business letters, memos, reports and power-point presentations. PREREQUISITE: CA 151.

BU 251 Microeconomics
3(F)
Introduces the tools of the economist as they pertain to microeconomic theory: nature of economics, and application to human behavior. The focus is on dealing with issue of economic scarcity incorporating supply and demand theory, resource allocation, analyzing various market and industry structures, shortages, government controls, social costs and benefits, and international trade. PREREQUISITE: MA 079.

BU 252 Macroeconomics
3(S)
Introduces the student to the behavior of modern market economy and the national economy, analyzes relationships between national income, employment, inflation and the quantity of money, while applying human behavior. Evaluates issues with government expenditure, taxation and monetary policy, international finance, and economic development. PREREQUISITE: MA 079.

BU 257 Business Law I
3(F)
Provides an introduction to the principles of contracts, negotiable instruments, and the Uniform Commercial Code.

BU 260 Management
3(S)
A survey of the field of management with attention to planning, organizing, directing, coordinating and controlling the factors of business. Introduces the mid-
management responsibilities to personnel including organization, selecting, training, motivating, and evaluating employees.

**BU 271 Practicum**
3(F,S)

The student is afforded the opportunity to participate in practical on-the-job experience within the area of entrepreneurship.

### COMMUNICATION ARTS

**CA 095 Language Skills Seminar**
3(F,S)

Language Skills Seminar is a new pre-Composition class offered to students who may need to brush up on their writing and reading skills. The class is designed to be an intermediary course between college reading and writing and CA 151 College Writing I.

**CA 109 Human Relations in the Workplace**
3 (OD, F, AY)

Covers practical and applied understanding of communication processes in a working environment. The course aims at raising self-awareness of interpersonal dynamics and the individual’s participation in them. Development of the student’s skills of observation, assessment, and expression are focused on successful communication in a variety of work contexts.

**CA 151 College Writing I**
3(F,S, Su)

This course offers instruction in writing competencies expected of college students. Special attention is accorded to writing as problem-solving, expository prose and research paper; emphasis on structure, argument, development of ideas, clarity, style, and diction. Students are expected to write without major faults in grammar or usage. PREREQUISITE: SATISFACTORY passing score on placement examination or grade of “C” or better in CA 095.

**CA 161 Introduction to Intercultural Communication**
3(OD)

This course examines communicative encounters among people of different cultural, ethnic, and minority groups. Local, national, and global in scope, the course also analyzes identity, verbal and nonverbal communication, popular culture, intercultural relationships, and multicultural communication in applied settings. Practical guidelines for enhancing intercultural interactions will be offered while noting the layers of complexity in communicating across cultural boundaries.

**CA 165 Introduction to Public Speaking**
3(F,S)

This course is designed to develop the student’s speaking abilities. Students acquire an understanding of basic rhetorical theory and its application in a variety of speech situations. Listening, speaking and critiquing abilities are emphasized. This course addresses the following topics: speech preparation and delivery, formulating fielding questions, audience analysis, listening skills, critiquing, and speaker anxiety.

**CA 251 College Writing II**
3(F,S,Su)

The course provides opportunities for students to develop writing and thinking skills that are both relevant and adaptable to many writing situations and assignments: includes basic research writing and information gathering skills, critical thinking and reading appropriate to a variety of academic disciplines. Students will be instructed in the use of both the M.L.A. and the A.P.A. systems of documentation. PREREQUISITE: CA 151. Must pass with C or above.

**CA 252 Fundamentals of Creative Writing**
3(F)

This course introduces the principles and techniques of various kinds of creative writing, ranging from personal expression in simple narrative and description to basic elements of fiction and poetry. Students will engage in writing exercises, try various writing techniques, and complete a final portfolio. No prior experience in creative writing is required.

**CA 253 Introduction to Acting**
3(OD)

Uses theatre games and scripted material to introduce the student to basic concepts of the art of acting. Uses formal speech and drama presentations to develop student performance skills and comfort with public presentations. The student will gain an appreciation for the art of acting both from the point of view of the audience and the performer.

