

Chief Dull Knife

COLLEGE



Culturally Influenced Education



2026/2027
Catalog



Provisions of this Publication

The Chief Dull Knife College catalog and student handbook is designed to provide information about the College, policies, degree programs, course offerings, faculty and facilities for the convenience of our students. The provisions of this catalog are to be considered directive in nature and do not constitute a contract, expressed or implied. CDKC reserves the right to change or withdraw courses, change the fees, rules, and calendars, as well as graduation procedures, and to change other regulations affecting the student body at any time. CDKC reserves the right to change policies and revise curricula as necessary. If CDKC determines the need to terminate a degree program, students enrolled in that program will be provided written notice. Students will be afforded a set time for program completion, determined by a "teach-out" plan created by the College and academic department which offered the degree program.

While every effort will be made to keep students advised about all changes, it is important to note that it is the student's responsibility to remain apprised of current graduation requirements for particular degree and certificate programs. CDKC does not accept any responsibility for delays in graduation resulting from errors in registration, cancelled courses, time schedule changes, changes in degree requirements or similar related changes.

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 promoting student success through quality life-long learning opportunities.



Essential Elements

Quality Educational Opportunities

Pèhevèhene'enovàhestòtse tsespo'anomohevòse Hestanèheo'o

Lifelong Learning

Ena'hene'enovàhestoòtse

Culturally Influenced Education

Tsevonòhoha'ohe Tsèhesèhene'enovàhestòtse

CDKC President's Message

Welcome to Chief Dull Knife College!

I am excited that you have decided (or are deciding) to further your education with us. I encourage you to take full advantage of every opportunity CDKC provides to you as a student.

The great experience you can have at CDKC starts with selecting your major and using that plan of study to help guide you along the path of courses you will take, from Business to Agricultural Science to Psychology and Education. All of our courses are accredited by NWCCU and transfer to other institutions of higher education, like MSUB, UM, and SKC.

Chief Dull Knife College has seen steady growth in our student enrollment and the make-up of our study body is shifting to more students enrolling with us, right out of high school. We are excited to be your 1st choice. The college has an amazing library and archives, in addition to our welcoming Culture Cabin to research and engage further in Northern Cheyenne culture and language. I welcome you to become familiar with and visit these spaces while you are with us. There is a wealth of knowledge available to you in both books and staff.

The college offers many advantages, like smaller classes; to learn alongside your peers, specialized tutoring on most all of your subject areas, van service to and from the local districts, and the opportunity to participate in the tribal college student conference to present academic research through poster presentations or participate in innovative competitions like e-sports and indigenous plants.

As a student at CDKC you are encouraged to join the different clubs and groups on campus to continue to build your community of learning and develop new relationships with groups like the Cheyenne Speakers club, Student Government, AIHEC basketball and many more.

The college also has other ways to engage with the campus community through planned student services events, college tours of other campuses, internships and student work study opportunities.

Lastly, our faculty and staff are here to support you as you venture on this new path of learning. We are here to help you succeed.

I look forward to seeing you on campus.

Eva Flying

President CDKC



ACADEMIC CALENDAR

2026-2027

FALL 2026

Faculty Report	August 31
Registration Begins	August 31
Fall Classes Begin	September 8
Fall Registration Closes	September 14
Cheyenne Heritage Day	September 22
Indigenous People's Day Holiday	October 12
Veteran's Day Holiday	November 11
Thanksgiving Holiday	November 25-27
Spring Registration Opens	December 7
Fall Last Day to Withdraw	December 10
Fall Final Exams Week	December 14-17
Winter Break	December 18 - January 3

SPRING 2027

Faculty Report	January 4
Spring Classes Begin	January 11
Dr. Martin Luther King, Jr. Holiday	January 18
Spring Registration Closes	January 19
Chief's Day Holiday	February 15
Easter Holiday	March 26-29
Spring Break	March 29-April 2
Spring Last Day to Withdraw	April 22
Spring Final Exams Week	April 26-29

Graduation

August 3

SUMMER 2027

Classes Begin	June 1
4 th of July Break	July 5-8
Classes End	July 30

Administration

Ho'emanehone

Eva M. Flying, ABD

President

Kimberly Dahle, B.S

Interim Vice President of Academic Affairs

Angie Hedges, M.Ed.

Vice President of Student Affairs



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Māhehotionovahtōtse General Information

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 pro-grams, 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, 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, Lane Deer, and Muddy Creek. The largest population center is the Lane Deer District with approximately 3,215 people.

Chief Dull Knife College is located in Lane Deer approximately two blocks east and one block north of the intersection of Highways 212 and 39. Also located in Lane 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, Extension Service, student activities center, and Vocational Rehabilitation Center. The Boys and Girls Club of the Northern Cheyenne Nation, tribal health fitness center and Lane Deer School

gymnasium are available for athletic activities. Off-campus classes are held in classroom facilities at Colstrip Public Schools, St. Labre Indian Schools, Lane Deer High School and Northern Cheyenne Tribal Schools (Busby).

Land Grant and Extension Service

In 1994, tribal colleges and universities were granted land-grant status under an Act of Congress which gave tribal colleges and universities access to federal government resources that would improve the lives of Native students through higher education and help lead communities toward self-sufficiency. 1994 land grant institutions support research, education, and extension programs. Each state has an 1862 land-grant college/university (Montana State University) and some also have 1892 land-grants (historic black colleges/universities).

Funding for all TCU's Extension Service programming is through USDA-NIFA department's competitive four year grant applications. For the past 25 years, Chief Dull Knife College Extension Services, staff has worked extensively with the Northern Cheyenne community and its stakeholders to envision and implement strategies to strengthen the social and economic base of the Northern Cheyenne Indian Reservation. CDKC Extension Service staff have developed programs and provided non formal education that positively impact and enhance youth development, socio-economic conditions, agriculture, food production and capacity building for the Northern Cheyenne communities.

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

General College Policies

EO/AA/ADA Notice

CDKC is an equal employment, equal access, equal educational opportunity, and affirmative action institution. It is the policy of the College to recruit, hire, train, promote and educate persons without regard to race, color, national or ethnical origin, age, disability, gender, religion, sexual orientation, gender identity or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503, and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). CDKC is an Affirmative Action/Equal

Opportunity Institution. CDKC will not tolerate sexual misconduct, which is prohibited and which includes, but is not limited to, domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. Any student, employee, or applicant for admission or employment may file a discrimination grievance. Inquiries or grievances should be directed to the CDKC EEO Officer.

Any student who believes they 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 their 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 the Equal Opportunity Officer. A copy of the College approved policy and procedures regarding sexual harassment is available from that Office.

Notice of Right of Privacy

The college is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA), which is designed to protect the student's rights with regard to educational records maintained by the institution. Under this Act, a student has the following rights:

1. The right to inspect and review education records maintained by the institution that pertain to the student;
2. The right to challenge the content of records on the grounds that they are inaccurate, misleading or a violation of privacy or other rights; and
3. The right to control disclosures from the education records with certain exceptions.

A written policy detailing how Chief Dull Knife College complies with the provisions of the Act is on file in the Admissions & Registrar's Office. Students also have the right to file complaints with the FERPA Office of the Department of Education, Washington, D.C. 20201, regarding alleged violations of the Act.

Tobacco-Free Campus

All Chief Dull Knife College buildings are designated smoke-free.

Drug-Free Workplace

In accordance with the Drug Free Workplace Act of 1988, and in compliance with applicable local, state, and federal laws, rules and regulations, it is the policy of the College to prohibit the possession, sale, distribution, and/or use of illegal drugs on College property, in College vehicles, or during working hours.



Eestöxe'è-ho'emanestotótse Admission Policies

Admission and Registration

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. To attend CDKC, the following steps must be completed:

- Apply for admission
- Enroll by selecting an academic program
- Register by meeting with an advisor and selecting courses

Admission

Students will be admitted as a Freshman, Transfer, or Dual Enrollment.

Freshman Students

Applicants who have completed high school or received a high school equivalency certificate and have accumulated fewer than 30 college credits.

Required for admission:

- Completed Admission Application;
- Official high school transcript or a high school equivalency certificate;
- Scores from the CDKC placement test;
- Tribal enrollment certification, if applicable;
- 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. If the validity of a student's high school completion documentation is questioned by the office of the Registrar or Department of Education the Registrar's office will initiate contact with the high school or documenting entity to confirm its validity.

Transfer Students

Applicants 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. Students with a GPA below 2.0 will be admitted on Academic Probation. Students dropped from another institution for disciplinary reasons may be admitted at the discretion of the Vice President of Student Affairs.

Required for admission:

- Completed Admission Application;
- Official high school transcript or a high school equivalency certificate;
- Official college or university transcript;
- Scores from the CDKC placement test, if applicable;
- Tribal enrollment certification, if applicable;
- Evidence of Immunization.

Dual Enrollment

Applicants who are currently enrolled high school juniors or seniors and at least 16 years of age have the opportunity to begin working toward a college degree, while still pursuing a high school diploma using a blend of high school and college curriculum. Dual enrollment allows students the opportunity to complete their high school diploma and earn college credit simultaneously. (See ACADEMIC POLICIES Dual Enrollment).

Veteran Student Standards

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

Drop/Add - Each veteran must have the approval of the SCO (school certifying official) before dropping or adding classes. Instructors are to note the last date of the veteran's attendance on the drop card. The veteran will be counseled about credit load and applicability of courses to their major field. All changes in enrollment are reported to the Veteran's Administration.

Prior Credit - All previous military and civilian training will be evaluated for the purpose of granting appropriate credit.