### CHEYENNE STUDIES

**CH 120 Plains Indian Sign Language I**
3(OD)

Introduction to the “universal language” of the tribes of the interior plains region of North America.

**CH 121 Plains Indian Sign Language II**
3(OD)

Continuation of the “universal language” of the tribes of the interior plains region of North America.

**CH 151 Cheyenne Beadwork I**
3(F,S)

An introduction to traditional crafts and art forms of the Cheyenne people. Introduction to traditional designs, symbols, and meanings of colors. Emphasis is on beadwork and beading techniques.

**CH 152 Cheyenne Beadwork II**
3(F,S)

Continued exploration of Cheyenne design through advanced beading. Completion of a major beading project is required. PREREQUISITE: CH 151 or consent of instructor.
CH 161 Cheyenne Language I
3(F,S)
An introduction to the Cheyenne language to provide non-Cheyenne speaking students with insights into Cheyenne culture via alphabetic and pronunciation keys, basic concrete concepts, and special manner/emphasis nouns.

CH 162 Cheyenne Language II
3(F,S)
Continuing study of the Cheyenne language emphasizing verbs, adjectival and adverbial participles, locatives, and conjunctions to increase and enhance speaking ability. PREREQUISITE: CH 161 or demonstrated ability to speak rudimentary Cheyenne.

CH 181 Foundations in Cheyenne Oral Tradition I
3(F)
An introduction to the philosophy and psychology of the Northern Cheyenne people as expressed and retained by tribal oral tradition.

CH 182 Foundations in Cheyenne Oral Tradition II
3(S)
A continuation of Northern Cheyenne philosophy and psychology as maintained by the oral tradition of the tribe. PREREQUISITE: CH 181

CH 250 Ethnobotany
3(OD)
This course is a study of the uses of native plants by the traditional Native American cultures of the Northern Plains region with particular emphasis on how such plants were and are utilized by the Northern Cheyenne people. Scheduled field trips are a required part of this course.

CH 261 Cheyenne Language III
3(F)
Second year course designed to refine speaking ability and increase fluency in the Cheyenne language. Basic reading skills are also developed. PREREQUISITE: CH 162 or demonstrated fluency in spoken Cheyenne.

CH 262 Cheyenne Language IV
3(S)
Continued development of Cheyenne language speaking and reading skills and introduction to writing in the language. Translational work is introduced. PREREQUISITE: CH 261.

CH 270 History of the Cheyenne People
3(F,S)
A survey of the evolving history of the Cheyenne people, their social organization and structure. Examines the different cultural characteristics between Cheyenne and predominant Euro-American culture that has led to misunderstanding and conflict.

CH 291 Special Topics
1-6 (OD)
Courses not required in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

CS 080 Basic Computer Literacy
Noncredit (OD)
The student will learn to identify the parts and the functions of the parts of personal computers. Following that knowledge, this course will cover the topics of developing hand-eye coordination by mouse usage and basic keyboard skills such as text production and use of the function keys. Students will be introduced to such varied topics as use of an internet browser, how to establish and maintain an email account, how to text message, how to navigate such programs as basic word processing and accessories programs, using established databases and search engines to find information on the internet, and being able to copy, save, and print documents from various sources.

CS 150 Introduction to Computers
3(F,S)
A basic, introductory course in personal computers using Microsoft Windows and Office Suite applications. This course also covers PC history, hardware, software and operating concepts. The student will receive hands on experience in MS Windows, Word, Excel, PowerPoint and other programs. This course is a prerequisite for all other computer courses.

CS 151 Word Processing
3(F,S)
This course expands the student’s skills in word processing using MS Word. Topics covered include working with files, creating a document, creating form letters and mailing labels, creating on-screen forms, using advance table techniques, and managing long documents. Students will learn basic document formatting and gain skill using MS Word. Lab time using the computer will be required. PREREQUISITE: CS 150.

CS 154 Operating Systems
3(OD)
This course will introduce students to personal computer operating systems. MS Windows and other PC operating systems will be studied. Lab topics and practice will include installing, configuring, maintaining and repairing operating systems using MS Windows. There will be a balance between conceptual material and hands-on activities. PREREQUISITE: CS 150.