Standards of Programs - Any veteran or other eligible student receiving educational benefits from the Veteran's Administration is expected to maintain satisfactory progress toward their educational goal, and must meet the following standards:

- Degree and certificate standards require a cumulative 2.0 GPA.
- Educational benefits will be terminated for any veteran whose cumulative GPA remains below a 2.0 for more than two consecutive terms. A student may reapply for educational benefits once their cumulative GPA reaches 2.0.
- All final grades of the veteran 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).

Refund - Refunds for veterans and other eligible persons are based on the prorated balance of the total charges, and are provided whether the veteran withdraws from school or is dismissed.

Placement Testing

CDKC uses TABE (Tests of Adult Basic Education) for English placement and an institutionally-developed test for math placement.

- All new students who have not attended another college.
- Students that have not attended another institution of higher education for two years and did not complete Math and English courses.
- Transfer students with English and Math course(s) with grades of "D" or lower or who have not completed these courses.
- Former students returning after an absence of 6 years or more unless they have a previous Associate Degree or higher or have satisfactorily completed college level math and English courses.

The placement test is an advising tool used by Student Services to test all new students prior to registration. Advisors use the placement test scores to develop an individualized program of study and 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.

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 to 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.

Registration & Advising

Registration

Registration deadlines are listed on the Academic Calendar. Students must register within the dates specified. Registration steps are as follows:

- Pick up registration card in the Admissions & Registrar's Office
- Take Placement Test
- Meet with advisor to create plan of study and schedule classes
- Proceed to Student Billing to review tuition/fees
- Proceed to Financial Aid Office to discuss aid options
- Submit completed registration card to the Admissions & Registrar's Office
- Pick up textbooks and supplies in the Bookstore

****Note:** to change classes after registration has been completed or classes have started, see Academic Policies, Add/Drop/Withdrawal.

Advising

Academic advising is a vital component of student success at CDKC. Advising is intended to support students in finding balance throughout their educational journeys while encouraging personal growth and academic achievement. The primary goal of academic advising is to foster student learning and development through informed guidance from caring, knowledgeable, and respectful advisors. CDKC is committed to ensuring that every student has access to advisors who provide meaningful support and encouragement.

CDKC's advising model emphasizes a holistic approach that integrates both academic and cultural support:

- **Holistic Student Support:** Advising extends beyond academics to address students' personal, social, and financial needs, recognizing that student success is closely connected to overall well-being.
- **Relational and Advocacy-Focused:** Advisors serve as advocates for students, creating a welcoming and supportive environment that makes the advising experience more personal and relationship-centered.
- **Culturally Responsive:** Advising incorporates cultural values, traditions, and knowledge while recognizing and honoring the strengths, experiences, and wisdom students bring from their lifelong learning.
- **Student-Centered and Strength-Based:** Advising encourages students to identify and build upon their individual strengths, interests, and lived experiences as they pursue their educational goals.

Advisors are assigned to assist students in creating individualized plans of study while supporting their academic, personal, and educational success. Advisors help students understand college regulations and policies and connect them with campus resources that enhance their overall educational experience. Students must obtain their advisor's signature on the add/drop form when adding or dropping a class.

While advisors are available to guide and support students, it is important for students to understand that the ultimate responsibility for meeting all graduation requirements, as well as understanding college policies related to registration and graduation, rests with them. Students can strengthen the effectiveness of their academic planning by fully utilizing the advising system and becoming familiar with the academic requirements of their chosen major field.

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.



Ma'kaatae-hotonovahtotse 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, 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 are listed below:

Cr.	Tuition	Activity Fee	Building Fee	Computer Fee	Total Cost
1	70.00		10.00	10.00	90.00
2	140.00		15.00	10.00	165.00
3	210.00		20.00	10.00	240.00
4	280.00		25.00	10.00	315.00
5	350.00		30.00	10.00	390.00
6	420.00		35.00	25.00	480.00
7	490.00	25.00	40.00	25.00	580.00
8	560.00	25.00	45.00	25.00	655.00
9	630.00	25.00	50.00	25.00	730.00
10	700.00	25.00	55.00	25.00	805.00
11	770.00	25.00	60.00	25.00	880.00
12	840.00	25.00	65.00	50.00	980.00
13	910.00	25.00	70.00	50.00	1055.00
14-18	980.00	25.00	75.00	50.00	1130.00
19	1050.00	25.00	80.00	50.00	1205.00
20	1120.00	25.00	85.00	50.00	1280.00

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.

No charge for Dual Enrollment.

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.

Tuition Waivers

Tuition waivers for up to two classes per semester are available for CDKC Board members and employees 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.

Any student, 60 years of age or older will have tuition/fees waived.

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. 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.

Financial Aid

Financial aid is available to eligible students who, without such help, would be unable to attend college. The CDKC Financial Aid Office administers federal, state, and institutional financial assistance including grants, scholarships, and student employment. Students applying for financial aid are considered for all programs for which they are eligible. The Financial Aid Office adheres to federal compliance when determining a student's need by utilizing: a cost of attendance budget, the student's Expected Family Contribution, and other estimated financial assistance.

Any offer of financial assistance made by Chief Dull Knife College is contingent upon receipt of funds from all funding programs. The Financial Aid Office reserves the right to revise offers of financial aid at any time during the academic year based on availability of funds and/or changes in regulations and/or procedures mandated by college, state, or federal authorities.

Financial aid staff are available to guide applicants through the application process; each semester a FAFSA (Free Application for Federal Student Aid) workshop is scheduled. Students may submit FAFSA forms anytime between October 1 and June 30. The FAFSA must be completed every year.

Eligibility

To be eligible to receive financial aid, applicants must:

- Demonstrate financial need
- Be a citizen or an eligible non-citizen
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program
- Maintain satisfactory academic progress
- Not be in default on any student loans
- Not owe repayment or overpayment on any grants

Applying for Aid

Students

- 1) Complete the U.S. Department of Education's (DOE) FAFSA online at studentaid.gov. CDKC's school code is **014878**
- 2) Receive from DOE FAFSA Submission Summary detailing eligibility and the Student Aid Index (SAI)
- 3) Submit verification documents if requested
- 4) Complete work-study employment forms if applicable

Financial Aid Office & DOE

- 1) DOE processes and calculates SAI
- 2) CDKC Financial Aid Office receives Institutional Student Information Record that indicates student eligibility and SAI
- 3) The Financial Aid Director determines the student's eligibility for aid and creates a financial aid award package
- 4) The Financial Aid Office sends student award letter

Denial of Aid and Award Adjustments

Some students are denied financial aid due to being found ineligible based on need. The denial of aid is made after evaluation of the family's financial information, which determines that the student and/or family have sufficient resources to meet the student's educational expenses. Such an evaluation is made in accordance with institutional and federal rules and regulations.

If a student is denied aid but has questions regarding this decision, the student should write or call the Financial Aid Office for clarification. However, the student should realize that the denial was based on financial and other data that was submitted by the student and the parents. If there is a significant change in a family's financial circumstances the student should notify the Financial Aid Office in writing, explaining fully the changes that have occurred and request a revision of the financial award. In situations where CDKC is unable to provide financial assistance, a student and their parents should investigate sources of aid not administered by CDKC.

A student should understand that a decision to deny financial aid relates only to the academic year for which the student applied. Since criteria for eligibility change from year to year, a student should seek financial aid in subsequent academic years by submitting a new application.

Disbursement/Payment of Funds

Financial aid is first credited to the students' accounts to pay institutional charges of tuition, fees, and books, if charged. After college charges are paid, any remaining balance is to be used for other college related expenses. Payments of financial aid are made during the first week of classes or when a student's financial aid file is complete.

Student Aid Index. Financial need is determined by the U.S. Department of Education using the information that you and your contributors provide on the FAFSA form. Your SAI can range anywhere from –1500 to 999999. Note that this is not a dollar amount. The SAI will be used to calculate how much and what types of financial aid you're eligible to receive.

An applicant for financial assistance may be selected for a process called Verification by the U.S. Department of Education. Verification requires the student and contributors (if required) to verify the accuracy of their application by providing the Financial Aid Office 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.

Types of Aid

CDKC administers federal, scholarship, and student employment financial aid.

Federal Student Aid/Title IV

The U.S. Department of Education grants Title IV student financial aid to eligible students. CDKC accepts Federal Pell Grants and Federal Supplemental Educational Opportunity Grant (FSEOG). Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for other related expenses, such as a computer and dependent care.

Federal Pell Grant

This program is designed to assist students in the continuation of their education and training and to provide eligible students with a base of financial aid to help defray the costs of post-secondary education. A Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. A student can receive Pell Grants year round. The amount awarded depends on cost of attendance, and student status. Funds are credited to the student's account in the Business Office.

Eligibility is based on student's, and if dependent, parent's 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. Maximum Pell Grant Eligibility at a two-year institution is 90 attempted credits. For more information, visit studentaid.gov.

Federal Supplemental Educational Opportunity Grants

This program is based on demonstrated financial need as determined by the federal government. 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. For more information, visit studentaid.gov.

Return of Title IV Funds

Students withdrawing before reaching 60% of the term will receive the percentage earned based on their attendance. If it is found the student was overpaid, the student has the responsibility to pay back any unearned money paid to them.

The date used to calculate the refund is determined as follows:

- In the case of a student who officially withdraws, the date of withdrawal.
- In the case of a student who unofficially withdraws, the drop out date, which is the last recorded date of class attendance as documented by the instructor and CDKC Student Services Coordinator.
- In the case of a student who is expelled, the date of expulsion.

If a post-withdrawal disbursement is due to the student for PELL Grant or FSEOG, the disbursement will be made within 45 days.

If the R2T4 calculation results in a credit balance on the student's account, the credit amount will be disbursed as soon as possible, but no later than 14 days after the calculation of R2T4.

If the student is overpaid Federal monies; repayment is expected of the student. Title IV funds must be returned in the following order, PELL Grant, then FSEOG. Students who earned Federal Work Study money will not be required to return the funds they earned.

If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must pay some funds. Students will be notified of the amount of Federal Funds they are required to return. Funds should be returned as soon as possible but no later than 45 days of the notification. If no funds are received within 45 days, the Financial Aid office will immediately refer the student for collection to the Default Resolution Group and report the overpayment through NSLDS.

Scholarships

Scholarship awards depend on availability of funds and will be applied directly to student tuition/fees. CDKC awards scholarships on the basis of:

- Academic aptitude, achievement, and promise
- Financial need
- Citizenship and character

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

Is presented to a freshman who has demonstrated academic excellence, commitment to completing a degree program, and intending to 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.

American Indian College Fund

American Indian College Fund scholarships usually become available within the first month of each semester. Students must apply for the scholarships once per year. Amounts and criteria vary each semester. Special Scholar-ships will be awarded based on meeting criteria standards stipulated by special scholarship donors. Students can access applications at <http://www.collegefund.org>.

Student Employment

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. Preference is given to students enrolled as a full-time. Position vacancies are posted in the Financial Aid Office.

Satisfactory Academic Progress (SAP)

To be eligible to receive federal student aid, students must maintain Satisfactory Academic Progress (SAP). This represents the minimal standards of completion for federal financial aid eligibility. Course work used to evaluate SAP for degree programs includes all attempted hours, including learning support and repeat courses, as well as most transfer hours regardless of whether or not financial aid was received for those

terms of enrollment. Course work used to evaluate SAP for certificate programs includes all attempted hours required for that specific program only. Students who do not meet the SAP standards are not eligible for federal financial aid with the exception of those students in a warning or probation status as described below.

As part of their minimum credit load, students may include certain remedial courses that do not apply toward graduation requirements; a student may enroll for no more than 6 credits in any given semester, may repeat a course only once, and may not exceed a maximum of 30 remedial credits.

To receive federal financial aid through CDKC students must be enrolled in an eligible program of study and maintain both the **quality** (grade-point-average) and the **quantity** (credit hours completed) of the student's academic work. The following is the SAP progress policy for the Federal PELL Grant, Federal Work Study, and FSEOG. Other scholarships funds may follow these guidelines, be sure to check on the specific rules regarding quantitative and qualitative requirements for those funds.

SAP Criteria

1. Qualitative: Maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale for total hours attempted.
2. Quantitative:
 - a) Completion ratio: By 16 attempted hours for the associate degree students must successfully complete a minimum of 67% of the cumulative credit hours attempted (cumulative earned hours ÷ cumulative attempted hours) during a given semester. Successful completion requires a minimum grade of D or P (Passing). Grades of W, I, AU, and F will be counted toward the number of credits attempted but not counted as passed or earned.
 - b) Maximum Time Frame: Students are allowed to attempt up to 150% of the hours required for their degree level. The maximum timeframe is measured by the average number of credit hours required to complete a degree multiplied by 150 percent. This is the maximum number of credit hours a student can attempt to maintain satisfactory academic progress. Change of major does not reset the maximum timeframe.

Status

Financial Aid status will be assigned by the CDKC Financial Aid Director after final grades are posted for the prior semester.

- **Good Standing:** The student is enrolled in an eligible program, is in compliance with SAP, and is eligible to receive financial aid.
- **Warning:** Students who fail to meet minimum SAP requirements at the end of the semester will be placed on a warning status. A student on warning may continue to receive assistance under the Title IV programs for one semester despite a determination that the student is not making satisfactory academic progress.

If the student is not meeting SAP at the end of the warning period, they will be placed on suspension and will not be eligible for Title IV funds. However, the student may appeal the loss of their Title IV eligibility based on unusual circumstances.

If a student is making SAP at the end of the warning period, the student shall be returned to good standing with no loss of Title IV eligibility.

- **Suspension:** This is the status assigned to students who were previously on warning and have failed to meet the satisfactory academic progress requirements by the end of the warning period. Students are not eligible to receive Title IV funding, but may be allowed to appeal the suspension. A student placed on suspension will be notified via e- mail to the current address on record. Suspension occurs when a student:
 - Withdraws from CDKC
 - Earns zero credits during a semester
 - Exceeds the maximum timeframe for their program; or at any point when it becomes mathematically impossible for the student to complete the program within the appropriate timeframe.
 - Has a cumulative GPA below 2.0
 - Earns less than 67% of overall attempted credits
 - Fails to meet minimum SAP standards after warning period
- **Probation:** 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 they are making SAP. If, at the end of the payment period, the student is meeting minimum standards, they 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, they may continue on probation. Failure to meet the terms of the appeal or follow the Academic Plan of Study will result in suspension.

Appeal

A student who loses their Title IV eligibility due to their inability to make SAP has the right to appeal the suspension based on extenuating circumstances. Examples for the basis on which a student may file an appeal include (but are not limited to): injury to the student, illness of the student, death of an immediate family member (spouse, child, sibling, parent, or in a case of undue hardship).

Appeal meetings are scheduled as applications are received. Students will be notified via e- mail to the current address on record.

Appeal Process

- Obtain a SAP Appeal Form from the Financial Aid Office and provide:
 1. Completed SAP Appeal Form
 2. Plan of Study signed by advisor.
 3. Attach supporting documentation for the appeal that explains why the student failed to meet SAP, and how the problem has been resolved or alleviated.
- Return the Appeal Form and all documentation to the Financial Aid Office.
- Once the appeal is received, the Financial Aid Committee will evaluate and decide on the appeal.
- The student will be notified via e-mail to the current address on record of the decision of the Financial Aid Appeals Committee. All decisions are final.

Appeal Decision

- **Approved:** Students with an approved appeal are placed on 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 they attempt each semester with a grade of "C" or higher in each course.

- **Tabled:** 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:** 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.

The student will receive a letter from the Financial Aid Director indicating the results of their appeal within one week of the meeting in which their appeal was heard.

Financial Aid Committee

The Committee has authority over all appeals and consists of:

- Financial Aid Director (non-voting member)
- 1 Administration representative
- 1-2 faculty representatives
- 1-2 Student Services representatives

The meetings will be held at a designated time and place as established by the Financial Aid Office. Additional meetings can be called by the Financial Aid Office as necessary.

	<i>Hours of Operation</i>	<i>Phone Numbers</i>
Student Financial Aid Office	Monday-Thursday 8:00 am – 4:30 pm	406-477-6215 ext. 156
Director of Student Financial Aid	Monday-Thursday 7:30 am – 3:30 pm	406-477-6215 ext. 102
Business Office	Monday-Thursday 8:00 am – 4:30 pm	406-477-6215 ext. 131 or 133

The background of the slide features a large, light blue watermark of the University of the Pacific seal. The seal is circular and contains the text "UNIVERSITY OF THE PACIFIC" around the top edge and "1909" at the bottom. In the center of the seal is a map of the Pacific region, with the word "CHIEF" written vertically on the left and "DUL" on the right.

Möxe'ëstonëheo'o Tse'öhkevestähemevöse Student Services

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Student Services

CDKC is dedicated to student success, engagement, and growth.

Activities and clubs

CDKC sponsors a variety of student clubs and activities throughout the year. All student clubs and organizations must be approved by the CDKC Student Senate. Students participating in college-authorized extra-curricular activities (Student Senate, clubs, athletics, competitions) must meet the following eligibility criteria:

- Carry a minimum of nine (9) credit hours with a 2.00 GPA
- Students with less than nine (9) credit hours may participate in CDKC clubs, but are not eligible to hold an officer position or travel as a member of the club.
- Students who are graduates of CDKC or another college may participate in CDKC clubs, but are not eligible to hold an officer position or travel as a member of the club. A student with less than 9 credits, who is a graduate of CDKC or who holds a degree from another institution is not eligible to participate in any CDKC club(s)/organization(s) or athletics.
- Complete Student Code of Conduct contract.

To establish student eligibility, the student must secure a grade sheet form from the Activities Director, have it completed and signed by instructors, and returned to the Activities Director. Club/activities sponsors must provide the Activities Director with the names of student(s) participating and dates of absence in writing one week in advance of the scheduled event.

Clubs and Organizations

Student Senate

The student governing body at Chief Dull Knife College is the Student Senate. It consists of an executive committee made up of the president, vice-president, and secretary/treasurer who are elected by the student body as a whole, a sophomore representative, and a freshman representative. Members of the Student Senate serve on various committees at the College and through this representation maintain a duly elected voice in decision making.

Native Club

Chief Dull Knife College Native Club. Developed to instill an interest in and positive attitude towards Native American Culture. Promoting self-esteem and a sense of accomplishment through knowledge of Native American culture and heritage. Provide an atmosphere that will educate students of all ethnicities about the Native American culture. Encourage Chief Dull Knife College students and staff to participate in traditional Native American activities beyond the academic setting. Membership is open to all students of Chief Dull Knife College.

Academic, Cultural, & Athletic Activities

Students have the opportunity to participate in a wide variety of college, local, regional, and national conferences, competitions, activities, and events.

CDKC activities are designed to reflect and promote Northern Cheyenne traditions and values and include language, hand games, tipi-raising, song, and dance competitions

CDKC regularly participates in annual student conferences including American Indian Higher Education Consortium (AIHEC).

Students may participate in hands-on research opportunities during the academic year and in the summer.

Research projects include rocket projects at NASA facilities, West Nile research, Cheyenne Language research, robotics, and water quality research.

Athletic competitions include Men's and Women's basketball.