CS 156 Spreadsheets
3(F)
In this course students will learn to manage and manipulate numerical data in a spreadsheet using MS Excel. Topics covered will include spreadsheet terminology, creating worksheets, formatting data, working with formulas and functions, printing, working with charts, and graphics. Advance topics may include Table and Scenario Management, using Solver and importing data into Excel. Lab time will be incorporated in the class. PREREQUISITE: CS 150

CS 157 Desktop Publishing
3(S)-AY
In this course students will learn to use DTP software (Microsoft Publisher) to design and produce a variety of documents including brochures, flyers, and...
newsletters. Students will also learn to use presentation software (MS PowerPoint) to create and modify graphic presentations. Basic functions of photo editing software will be used to prepare images used with these other programs. PREREQUISITE: CS 150.

CS 159 Power Point and Multimedia Technology 3(S)

Students will learn to use MS PowerPoint to create, modify, and enhance presentations and slideshows. Further, students will be instructed in design techniques and how to give presentations. Course will provide the student with an opportunity to learn hardware and software aspects of multimedia presentations. Students learn to utilize computers, projectors, recordable CD media, digital cameras, scanners, and multimedia editing software. PREREQUISITE: CS 150.

CS 166 Microsoft Office Suite 3(OD)

This course provides an overview of the features and changes in the Microsoft Office Suite of applications. The current version is 2010 and will be updated as newer versions come out. Students will get instruction and practice in MS word, MS Excel, and MS Power Point plus other aspects of Office. The course uses computer based training for skills development. PREREQUISITE: CS 150

CS 260 Introduction to GIS 3(OD)

This course is an introduction to the world of Geographic Information Systems. We will be using All Topo Maps and Google Earth. Students will become familiar finding and marking their position on the Earth using the GPS technology. They will learn how to incorporate that information into maps and data stores using the mapping software. Maps then can be printed or shared electronically. PREREQUISITE: CS 150 or consent of Instructor

EDUCATION

ED 105 Health, Safety and Nutrition for the Young Child 3(F)

Students learn to promote good health and nutrition and provide an environment that contributes to the prevention of illness and the enhancement of the learning process.

ED 120 Parenting 3(F,S)

Explores a wide range of unique skills that every parent can utilize. Includes such topics as stress management, communications, self-esteem, sibling relationships, step-parenting, and developmental concerns. Cultural emphasis with applied activities.

ED 150 Society, Schools, and Teachers 3(F,S)

This course is designed to provide students with a historical and social overview of education in order to develop a base of knowledge regarding the education profession. The course will require students to explore historical and philosophical aspects of our education system, as well as critically analyze trends and issues in today’s society and schools.

ED 155 Human Development 3(F)

A study of the physical, social, emotional, and intellectual aspects of human development within an educational, familial and societal context. This course includes a practicum with community based services for children and youth.

ED 170 American Indian Education 3(S)

A study of Indian education from the period of traditional teaching to the self-determination period; examination of federal funding for Indian education and the unique educational needs of the Indian child. This course also includes a review of the cultural materials currently used in schools.

ED 250 Educational Psychology 3(S)

Focuses on human learning as it provides the basis for instruction and classroom management. Provides comprehensive coverage of the principles, concepts, and implications of human learning from classical, operant, social learning, and cognitive paradigms. Covers measurement, similarities and differences in learners, management and discipline strategies, and related corollaries of human learning applied to instruction.

ED 255 Introduction to Early Childhood Education 3(S)

A study of young children within the context of our pluralistic society. Provides a working understanding of services and professionals that are available to young children and their families.

ED 260 Introduction to the Education of Exceptional Children 3(S)

Considers the characteristics of children with exceptional learning needs. Examines the services required to assist these children in their total development. Emphasis is on providing appropriate services in the least restrictive environment. Incorporates a 15 hour lab experience.

ED 271 Practicum 1-4 (Variable)

Students will engage in supervised practical experience in the classroom.