Student Success

Activities Center

The Center provides study and computing space as well as an activity area where students can socialize, and relax. The Center includes a pool table, TV, and comfortable seating.

Tutoring

Provides free one-to-one or group tutoring in academic courses upon request by the student or referral by the instructor, or advisor.

Learning Center

The primary focus of the learning center at Chief Dull Knife College is to assist students in the completion of the developmental math series and provide writing assistance to students.

Students test into a variety of levels of development math ranging from 071—079. Once placed in their appropriate levels students work at their own pace with assistance and guidance from numerous instructors and tutors. Students are encouraged to complete the series as quickly as possible therefore allowing them to enter upper level math courses. Students who complete more than one credit per semester are rewarded by tuition free credits as an incentive to complete the series in a timely manner. In addition to the developmental math students, students from upper level math and science classes have access to the learning center to work on homework and to visit with instructors about assignments and projects.

The Learning Center also fosters students to become independent, confident writers and is committed to providing one-on-one writing assistance to students in all areas of the curriculum. Staff provide assistance at every stage of the writing process from brainstorming to outlining to the final draft and give meaningful feedback on content, organization, style, and mechanics.

Accessibility Policy

CDKC recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The instructional buildings in use at CDKC are accessible to the physically challenged. In those instances, in which services or instruction are provided in buildings that are not physically accessible, reasonable arrangements will be made to assure that the needs of the individual students are met.

Services for Students with Disabilities

Chief Dull Knife College is committed to providing educational opportunities for individuals with disabilities. Reasonable accommodations are provided for eligible students who self-identify as having a disability. The College complies with the Rehabilitation Act of 1973, which states that an individual with disability is anyone who:

- Has a physical or mental impairment that substantially limits one or more major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.

Process for Requesting Accommodations

Upon admission to the College, students with physical, psychological, and/or learning disabilities can register with the Admissions Office and request academic accommodations in the form of a letter to the VP of Academics. Disclosure of disability is strictly voluntary. The College's admission process is independent from consideration of student disabilities. A student requesting accommodations may be required to provide documentation of the related disability, such as a written statement from a physician or psychologist, or a high school IEP. The student should also be prepared to discuss the types of accommodations he/she may need.

Examples of accommodations:

- Extra time for exams
- Exams given in a distraction free setting
- Assistive Equipment such as tape recorders (must be provided by the student)
- Note takers or readers (must be provided by the student and discussed with the instructor)

Transition Counseling

A student who plans to transfer to any other institution will be expected to meet the program requirements at the institution to which the student transfers. Regardless of the number of credits earned, the credits accepted for transfer toward a degree are determined solely by the institution to which the student transfers.

A student who plans to transfer should follow these steps:

- 1) Determine as soon as possible the school to which you wish to transfer.
- 2) Obtain a current catalog of that institution and study entrance requirements and suggestions for courses for freshman and sophomore students in your major field of interest. Also, refer to current transfer agreement if available.
- 3) Confer with your advisor about fulfilling requirements.
- 4) Confer either by letter or personal interview, with an admissions officer or department chair for further information about curriculum and transfer regulations.
- 5) Check, a semester before transfer, to be certain all requirements will be met to the satisfaction of the other institution.
- 6) Some schools have specific grade and/or test requirements. Research such requirements carefully.
- 7) Keep all paperwork and correspondence you send or receive from the other institution.

For all of the above steps, work with the CDKC Advisor and Transition Counselor for maximum benefits.

Application for Graduation

Students must make formal application for graduation with their Advisor and Transition Counselor.

In addition to the academic advising and guidance services, which are provided to the student at the time of registration and through-out the semester, the college also offers personal and career counseling, and assistance with job seeking.

Student Affairs

Open Monday-Thursday 8:00 am – 4:30 pm.

- Vice President of Student Affairs 477-6215 ext. 118
- Admissions & Registration 477-6215 ext. 107 and 105
- Transition Counselor 477-6215 ext. 153
- Outreach Director 477-6215 ext. 150
- Activities Director 477-6215 ext. 161

- Financial Aid 477-6215 ext. 156 and 102
- Activities Center 477-6215 ext. 189
- Learning Center 477-6215 ext. 113

Library

The Dr. John Woodenlegs Memorial Library (Woodenlegs Library) provides students, faculty and the community materials for research, study, and leisure. The library has developed a collection of materials relating to Native American literature and, in particular, the culture and history of the Northern Cheyenne Tribe.

John Woodenlegs Library

Open Monday-Thursday 8:00 am – 4:30 pm
Phone number (406) 477-6215 ext. 136 or 138

Information Technology & Distance Learning

IT provides assistance with a variety of topics, including questions concerning hardware, software, and networks connections. IT provides the college with essential services such as email and messaging, course management systems, and printing.

Distance learning is conducted through the Canvas learning management system and the College has the ability to offer both synchronous and asynchronous access. This system provides our students with the availability of accredited online course and program offerings as well as course information in the event of a missed class session.

Bookstore

The College Bookstore maintains a complete inventory of college textbooks and school supplies including notebooks, binders, folders, pens, pencils and a variety of reference books. A number of used books at a reduced price are also available. In addition, the Bookstore carries a variety of CDKC merchandise. Cheyenne speaking tapes and a variety of beaded items are also available. Room 114. Open Monday-Friday 8:00 am – 4:30 pm, 477-6215 ext. 115

Food Services

The College has a Café that serves breakfast and lunch Monday-Thursday, 8:00 am-2:00 pm.

Tribal College Extension Service

This program offers community resources to the Northern Cheyenne reservation residents and is in partnership with Montana State University of Bozeman. Community development and economic development resources are available through the CDKC Extension Services. It offers assistance to individuals interested in entrepreneurship and is providing workshops/education to the community. Staff works closely with the Northern Cheyenne Tribal Economic Development Office and is active in the community assisting organizations and programs in community development. The office is developing guidelines on business development and is compiling data for the community data bank.

ABE/HiSET

The Adult Education Program (ABE) provides open entry/open exit tutoring, computer access and testing services to students who have not completed a high school education. The college provides a student-centered approach in order to meet the diverse needs of all participants. The program operates Monday through Thursday from 10:00 am to 2:00 pm. HiSet exams are administered at area testing sites.

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Student Handbook

Student Policies/Handbook

Enrollment of a student at Chief Dull Knife College is a voluntary entrance into the academic community. As such, the student accepts responsibilities of performance and conduct reasonably imposed by the College. Students are expected to comply with federal, state, city and tribal laws governing civil and criminal behavior both on and off campus.

Persons who are not students or employees of the College are required to abide by all CDKC policies and regulations while on college property or using college equipment.

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, they should consult the Registrar.

- Student grievances are to be handled by approved procedures within the College. **Academic Grievances:** Academic grievances involve coursework, grades, etc. All such grievances are to be handled in accordance with approved procedures as outlined below.
- **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 below.
- **Discrimination or Sexual Harassment:** Any student who believes they 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 their 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. And or the Title IX coordinator. A copy of the College approved policy and procedures regarding sexual harassment is available from that Office.
- **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 chair-man of the Student Financial Aid Committee. Appeals must be made in writing.

Student Conduct Code

Expected Conduct

Students are expected to:

- Engage in class discussions and activities when appropriate
- Exhibit classroom behavior that is not disruptive of the learning environment
- Secure and turn off all electronic communications and entertainment devices during class time unless otherwise directed by the course instructor
- Be respectful and polite to all instructors, staff, and students
- Keep up with coursework and course requirements
- Seek academic or other assistance from CDKC services and resources
- Adhere to the Student Conduct Code in and out of the classroom

Prohibited Conduct

A student may be found responsible for a violation of the Rules of Conduct if they attempt, facilitate, or engage in prohibited conduct. Misconduct for which students may be subject to sanctions fall into the following categories:

1. Violation of the College's published policies, regulations, or code of conduct set out herein, including, but not limited to, those governing alcoholic beverages and controlled substances, academic dishonesty, campus solicitation, harassment, sexual misconduct, student organizations, or use of College facilities.
2. Disruption of teaching, research, administrative, or student conduct procedures or other College activities, including its public functions, or other authorized activities on or off College premises.
3. Involvement in behavior that could or does result in physical injury, destruction of College property or that of a third party, or obstruction or hindering of the normal functioning of the College property.
4. Attempted or actual theft, unauthorized possession of another's property, dishonesty, or knowingly furnishing false information to the College.
5. Physical, mental, sexual, or verbal abuse of any person or any conduct that threatens or endangers the health or safety of any person on College-owned or related property off-campus, or at any College-sponsored and/or supervised functions.
6. Unauthorized entry, occupancy, or use of College facilities.
7. Disorderly conduct, or reckless, intimidating, lewd, indecent, or obscene conduct or expression on College-owned or related property off-campus, or at College-sponsored or supervised functions or against a representative of the College.
8. Unauthorized use, possession, or distribution of any controlled substance or illegal drug.
9. Unauthorized use or possession of explosives, firearms, firecrackers, fireworks, paintball guns, other weapons, or dangerous chemicals.
10. Smoking and/or tobacco use in classrooms, laboratories, or in other prohibited areas.
11. Failure to comply with directions of College officials acting in the performance of their duties.
12. Violence or the threat of violence on campus or in sponsored activities is subject to permanent expulsion from Chief Dull Knife College.

Violation of any criminal law while enrolled in the College: federal, state, tribal, or municipal. Engaging in prohibited conduct can lead to serious disciplinary action including suspension or expulsion from the College.

Conduct of Student Activities Participants

All students shall abide by the Student Conduct Code. Any conduct that results in dishonor to the student, the team, or the college will not be tolerated. Acts of unacceptable conduct, such as, but not limited to alcohol use, drugs, theft, vandalism, disrespect, immorality, violence, or violations of law, tarnish the reputation of everyone associated with the Chief Dull Knife College Student Services Activities Program and will not be tolerated.

Travel

Students participating in Chief Dull Knife activities during all off-campus trips are expected to abide by the above-mentioned code of conduct during trips. Chief Dull Knife College is not responsible for car accidents; car breakdowns or car damage if a student chooses to travel in their own car to college related activities. Expenses for personal vehicle travel are not paid by the College.

Students who violate college conduct regulations shall be called to appear before the Student Affairs Committee, which shall determine the disciplinary action to be taken, up to and including expulsion.

Student Conduct Grievance

Any member of the college community (instructor/staff/student) may initiate a grievance (complaint) against a student or student organization for an alleged nonacademic violation of the Student Conduct Code by submitting a report, in writing, to the Vice President of Student Affairs. The following procedural steps are to be followed:

1. A person reporting a student conduct violation should, by the quickest means available, call the matter to the attention of the appropriate College official or employee. The Vice President of Student Affairs is the appropriate person or office to contact.
2. A written report of the alleged conduct violation is to be provided to the Vice President of Student Affairs. The report will include at a minimum:
 - a. Name of individual reporting
 - b. Location, date, and time of incident
 - c. Name of student or student organization involved
 - d. A detailed description of the incident
3. The Respondent has the right to file a report of the incident that includes the above mentioned items.
4. Student conduct grievances may be handled in any of several ways. The Vice President of Student Affairs may:
 - a. Counsel the student.
 - b. Refer the student to another helping service.
 - c. Place the student on conduct probation. Conduct probation is a period of observation and review during which a student or a student organization must demonstrate a willingness and ability to comply with all College regulations. The probation period may be set for a semester, an academic year, or even through a student's graduation.
 - d. Assess any restitution if appropriate and applicable.
 - e. Forward the matter to the Vice President of Academic Affairs for handling through the academic integrity grievance process if appropriate and applicable.
 - f. Refer the matter to the Student Affairs Committee for further deliberation and action.

Student Affairs Committee

Members are appointed annually by the College President and include:

2 faculty representatives

1 staff representative

The Committee considers and acts upon all conduct and disciplinary violations involving students. The committee meets only when presented with a conduct violation.

Process

1. The Vice President of Student Affairs (or designee) will present the case to the committee. The person presenting the case shall have no voting privileges.
2. The Chair shall obtain replacements for any committee member if it is determined that those persons may have a bias or be personally involved in the case.
3. A quorum is considered to be three members.
4. The Vice President of Student Affairs shall give the respondent student written notification, via U.S. mail to the current mailing or permanent address on record, of the allegations and the date set for the hearing.
 - The date of the hearing shall not be sooner than 7 days following receipt of notice by the student unless the student waives their right to this delay.

- The hearing will be held at the earliest possible time following the 7-day notice and, unless extenuating circumstances exist, will be concluded within 7 days of the notice of hearing.
5. The student against whom the grievance has been filed shall be afforded the following:
 - The right to view all exhibits and evidence in advance of the hearing.
 - The right to present witnesses and/or character references and introduce evidence or exhibits at the hearing. This rule shall be interpreted to mean witnesses or references within a reasonable number as determined by the chair.
 - The right to present affidavits or depositions from witnesses who are unable to attend the hearing.
 - The right to confront and question witnesses during the hearing and/or question any statements which are made. Once questioning of witnesses is completed, the witnesses will be excused from the hearing.
 - The right to confidentiality. Members of the committee are not, except on a need to know basis, free to discuss the case outside the confines of the hearing except that the chair must release information required to conclude the hearing and to give notice of the decision of the committee.
 6. The committee may take the following actions or combinations thereof:
 - Sustain the action of previous review persons or committees.
 - Increase or decrease the severity of sanctions and/or remedial action previously imposed by appropriate authorities.
 - Require restitution and/or repair in cases such as vandalism or theft.
 - Refer the student to appropriate professional services. The President will appoint an individual to coordinate such referrals.
 - Place the student on Conduct Probation. Conduct probation is a period of observation and review during which a student or a student organization must demonstrate a willingness and ability to comply with all College regulations. The probation period may be set for a semester, an academic year, or even through a student's graduation
 - Suspend the student from the College for any period of time.
 - Indefinite suspension from the college means that the student is suspended for an indefinite period of time and must apply in writing to the SAC for reinstatement through the Registrar's Office. The effective date of the suspension must be stipulated by the committee and a minimum period of time may also be specified. All requests for reinstatement will come before the SAC unless otherwise stated. When the committee hears the request for reinstatement, at least three of its original members who heard the case previously, if practical, be in attendance to vote on reinstatement. A majority vote (more than half) of the committee members hearing the petition is required to reinstate.
 - Definite suspension from the college is for a definite period of time. Prior to this time lapse, the student may not be reinstated at CDKC. Reinstatement is automatic at the end of the suspension period, however, the student must notify the Registrar of their intent to enroll.
 - Recommend to the Vice President of Student Affairs expulsion from the College. The Vice President may:
 - Concur and forward the recommendation to the College President with appropriate written documentation, or
 - Disagree with recommendation and refer the case back to SAC for further review.
 7. The decision of the Committee will be final except in cases where the committee has recommended expulsion. The College President's decision shall be final in cases involving expulsion.
 8. The decision of the committee will be reported in writing to the student within 7 days of the hearing.

Academic Integrity

As members of the College community, students have the responsibility to study, learn, and conduct themselves with integrity in relation to the College's mission, policies and procedures, and regulations. Students should be prompt and regular in attending classes, make appointments when necessary to meet with faculty and keep such appointments, be well prepared for classes and submit required assignments in a timely manner.

Breaches of academic integrity (academic dishonesty) will not be tolerated. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, facilitation and interference:

- Cheating includes receiving or giving help on papers, experiments, reports, compositions, projects or examinations without the instructor's permission. It also includes submitting part of or all of the completed assignment of another student as one's own work. Of special note and concern is the use of purchased research papers. It is a violation of the regulations of CDKC for a student to purchase a term paper. Cheating is also using unauthorized materials and aids, such as books, one's own notes or those of another and calculators during an examination.
- Plagiarism is the fraudulent misrepresentation of any part of another person's work as one's own. Submitting any writing, including take-home exams, that does not properly acknowledge the quoting or paraphrasing of another person's words, or that fails to give proper credit for another person's ideas, opinion, or theory is plagiarism. Any unacknowledged use of sources to which one is indebted including but not limited to, music, video, audio, theatre projects, compositions, Website and computer software constitutes plagiarism.
- Fabrication is the falsification or invention of information or data in reports, lab results, bibliographies or any other academic undertaking.
- Facilitating academic dishonesty involves assisting someone in an act of dishonesty.
- Interference includes the theft, alteration, destruction or obstruction of another student's work. Interference may take the form of the theft, defacements or destruction of resources, e.g., library periodicals and books, so as to deprive other students of information.
- In severe or repeated incidents of academic dishonesty, Chief Dull Knife College may suspend or expel a student, after appropriate consultation.

Appropriate Use of Generative Artificial Intelligence (AI)

Chief Dull Knife College recognizes that generative artificial intelligence (AI) tools are increasingly present in academic, professional, and personal environments. These technologies can support learning, creativity, and skill development when used responsibly. This policy establishes expectations for the ethical, transparent, and academically honest use of AI within CDKC courses and programs.

The purpose of this policy is to:

- Support student learning while maintaining academic integrity
- Provide clear guidance on acceptable and unacceptable uses of AI
- Ensure consistency across courses and academic programs
- Protect the cultural values, intellectual traditions, and educational mission of CDKC

This policy applies to all enrolled students, all academic work submitted for credit and all CDKC supported learning environments, including online, hybrid, and in-person courses.

Definitions

Generative Artificial Intelligence (AI): Software systems that create new content-such a text, images, audio, video, or code-based on user prompts. Examples include: ChatGPT, Claude, Google Gemini, Perplexity AI, and Image, Audio, and Video generation platforms.

Assisted Work: Assignments or tasks where AI tools are used to support learning but do not replace the student's own thinking. Examples include: Brainstorming ideas, checking grammar, summarizing complex readings, and generating practice questions.

Generated Work: Content produced primarily or entirely by an AI tool, such as: essays, paragraphs, research explanations, problem solutions, and computer code.

Guiding Principles

Students must ensure that all submitted work reflects their own understanding, analysis, and effort. AI may support learning, but it must not replace it. Students must disclose when and how AI tools were used in completing an assignment, unless the instructor explicitly prohibits AI use. Individual instructors may allow AI use, allow limited AI use, or prohibit AI use entirely. Students are responsible for following the expectations set by each instructor. AI tools may misrepresent Indigenous cultures, languages, and histories. Students must critically evaluate AI generated content and avoid using AI to speak on behalf of Native communities without proper knowledge or sources.

Acceptable Uses

AI tools may be used with instructor permission for the following purposes:

- Learning support: brainstorming ideas, outlining assignments, clarifying concepts, summarizing readings, practice skills (e.g. sample quiz questions).
- Writing support: grammar and spelling checks, sentence level editing, improving clarity or organization.
- Research support: locating sources, generating search terms, summarizing publicly available information.

Students with documented accommodations may use AI tools as part of their approved support plan.

Prohibited Uses

The following uses violate CDKC academic integrity standards:

- Submitting AI generated work as your own: essays, paragraphs, or assignments written by AI, AI generated answers on exams or quizzes, or AI generated discussion posts.
- Fabricating Information: fake citations, invented data, incorrect or misleading historical or cultural information.
- Using AI when the Instructor has prohibited it: instructor guidelines override general policy.
- Using AI to evade learning: Asking AI to complete homework problems, using AI to write reflections or personal responses, using AI to generate code for programming assignments unless permitted.
- Misrepresentation of Indigenous knowledge: using AI to generate cultural teachings, stories, or language content without verification, presenting AI generated cultural information as authoritative.