HISTORY

HS 151 Western Civilization I 3(F)-AY

This course will begin with a brief summary of the Neolithic Revolution in the Near East and the civilizations it spawned and then move on to focus in more detail on the Greek and Roman heirs of those civilizations and the medieval kingdoms and nation states which evolved after the
Western Roman Empire’s fall up to the beginnings of the Renaissance.

**HS 152 Western Civilization II**  
3(S)-AY  
A continuation of the development of Western tradition from the Renaissance to the present time. Emphasis is on the effect on Modern Society.

**HS 251 U.S. History I**  
3(F)-AY  
Survey course of the historical development of the United States from the Pre- Colonial Period through the War Between the States.

**HS 252 U.S. History II**  
3(S)-AY  
History of the United States from the post-Civil War Reconstruction Era through modern times. Emphasis on cause and effect of historical events as they relate to present day history.

**INFORMATION TECHNOLOGY**

**IT 150 PC Repair**  
3(OD)  
This course will introduce students to the hardware components and software programs that are used to make and maintain a personal computer. The class will include lectures, labs, and real world troubleshooting activities. Course is based on the CompTIA A+ Certification objectives. PREREQUISITE: CS 150

**IT 240 Web Design**  
3(OD)  
This semester course is designed to familiarize students with the creation and management of web pages and web sites. Students will learn basic HTML structure and formatting, web page creation using Microsoft Frontpage and Macromedia Dreamweaver, and image creation and alteration using Macromedia Fireworks and Flash. PREREQUISITE: CS 150.

**IT 260 Local Area Networks**  
3(OD)  
This course is an introduction to computer networking. Course will cover terminology, protocols, topologies, and cabling. There will be an overview of IP addressing, Ethernet, wireless technology and servers. It will include lectures, labs, and real world networking activities. Course is based on the CompTIA Network+ Certification objectives. PREREQUISITE: IT 150

**IT 277 Internship**  
3-6 (Variable) OD  
One semester of hands-on study/work with the IT department staff. Tasks will include daily maintenance of the college’s PC network, including email, web updates, user logons, printer maintenance, and internet connectivity. This course is typically completed during the final semester in attendance. Instructor consent.

**LEARNING SKILLS**

**SK 100 Orientation**  
1-3 V(F,S)  
Required for all new and transfer students. This course will be required of all new students. Course is designed to help students transition into college studies and college life. A major portion of class will be provided by guest speakers. Such subjects will be covered: note taking, library research, research papers, healthy life-styles, career exploration, and learning strategies.

**SK 105 College Skills**  
1(F,S)  
Required for all students on academic probation. This course is designed to help students transition into college studies and college life. A major portion of class will be provided by guest speakers. Such subjects will be covered: note taking, library research, research papers, healthy life-styles, career exploration, and learning strategies.

**LITERATURE**

**LI 151 Introduction to Literature**  
3(F)  
This course examines the four major types of literature: fiction, poetry, drama, and essay. Students will learn basic strategies for reading and writing about literature. They will also be introduced to various critical approaches to literature.

**MATHEMATICS**

**MA 071-079 Math Skills Seminar**  
1(F,S,Su)  
Instruction designed to improve the math skills and algebra skills of students who need additional work to prepare for college credit mathematics courses. Instruction is organized so that students can work on their greatest areas of need as determined by the placement exam. The course may be repeated as many times as necessary in order to fulfill the requirements for placement in a college credit class. Topics covered will vary according to student need and can range from operations on whole numbers, fractions and decimals to working with radicals, exponents, quadratic functions, and quadratic equations. Placement testing required.

**MA 076 Graphing and Linear Systems**  
1(F,S)  
Instruction in Cartesian coordinate systems, including coordinate pairs, slope, linear equations, graphing, and linear systems of equations. PREREQUISITE: Satisfactory score on placement test or consent of instructor. May be taken concurrently with MA 077-079.

**MA 081 Introduction to Basic Number Theory**  
1(F,S)  
Course content will help students develop a deeper understanding of mathematics through the evolution of number systems (Babylonian, Egyptian, Roman and Mayan, elements of base 10, base 5 and base 2 number systems, and evolving symbols.
used in mathematics), develop concepts of number sets (odd/even, positive/ negative, prime/composite), and learn various aids to performing mental arithmetic.