Responsibilities

Student responsibilities: follow instructor guidelines, use AI ethically and transparently, verify accuracy of AI generated information, ensure all submitted work reflects personal understanding. When AI is used in an assignment (and allowed), students must include a brief statement such as: "I used ChatGPT to help brainstorm ideas and summarize background information. All final writing and analysis are my own."

Instructors may require more detailed disclosure.

Faculty responsibilities: clearly state expectations for AI use in each course, provide examples of acceptable and unacceptable uses, evaluate student work fairly and consistently.

Institutional responsibilities: provide training and resources on responsible AI use and review and update this policy as technologies evolve.

Consequences for Misuse

Violations of this policy fall under CDKC's Academic Integrity Policy and may result in:

- A failing grade on the assignment
- A failing grade in the course
- Academic probation
- Suspension for repeated or severe violations

Consequences depend on severity, intent, and prior history.

Limitations of AI Tools

Students must understand that AI tools: may produce incorrect or outdated information, do not understand cultural context, may generate biased or harmful content, and cannot replace critical thinking or academic learning. Students are responsible for evaluating accuracy and appropriateness.

Student Grievances

1. Incidents of academic dishonesty will be dealt with by the individual instructor first. The instructor will personally and privately advise the student that there is reason to believe that the student has committed an act which constitutes a breach of academic integrity, and the student will be afforded an immediate, informal opportunity to respond.
 - The instructor after hearing the student's response, if any, will then inform the student of any intended action. The instructor may consult the Vice President of Academic Affairs in order to determine whether an infraction has occurred, if a penalty should be imposed, and, if so, what it should be. If the student and instructor mutually accept a specific resolution offered by either of them, the matter shall be considered closed for purposes of these procedures.
2. If the instructor concludes that the alleged infraction did take place, the instructor will report this in writing to the student within seven (7) days after the informal conference. A copy of the report will be sent to the Vice President of Academic Affairs. The report will state the nature of the offense, the penalty imposed, and how the decision can be appealed.
 - The instructor may impose a penalty ranging from lowering the grade for an assignment or test to failing the assignment, the test, or the course. This grade may be changed subject to the outcome of an appeal. The student should be aware that, in case of disagreement with the decision of the instructor, an appeal for review of the decision may be made to the Vice President of Academic Affairs.
3. If a mutually-accepted resolution cannot be reached by the student and instructor, the latter may file a grievance against the student with the Vice President of Academic Affairs within 7 days from the informal meeting. Unless charges are filed within the 7-day period, the matter shall be considered closed.
4. The Vice President of Academic Affairs shall within 7 days of receipt of the charges appoint an Academic Appeals Board and transmit a copy of the charges to the student respondent.
5. If review procedures have not been exhausted at the time that grades in courses are due, an incomplete grade ("I") shall be assigned until such time as the matter is concluded, unless the student would have received an "F" regardless of the breach of academic integrity. Should a passing grade have been assigned prior to the instructor's knowledge of an alleged breach of academic integrity by a student, and if, after the grievance procedures have been followed to completion, the grade is determined to have been obtained through a breach of academic integrity or otherwise fraudulently obtained, the grade may be changed appropriately.
6. See Academic Appeals Board.

Instructor Grievances

When a student believes they have an academic grievance involving an instructor, these procedural steps are to be followed:

1. The student must attempt to resolve the matter via a personal conference with the instructor concerned. The student shall have the right to utilize the services of the CDKC Student Services staff at this step and all following steps if the student desires.
2. If the student and instructor mutually accept a specific resolution offered by either of them, the matter shall be considered closed for purposes of these procedures.
3. Should a grading practice or the assignment of a grade be challenged, the only consideration afforded to the student will be whether or not the student was dealt with fairly in respect to students in a similar circumstance. Decisions of the Vice President of Academic Affairs shall be final in appeals of grading practices or the assignment of a grade.
4. If a mutually-accepted resolution cannot be reached, the student may file a grievance against the instructor with the Vice President of Academic Affairs within 7 days from the informal meeting. Unless the grievance is filed within the 7-day period, the matter shall be considered closed.
 - The Vice President of Academic Affairs shall within 7 days of receipt of the grievance appoint an Academic Appeals Board and transmit a copy of the grievance to the instructor.
 - Once a student has filed a grievance that relates to a specific course or courses in which the student is registered at the time of filing, an incomplete grade ("I") shall be assigned until such time as the matter is resolved. Should a grade have been assigned prior to the instructor's knowledge of the filing of a grievance, and if, after the grievance procedures have been followed to completion, the grade is determined to have been unfair or otherwise improper, the grade shall be changed appropriately.
 - See Academic Appeals Board.

Academic Appeals Board

The Academic Appeals Board is drawn on a case-by-case basis and is responsible for reviewing academic grievances and appeals forwarded by the Vice President of Academic Affairs.

Within 7 days of receipt of a written grievance or appeal, the Vice President of Academic Affairs will appoint a hearing officer responsible for selecting additional members and for convening and chairing the Board. Three faculty members will be selected on the basis of availability. Unless extenuating circumstances exist, the Board shall meet within 7 days of receipt of the appeal/grievance by the Vice President of Academic Affairs. Secretarial services will be provided by the President's Office. Minutes of the proceeding will be kept. Since the Board is an administrative hearing body, it is not bound by any judicial procedures or formal rules of evidence. Although the College cannot compel a person to give testimony, the Board may, nevertheless, hear a case and reach a decision based on the available evidence.

Process

1. The Vice President of Academic Affairs shall give the Respondent written notification, via U.S. mail to the current mailing or permanent address on record, of the grievance and the date set for the hearing.
2. The date of the hearing shall not be sooner than 7 days following receipt of notice by the Respondent unless the student waives their right to this delay.
3. The hearing will be held at the earliest possible time following the 7-day notice and, unless extenuating circumstances exist, will be concluded within 7 days of the notice of hearing.
4. The Respondent shall be afforded the following:
 - a. The right to see all exhibits or written evidence in advance of the hearing.
 - b. The right to present witnesses and/or character references and introduce evidence or exhibits at the hearing. This rule shall be interpreted to mean witnesses or references within a reasonable number as determined by the chair.

- c. The right to present affidavits or depositions from witnesses who are unable to attend the hearing.
 - d. The right to confront and question witnesses during the hearing and/or question any statements, which are made.
 - e. The right to confidentiality. Members of the Board are not, except on a need to know basis, free to discuss the case outside the confines of the hearing, except that the chairperson must release information required to conclude the hearing and to give notice of the decision to the Board.
5. The decision of the Academic Appeals Board will be reported in writing to all parties concerned and to the Vice President of Academic Affairs within 7 days of the hearing. The Board may take the following actions or combinations thereof:
 - Sustain the action of the instructor.
 - Increase or decrease the severity of sanctions and/or remedial action imposed by the instructor.
 - Refer the matter to the Student Affairs Committee if appropriate.
 - Recommend to the Vice President of Academic Affairs that further proceeding be taken regarding actions of the instructor, e.g., reprimand, non-renewal of contract, immediate dismissal, transfer of the case to the E.E.O. officer for additional proceedings.
 - Recommend action which may be appropriate in light of circumstances.
 2. The decision of the Board may be appealed to the Vice President of Academic Affairs within 7 days following the notification of the Board. If an appeal is not filed in writing with the Vice President of Academic Affairs within 7 days, the matter shall be considered closed.
 3. If an appeal is filed within 7 days, the Vice President of Academic Affairs shall make and transmit in writing within 7 days a decision.

Complaints

For all internal complaints (i.e., student on student or student on employee) see the Chief Dull Knife College (CDKC) Student hand-book for instructions on submitting those complaints to the proper personnel. All internal complaints will be addressed according to CDKC policy.

For external complaints that cannot be resolved by CDKC administration, such as a complaint concerning Title IV Federal Funding, Academic Program Accreditation, or Tribal related issues, please contact the following agencies.

U.S. Department of Education Student Complaint Links and Information

In compliance with the Federal Department of Education regulations, the following includes information and links regarding filing complaints with the Department of Education:

Federal Student Aid

<https://studentaid.gov/feedback-center/>

The Department of Education's method of filing complaints related to Federal Student Aid is through <https://studentaid.gov/feedback-center/> or by calling 1-844-651-0077.

This is the link for the Federal Student Aid Ombudsman Group

<https://studentaid.gov/feedback-ombudsman/disputes> and <https://studentaid.gov/feedback-ombudsman/disputes/prepare>

If you have completed the steps to resolve your loan dispute and you still are not satisfied, you may need to contact the Federal Student Aid (FSA) Ombudsman Group of the U.S. Department of Education (ED). The Ombudsman Group is a neutral, informal, and confidential resource to help resolve disputes about your federal student loans. Contact the Ombudsman Group as a last resort. Make every effort to resolve your student loan problems before contacting the Ombudsman Group.

This is the link for an Office of Civil Rights (OCR) Complaint

<http://www.ed.gov/about/offices/list/ocr/dovs/howto.html>

The Office for Civil Rights (OCR) enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the Department of Education. (ED).

Discrimination on the bases of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1971; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (Title II prohibits discrimination on the basis of disability by public entities, whether or not they receive federal financial assistance); and age discrimination is prohibited by the Age Discrimination Act of 1975.

These civil rights laws extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries and museums that receive federal financial assistance from ED. Programs or activities that receive ED funds must provide aids, benefits or services in a nondiscriminatory manner. Such aids, benefits or services may include, but are not limited to, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment.