**MA 130 Math for the Trades 3(OD)**

Covers mathematics as applied in diverse occupational fields. A review of operations on rational numbers, within the topics of measurement, percent, proportions and variations, applications of algebra for solving quadratic equations, and applications of plane and solid figure geometry as used in trades and occupations.

**MA 131 Business Mathematics 3(S)**

This course covers the topics of simple interest and discounted notes, markup, taxes, compound interest and present value, annuities, sinking funds, amortization, depreciation, inventories, insurance, and stocks and bonds. A sufficient score on the math placement exam is required prior to enrollment. PREREQUISITE: MA076, satisfactory score on placement test or consent of instructor.

**MA 151 College Algebra 4(F,Su)**

This class covers the concepts of graphing and solving linear, quadratic, polynomial, absolute value, radical, rational, exponential and logarithmic functions. PREREQUISITE: MA 079, satisfactory score on the placement test, or consent of instructor.

**MA 156 Mathematics for the Liberal Arts 3(S,Su)**

The student is introduced to areas of interest in applied and pure mathematics. Content may vary, including topics such as statistics, probability, graph theory, trigonometry, game theory, operations research, group theory, and encryption. This is a terminal math class intended to meet a general education graduation requirement. PREREQUISITE: MA 076 or satisfactory score on placement test or consent of instructor.

**MA 172 Mathematics for Elementary Teachers I 3(OD)**

This course is designed to give potential elementary teachers knowledge and skills in basic mathematical concepts. Topics included are problem solving, sets, logic, numeration systems, whole numbers, integers, number theory, and probability. PREREQUISITE: MA 079, satisfactory score on placement test or consent of instructor.

**MA 173 Mathematics for Elementary Teachers II 3(OD)**

A continuation of instruction in mathematical concepts and manipulation for potential elementary teachers with emphasis on geometry, measurement, computer programming, and the use of computer software for geometric concepts. PREREQUISITE: MA 172. MA 253 Pre-Calculus 4(S)

This class is designed to review and teach mathematical concepts needed for success in a first course in calculus. Topics will include the algebra of functions and their graphs concentrating on exponential and logarithmic functions, trigonometric functions, identities, equation, inverses, graphs, transformations and conic sections. PREREQUISITE: MA 151.

**MA 255 Statistical Methods 4(F,Su)**

This course covers the principles of descriptive statistics, probability, and probability distributions, confidence intervals and hypothesis testing. PREREQUISITE: MA 079 or satisfactory score on placement test.

**MA 261 Applied Calculus 4(OD)**

The course covers the fundamentals of differential and integral calculus with emphasis on applications to business and social science problems. PREREQUISITE: MA 151

**MA 262 Calculus & Analytic Geometry I 4(OD)**

The first semester of a two-semester sequence in calculus, this course covers functions, elementary transcendental function, limits and continuity, differentiation, applications of the derivative, and curve sketching. PREREQUISITE: MA 253 or equivalent.

**MA 263 Calculus & Analytic Geometry II 4(OD)**

The second semester of a two-semester sequence in calculus, this course covers integration theory, methods of integration, applications of the integral, Taylor’s theorem, infinite sequences and series. PREREQUISITE: MA 262 or equivalent.

**Music**

**MU 151 Music Appreciation 2(OD)**

This course provides a historical overview of the way music has developed in Western culture. It is designed for non-music majors and begins with the elements and principles of music, including notation, rhythm, melody, harmony, color, texture, and form. Students will develop listening skills and study selected pieces of music from a variety of periods in history to learn how they relate to the culture in which they were created. This course is not applicable to music major requirements, but it may be used to satisfy core curriculum requirements.

**Native American Studies**

**NS 150 Introduction to Native American Studies 3(F,S)**

Prehistory, ethnography and cultural ecology of Indians in North America. Analysis of different culture areas will be examined. Brief survey of the historical relationship between Indian/European contact.
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>NS 151</td>
<td>Tribal Governments</td>
<td>A study of American Indian tribal political systems and tribal institutions and their role in decision making.</td>
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<tr>
<td>NS 155</td>
<td>Social Issues of the Native American</td>
<td>An examination of the sociology of Native American’s emphasis on issues raised by the interface of the Native American culture and values of the majority culture: including problem areas such as alcoholism, education, health, crime and intercultural relations.</td>
</tr>
<tr>
<td>NS 160</td>
<td>Introduction to American Indian Art</td>
<td>A study of Native American art expressions as influenced by a diversified culture. Symbolic meaning of Native American art, and a familiarization with some basic techniques of Native American art are included.</td>
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<tr>
<td>NS 251</td>
<td>Law and the American Indian</td>
<td>Examines the legal issues involved in contemporary Native American life.</td>
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<tr>
<td>NS 252</td>
<td>Introduction to Native American Literature</td>
<td>An exploration of the historical and contemporary contributions made by Native American writers to the literature of the Western Hemisphere.</td>
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<tr>
<td>PE 252</td>
<td>Health and Wellness</td>
<td>A course devoted to basic health concepts as affected by diet, exercise, and lifestyle. Reveals the health and safety issues of children and adolescents and provides an introduction to the role of the teacher as it applies to the eight component model of</td>
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</table>
and non-linear motion, the properties of matter, heat transfer, thermodynamics, sound, electricity, and magnetism. Laboratory is a required part of this course. Co-requisite: MA 076

**SC 156 Botany/LAB**  
4(OD)

This course is an introduction to the basic principles of plant classification, structure and function, and ecology. Included in this course will be examinations of: plant structure from cell to plant level of organization; plant functions including photosynthesis and growth; plant reproduction; an overview of the classification of plants and their ecological role; and a more specific look at the conifers and flowering plants. Laboratory is a required part of this course. Satisfactory score on placement test or consent of instructor.

**SC 157 Environmental Science**  
3(S)-AY

An introduction to the scientific principles that underpin environmental science and how these inform social policies and individual action. Features local approaches to solving environmental problems using environmental science. Satisfactory score on placement test or consent of instructor.

**SC 158 Discover Biology/LAB**  
4(F)

This course emphasizes principles of Biology related to the unity of life. Covers cell structure and function, cellular metabolism, mechanisms of energy trapping, cellular reproduction, genetics, evolution and a brief introduction to ecology, classification and biological diversity. Lab is a required component of this course. Satisfactory score on placement test or consent of instructor.

**SC 159 Our Physical World/LAB**  
4(OD)

This course concentrates on fundamental ideas of physics: energy, forces, and conservation laws and helps students understand basic principles which underlie and explain all diverse phenomena and structures of the physical world. Algebra skills are required. Laboratory is a requirement of this course and requires the student to critically examine and analyze his or her immediate physical environment in terms of fundamental principles. Student develops an appreciation for the simplicity of basic physical laws and the broad range of physical phenomena which can be explained by them. Prerequisite: MA 079 or consent of instructor.

**SC 160 Principles of Living Systems/LAB**  
4(S)

An introduction to living systems at the cellular level with emphasis on cell structure and function. Biochemical processes including photosynthesis, intermediary metabolism, protein synthesis, and enzyme systems are covered. Cell division, gamete formation, and genetics are emphasized. Laboratory is a required part of this course.  
PREREQUISITE: SC 171

**SC 161 Principles of Living Systems/ LAB**  
4(S)

Prerequisites: SC 160/LAB or consent of instructor.

**SC 162 Principles of Biological Diversity/LAB**  
4(S)

This course will be an examination of the three Domains of Life consisting of six kingdoms: Bacteria, Archaea, Protistans, Fungi, Plants, and Animals. The course will emphasize the plant and animal kingdoms and consider analogous structures, survival strategies, nutrition, reproduction, and the ecological and economical importance of each. Laboratory is a required part of this course.

**SC 163 Introduction to General Chemistry/LAB**  
4(F)

Measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, gas laws and electrochemistry. Laboratory is a required part of this course. Satisfactory score on placement test or consent of instructor.