OCR also enforces the Boy Scouts of America Equal Access Act, part of the Elementary and Secondary Education Act. Under this act, OCR can investigate complaints involving the denial of equal access or a fair opportunity to meet, or discrimination against, any group officially affiliated with the Boy Scouts or affiliated with any other youth group listed in Title 36 of the United States Code, by a public elementary school, a public secondary school, or a state or local education agency that receives funds from ED.

This is a link for the Office of Inspector General (OIG)

<https://www.ed.gov/about/offices/list/oig/hotline.html>

To promote the efficiency, effectiveness, and integrity of the Department's programs and operations, we conduct independent and objective audits, investigations, inspections, and other activities. Anyone knowing of fraud, waste, or abuse of Department of Education funds should contact the OIG Hotline to make a confidential report.

Northwest Commission on Colleges and Universities (NWCCU)

- <https://nwccu.org/tools-resources/complaints/>
- <https://www.nwccu.org/wp-content/uploads/2019/10/NWCCU-Complaints-Regarding-Member-or-Candidate-Institutions-Policy/pdf>

Individuals interested in bringing an appropriate complaint to the attention of the NWCCU must follow the following steps:

1. Before filing a Complaint, read the NWCCU's policy: Complaints Regarding Member or Candidate Institutions.
2. To ensure that the complaint falls within the jurisdiction of the NWCCU, a set of online screening questions must be completed; and
3. An online Complaint Form must be completed in its entirety. Incomplete forms will not be processed.

NWCCU staff cannot discuss complaints over the phone. Email all questions to info@nwccu.org.

Please note that to be considered by NWCCU, a Complaint must:

1. Provide a statement of facts supported by evidence of non-compliance with a specific eligibility requirement, standards for accreditation, or policy and is not simply an individual grievance.
2. Absent extraordinary circumstances, demonstrate that the complainant has first complied with any grievance process of the institution.
3. Be submitted by the complainant, or an attorney for the complainant, within one year of completion of the institution's grievance process.
4. Disclose whether litigation is also being pursued by the complainant.
5. Provide a summary of the relief requested from NWCCU.
6. Be signed by the complainant and served upon NWCCU by mail, common carrier, or electronically.

The NWCCU will acknowledge your complaint within 14 days of receiving it.

Northern Cheyenne Tribe—Northern Cheyenne Tribal Court

<https://www.cheyennenation.com/judicial/html>

Anyone who wishes to file a complaint in Tribal court may contact the Northern Cheyenne Court at P.O. Box 1199, Lame Deer, MT 59043; Phone 406-477-8340 or Fax: 406-477-6111. Chief Dull Knife College is an independent agency of the Northern Cheyenne Tribe with an autonomous governing system. However, all actions must be in accordance with the Constitution and laws of the Northern Cheyenne Tribe.

Established by ordinance of the Tribal Council of the Northern Cheyenne Tribe under Articles IV, section I(i) and XI of the Constitution of the Northern Cheyenne Tribe, the Judicial Branch of the Northern Cheyenne Tribal Government administers the judicial process in a unique manner, through a combination of elected and appointed officials, employees, and Officers of the Court. The Judicial Branch is composed of the Tribal Court, Appellate Court, and Constitutional Court. The Tribal Court is a court of general jurisdiction and hears a wide range of civil and criminal cases that originate primarily within the boundaries of the Northern Cheyenne Reservation. The Northern Cheyenne Tribal Court has the authority to resolve disputes involving Tribal members and non-members in accordance with the Northern Cheyenne Tribal Constitution, ordinances, customs and traditions upon ensuring personal jurisdiction and subject matter jurisdiction.

Montana University System Board of Regents

In accordance with 34 CFR 600.9 State Authorization, Chief Dull Knife College has been determined to be authorized by name to offer educational programs, beyond secondary education by the Northern Cheyenne Tribe under:

“600.9 (a) (2) (ii) As defined in 25 U.S.C. 1802(2), an Indian tribe, provided that the institution is located on tribal lands and the tribal government has a process to review and appropriately act on complaints concerning an institution and enforces applicable tribal requirements or laws.”

Therefore, the Montana University System Board of Regents has no oversight authority for Chief Dull Knife College. Please see the information listed in the Northern Cheyenne Tribe—Northern Cheyenne Tribal Court section above for complaints within the state jurisdiction.

Crime Awareness & Campus Security

All criminal and safety incidents should be reported to Campus Security, Room 108, (406) 477-6215 ext. 149. If immediate police action is needed the Northern Cheyenne Police Department should be contacted first. The identity of persons making reports is kept confidential. Reporting incidents as a form of good citizenship is encouraged.

The use of loud and abusive language will not be tolerated on CDKC premises. Section 7-7-5 of the Northern Cheyenne Law and Order Code, defines such activity as disorderly conduct. Section 7-4-3 defines it as

intimidation under the Northern Cheyenne Law and Order Code. A person guilty of these offenses may be punished by a fine or imprisonment, or both. All threats and violent behavior will be reported.

The use or possession of alcohol or drugs is prohibited at CDKC. Attending class under the influence of alcohol or drugs is reason for dismissal. Under Federal regulations, CDKC is required to have a drug and controlled substances code. Students who manufacture, distribute, dispense, possess or use a controlled substance while on the CDKC campus or participate in a college sponsored activity may be placed on probation, be suspended, or be expelled from further attendance at CDKC.

A "controlled substance" is defined in DFWA by referring to the definition in schedules I-V of section 202 of the Controlled Substance Act (21 U.S.C. 812). Any drugs listed under any of the schedules listed that are in conflict with the Indian Religious Freedom Act are exempt from this policy.

Sexual Misconduct Policy

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.

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

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 included in this definition, are the 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 is 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 the 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 is encouraged

1. 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.
2. 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

1. 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
2. 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.
3. 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

1. 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 Vice President of Student Affairs, and/or the designated Title IX compliance coordinator, in order to initiate any applicable investigative or other resolution procedures.
2. 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.

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
- Intellectual barriers
- Poor academic performance
- Loss of muscle control
- Impaired judgment
- Impaired thinking and reasoning processes
- Loss of inhibitions
- Social conflict
- Accidents, injuries, and death

USE OR POSSESSION OF ILLEGAL DRUGS OR ALCOHOL ON COLLEGE PREMISES IS STRICTLY PROHIBITED

Chief Dull Knife College prohibits the unlawful use, possession, or distribution of alcohol or illegal drugs at College-sponsored events or on campus by students, employees or anyone who is on college grounds. Such conduct is prohibited by federal and tribal law. Similarly, the College prohibits the use of prescribed or over the counter medication that is contrary to its intended use. Sanctions for violation of this policy may include but are not limited to:

- Confiscation of any alcohol, drugs, or paraphernalia

- Conduct warnings or probation
- Counseling or medical referral
- Suspension or expulsion from the college
- Referral to law enforcement agencies for prosecution of charges

Federal law (including the Controlled Substances Act, as amended) prohibits the possession, use, manufacture, or distribution of illegal drugs.

Northern Cheyenne Tribal Law and Order Code, Title 7 Chapter 9 also prohibits the possession, use, manufacture and distribution of drugs or alcohol.

SANCTIONS FOR STUDENTS

College sanctions for violation of the preceding policy may vary depending on the circumstances, but will generally result in the following consequences. Other sanctions may be issued which will be determined by the Vice President of Student Affairs and the Student Affairs Committee.

First Offense

Meet with the Vice President of Student Affairs, verbal warning is issued. Security is notified.

Second Offense

Meet with the Vice President of Student Affairs, written warning is issued. Security is notified.

Third Offense

Security is notified and student is removed.

Acceptable Use Policy for Computing and Networking Resources

Computing and data communications at Chief Dull Knife College are valuable and limited resources that serve a large number and variety of users. All users have the responsibility to make use of these resources in an efficient, ethical, and legal manner. The College's computer and network services provide access to resources on and off campus and shall be used in a manner consistent with the instructional, research, and administrative objectives of the College community in general and with the purpose for which such use was intended. Such open access is a privilege, and imposes upon user's certain responsibilities and obligations. Access to the College's computers and network services is granted subject to College policies, local, state, and federal laws. Acceptable use is always ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, copyright laws, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment. All activities inconsistent with these objectives are considered to be inappropriate and may jeopardize continued use of computing facilities and networks.

Examples of Inappropriate Conduct

Conduct which violates this policy includes, but is not limited to:

- Accessing another person's computer, computer account, files, or data without permission.
- Using the campus network to gain unauthorized access to any computer system.
- Using any means to decode or otherwise obtain restricted passwords or access control information.
- Attempting to circumvent or subvert system or network security measures. Examples include creating or running programs that are designed to identify security loopholes, to decrypt intentionally secured data, or to gain unauthorized access to any system.

- Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to college data.
- Performing any act, intentionally or otherwise, that will interfere with the normal operation of computers, peripherals, or networks.
- Making or using illegal copies of copyrighted software, storing such copies on college systems, or transmitting them over college networks.
- Harassing or intimidating others via electronic mail, news groups or web pages.
- Initiating or propagating electronic chain letters.
- Initiating or facilitating in any way mass unsolicited and unofficial electronic mailing (e.g., "spamming", "flooding", or "bombing").
- Forging the identity of a user or machine in an electronic communication.
- Saturating network or computer resources to the exclusion of another's use, for example, overloading the network with traffic such as emails or legitimate (file backup or archive) or malicious (denial of service attack) activities.
- Using the College's systems or networks for personal gain; for example, by selling access to your password or to college systems or networks, or by performing work for profit with college resources in a manner not authorized by the College.
- Engaging in any other activity that does not comply with the general principles presented above.