**SC 164 Introduction to Organic and Biological Chemistry/LAB**  
4(S)

An introduction to functional group organic chemistry and important biochem-  
ical structures, concepts, and processes. The lab is closely integrated with lecture coverage. Laboratory is a required part of this course.  
PREREQUISITE: SC 171 or consent of instructor.

**SC 165 Introduction to General Chemistry/LAB**  
4(F)

A course designed for pre-nursing students and others specifically interested in the allied health fields which introduces the relationships between structures and functions of the human body. General concepts of biochemistry and cell biology are reviewed and the integumentary, skeletal, muscular, and nervous systems are covered in depth. Laboratory activities including mammalian dissection are required. PREREQUISITE: SC 161 or equivalent.

**SC 166 Introduction to Microbiology/ LAB**  
4(S)

Continuing instruction in the structure and function of the organ systems of the human body. In-depth instruction and investigation of the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems plus the mechanisms of homeostasis, fluid balance, salt balance, and internal pH maintenance complete this sequence. Laboratory activities including mammalian dissection are required. PREREQUISITE: SC 263.

**SC 167 Human Anatomy and Physiology I/LAB**  
5(F)

An introduction to the world of microorganisms including: viruses, bacteria, protozoa, and fungi. Disease-causing organisms from each group are discussed, as well as diagnosis, symptoms, and
treatment. Prokaryotic cell structure, function, and genetics are included along with immunology, epidemiology, and pathogenesis. Laboratory is a required part of this course. PREREQUISITE: SC 161 or equivalent.

**SC 273 College Chemistry I/LAB 5(F)**

The first of a two-semester sequence about the general principles of modern chemistry with emphasis on atomic structure, chemical bonding, the periodic table, equilibria, and elementary thermodynamics. Laboratory is a required part of this course.
PREREQUISITE: Math 151 or equivalent. It is recommended that students also have completed high school chemistry or SC 171.

**SC 274 College Chemistry II/LAB 5(S)**

The second semester of the two-semester general chemistry sequence. Laboratory is a required part of this course.
PREREQUISITE: SC 273

**SOCIAL SCIENCE**

**SS 151 Introduction to Sociology 3(F)**

Survey of the principles of human behavior, social organizations and institutions as expressed through language and culture and through methods of sociology as a science.

**SS 152 Social Problems 3(S)**

Investigations into the issues of social disorganization such as poverty, population, crime and delinquency, race relations, alienation, family change, violence, and environmental issues.

**SS 256 Introduction to Anthropology 3(F)**

This course presents a survey of evolutionary thought, human biological origins, including hominid paleontology, the emergence of modern humanity and its dispersion over the globe, and the evolution of those distinctive physical, sociological and psychological characteristics which makes us all human, including a sampling of pre-industrial kinship and cultural organizations.
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<th>Name</th>
<th>Position</th>
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<td>ALLERY, Ruth</td>
<td>Transition Counselor</td>
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<td>A.A., Aberdeen School of Commerce</td>
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<td>ARPAN, Audrey</td>
<td>Library Assistant</td>
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<td>B.S., Rocky Mountain College</td>
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<td>BEARTUSK, Janelle</td>
<td>Bookstore Manager</td>
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<td>BEARTUSK, Ronelle</td>
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<td>BERTIN, Jim</td>
<td>Instructor, Mathematics</td>
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<td>BERTIN, Kate</td>
<td>Instructor, Communication Arts</td>
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<td>BIXBY, Leah</td>
<td>Assistant Director, Daycare Center</td>
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<td>BRIGGS, William (Bill)</td>
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<td>B.S., University Oregon</td>
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<td>BUFFALOSPIRIT, Alaina</td>
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<td>BURNS, Bonnie</td>
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<td>CLUBFOOT, Allen</td>
<td>Director, Montana Indian Language Program</td>
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<td>DITONNO, Joey R.</td>
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<td>Certified Rehabilitation Counselor</td>
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<td>DUHART, Ken</td>
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<td>FARRIS-SATLER, Mary Ann</td>
<td>Instructor (PT), Alcohol and Drug Studies</td>
<td>MSSW, Penn State</td>
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</table>
FOOTE, Sherry Ann  Instructor (PT), Education and Allied Health
    B.S., Mayville State University

GLENMORE, Rhoda  Accountant II
    Certificate, Southwestern Indian Polytechnic Institute

HAFER, James C.  Director, Agricultural Sciences
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    B.S., Texas A&M University-Commerce
    M.S., Montana State University
    Ed.D., Texas A&M University-College Station
    Texas Tech University-Lubbock

HANTZ, Joan  Librarian
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    B.A., University of Arizona

HARTMAN, Mike  Transformation Specialist
    Doctorate Social Work, University of Denver
    Masters Social Work and Religion, University of Denver

HIGHBULL, Gordon  Maintenance/Custodian

HOLUM, Shelly  Accountant II
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HOOKER, Dianna  Instructor, Mathematics
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    B.S., Montana State University-Mathematics
    M.A., Montana State University-Mathematics
    Ed.D., Montana State University-Mathematics

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    B.S., Montana State University
    Microsoft Certified Trainer
    Microsoft Certified Systems Engineer
    Microsoft Certified Solution Developer
    M.B.A., University of Mary

JENSEN, Jody  Director, Financial Aid
    A.A., Miles Community College

LIMBERHAND, Bobbi  Vocational Rehabilitation Counselor
    A.A., Chief Dull Knife College

LITTLEBEAR, Richard  President
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    M.Ed., Montana State University
    Ed.D., Boston University

LITTLEWOLF, Esther  Vocational Rehabilitation Counselor
    B.S., University of South Dakota

MANN, James  Supervisor, Maintenance
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MEANS, Patti
Certificate, Pikes Peak Institute
A.A., Chief Dull Knife College

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NANSEL, Robyn
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MA in School Counseling, Montana State University
MA in Educational Leadership, Rocky Mountain College
Superintendent Endorsement, Rocky Mountain College

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B.S., MSU-Billings

NOEL, Mary
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PEPPERS, Thelma
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PLEIER, Dan
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PLEIER, Kevin
Montana State University-Billings, College of Technology

RAMSEY, Gary
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M.Ed., University of Montana

ROLLEFSON, Tom P.
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M.A., University of Maine

RUSSELL, Maria
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B.S., University of Great Falls
MSW, Walla Walla University-Billings
LCSW, State of Montana

SEMINOLE, Mina

SPANG, Leslie
A.A.S., Chief Dull Knife College

SPANG, Michelle
A.A., Chief Dull Knife College

SPANG, Zane
A.A., Chief Dull Knife College
B.S., Montana State University-Billings

Database Specialist
Instructor, Cheyenne Language
Instructor (PT), Education
Instructor, Native American Studies
Instructor, Science
Librarian Assistant
Instructor, Computer Applications
Network Associate
Instructor, Mathematics
Instructor, Communication Arts/Political Science
Instructor (PT), Social Sciences, Psychology
Cultural Consultant
Maintenance
Activities Director
Dean of Student Affairs
STIFF, Brian  
Instructor, Science  
B.S., University of Wisconsin Eau Claire  
MSSE, Montana State University

THOMPSON, Yvonneda  
Tribal College Extension Coordinator/Community Development  
B.A., University of North Dakota

WATERS, Lorraine  
ABE/HiSet Instructor  
B.S., Eastern Montana College  
M.Ed., Harvard University

WERTMAN, William  
Vice-President  
B.S., Eastern Montana College  
M.Ed., Montana State University

WHITECRANE, Charlotte  
Vocational Rehabilitation Counselor  
B.S., Montana State University

WHITEDIRT, Anthony  
Videographer, Cultural Research  
A.A., Chief Dull Knife College

WOLFBLACK, Paula  
Administrative Assistant-Administration  
A.A., Chief Dull Knife College  
B.S., University of Great Falls

WUEST, Anthony  
Instructor, Business  
B.S. Business MSUB  
B.S. Business Education
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# Plan of Study

**Student Worksheet**

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