Enforcement

The College considers violations of acceptable use principles or guidelines to be serious offenses. The College will take such action it deems necessary to copy and examine any files or information resident on college systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. Violations may be referred to the appropriate College entity for discipline.

The Information Technology Department (IT) will use its best efforts to contact the offending party via e-mail, telephone, or in per-son to explain the problem and discuss its resolution before taking any action deemed necessary to protect the integrity of the Re-sources.

In the case of major infractions, for example those that impair others' ability to use networking and computing resources, IT may immediately restrict systems or network access as it deems necessary to mitigate such activities. Only thereafter will IT make a reasonable effort to contact the involved parties when these incidents occur.

Misuse of Electronic Devices

Cellular phones and other electronic devices shall not be used in a manner that causes disruption in the classroom, Library, Learning Center or within any college owned or college operated facility. Abuse of cellular devices with photographic capabilities, use of de-vices for purposes of photographing test questions or other notes and materials is prohibited. Photographing individuals in secured areas such as bathrooms, or other areas where there is a reasonable expectation of privacy, and/or taking photographs of any person without expressed permission is strictly prohibited.

Student Records

Grades & Transcripts

Requests for transcripts can be made using the Parchment Service. The online form can be found on the college website and located at <https://www.parchment.com/u/registration/63504027/institution>. Official transcripts may not be released if a student has financial obligations to the College.

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 Vice President 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 their records a written explanation respecting the content of such record. A student may challenge a grade only on the grounds that it was inaccurately recorded. The College may release directory information without student consent unless the student has asked that their 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.

Family Educational Rights and Privacy Act (FERPA)

Chief Dull Knife College observes the regulations for student access to record outlined by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.1232g; 34 CFR Part 99). FERPA 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.

The College ensures a student access to certain official records directly related to the student and prohibits the release of personally identifiable information other than "directory information" without prior written consent of the student, except as specified by the law.

Present and former students have the right to personally review their own records for information and to determine their accuracy. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students." FERPA does include a provision that a parent could access the record if the student is listed as a dependent on their most recent federal income tax form. It is viewed as a matter of discretion as to whether or not the institution incorporates this provision into its policies.

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 their view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.

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

A complete explanation of the law is available in the Registrar's Office. Any complaints regarding Chief Dull Knife College's compliance with this law may be filed with:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605



Hene' enováhe-ho' emanestotótse Academic Policies

Academic Policies

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.

Credit Hour Defined

The Department of Education now requires each institution to develop a written credit hour policy. The Department of Education policy states that one credit hour of class time and two hours of out-of-class time per week over the span of a semester will equal one (1) credit. Chief Dull Knife College (CDKC) has adopted a similar policy. CDKC currently defines a credit unit as the unit used in computing the amount of work required for graduation. One credit is equivalent to 750 minutes or 15 class sessions of 50 minute hours of instruction. In some cases, such as laboratory or field experience, more than 15 hours is required for one credit. These rules are based on the type of instructor contact hours and the ratio of those hours to the number of weeks in a semester.

“Credit hours” are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out of class preparation. Chief Dull Knife College uses these rules to establish credit hours assigned to each course offered by the college. Credit loads are determined based on the credit hours for which a student enrolls.

Credit ratios for the three basic categories of instruction are:

Lecture/discussion, 1:1—One (1) hour of lecture or classroom discussion per week and approximately two (2) additional hours of out-of-class assignments per classroom contact hour earns one (1) credit hour. For example, a four (4) credit course would equal four (4) classroom hours per week plus substantial out-of-class assignments and study time.

Laboratory/applied learning, 2:1—Two (2) hours of laboratory work per week and approximately one additional hour for out-of-class assignments earns one (1) credit hour. Exceptions are noted in the semester schedule (some classes are not scheduled in the usual college class periods.)

Credit loads are defined under three categories as:

Full-time credit load. A full-time student credit load is generally defined as twelve (12) or more credit hours. However, students who are enrolled under government-sponsored programs (e.g., financial aid, veterans, social security) should check with the appropriate agency’s financial services office for specific credit load requirements.

Part-time credit loads. A three-quarter load is defined as nine (9) to eleven (11) credit hours; a halftime load is six (6) to eight (8) credit hours, and a less-than-half-time load is five (5) or fewer credit hours.

Overload. To enroll in more than eighteen (18) credit hours, a student must have special circumstances and petition to the Registrar's office and be approved by the Vice President of Academic Affairs before the student will be permitted to enroll in more than eighteen (18) credits

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 this 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), fresh-man (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.

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.

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 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.

240 or 270 Independent Study Courses

CDKC offers two categories of independent study:

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

The 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 Vice President 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 Vice President of Academic Affairs and; 5) Signature of the Registrar.

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.

290 Research internship/practicum:

A maximum of six credits will be awarded for a research internship/practicum.

291 Special Topics:

A course within a subject area that is not required for degree or is being offered to gauge interest in new course offering.

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.

Challenge Examinations

Students may, with the approval of the student's advisor, the instructor, and the Vice President 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 (the end of the first week of class). 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.

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.

Drop/Add/Withdrawal

Course enrollment should be carefully planned with the students' academic advisor during each semester to minimize course adds, drops and withdrawals. Course registration is not complete and official until formally recorded by the Registrar.

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 Vice President of Academic Affairs and the Vice President of Student Affairs will be responsible for making exceptions for extraordinary circumstances.

A student who desires to drop, add, or withdraw from one or all courses must obtain the appropriate form from the Registrar's Office. Before the transaction is official, the form must be signed by the student's advisor and returned to the Registrar's Office.

The instructor may initiate the drop/withdrawal process when a student has not met class attendance requirements, has not made formal contact with the instructor explaining the absence, and when it becomes mathematically impossible for the student to pass the course in question.

Procedure to add/drop/withdraw:

- Obtain appropriate card from the Admissions & Registrar's Office
- Discuss with Advisor the reason for the change

- Advisor must sign card
- Return completed card to the Registrar's Office to make it official.

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.

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 their advisor, Vice President of Academic Affairs and the Registrar.

Independent Study

Independent study enables students to explore topics of their own interests or to do research. In each case, a plan is developed in concert with an instructor and submitted for approval by the Vice President/Dean of Academic Affairs. The project proposal or course syllabi must be approved by the Dean of Academics prior to registration. An Independent Study form may be requested from the Registrar's Office.

Directed Study

Directed Study is designed to be a substitute for a traditional course that is not offered in the semester for which the student wishes to enroll. The material covered in such courses is essentially the same as that covered in the traditional course. Directed study can only be requested by the student and approved by the Instructor and Dean of Academic Affairs if the student needs additional credits or a course to complete graduation requirements in the spring semester. A Directed Study form may be requested from the Registrar's Office.

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.

Dual Enrollment

Those students eligible for Dual Enrollment are Juniors and Seniors currently enrolled in high school who wish 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 each of the following; their high school principal/counselor, parent or guardian, and authorized CDKC representative. Credit for completed course work will be deferred until the student has graduated from high school or receives a high school equivalency certificate.

Chief Dull Knife College does not meet the requirements under Montana Code 20-5-109 (e) of a nonpublic school. Therefore, Chief Dull Knife College will not admit individuals as students without a High School Diploma/Degree or a GED/HiSet certificate except for the conditions set forth above.

Credit Models

1. Dual credit courses award both high school and college credit for CDKC courses taken by the high school student.

2. College credit only courses award college credit but not high school credit for a CDKC course taken by the high school student.

Both models may be delivered at CDKC, the partnering high school, online, via interactive video at alternative sites and at times beyond the instructional year, inclusive of weekends, nights and summer.

Delivery Models

1. **Early College:** the course is taught at CDKC, online, or off site by CDKC faculty to a class that includes college students and dual enrolled students. Students are expected to complete the same graded work and be assessed with the same standards applied to all other students of the course. **No** high school credit is awarded.
2. **Concurrent enrollment:** the course is taught at the high school, to high school students, by an appropriately qualified high school teacher serving as an adjunct faculty of the college. CDKC employs specific strategies to ensure that students are held to the same standard of achievement as students in an on campus section of the course. Students will receive both high school and college credit for successful completion of the course.
3. **Dual enrollment:** the course is taught at CDKC, online or off site by a CDKC faculty instructor to a class that includes college students and dual enrolled students. To receive credit, the high school student must have written authorization from their high school counselor/principal.

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	0 grade pts./credit
I-Incomplete	No credit
W-Withdrew	No credit
AU-Audit	No credit

Midterm Grades

Midterm grades will be available on Canvas. 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. Mid-term 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 out by the Registrar. Official transcripts can be accessed through the Parchment link on the website.

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.

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 and have a passing grade at the time. Students receiving an “I” may lose their eligibility for Financial Aid or Graduation.

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 Vice Presidents’ List.

Graduating with Honors

CDKC will recognize academic excellence among undergraduate students by awarding honors distinctions upon graduation. To be eligible for undergraduate honors at graduation, a student must have a minimum overall grade point average of 3.5 on a 4.0 scale and complete a minimum number of credits as stipulated by the academic program in which they are enrolled. Eligible students will be identified and notified by the Registrar’s Office at commencement and receive an Honor’s Cord as part of their graduation regalia.

Transfer of CDKC 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
1. courses for freshman and sophomore students in your major field of interest.
2. 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.
3. Confer, either by letter or through personal interview, with an Admissions Officer or department
4. chair of the college to which you want to transfer for further information about curriculum and
5. transfer regulations.
6. 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.
4. 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 150 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 Vice President of Academic Affairs.

Transfer of Credits to CDKC

The Registrar will identify those institutions from which credit can be transferred. **If questions arise with regard to transfer of a specific course, the Registrar will confer with the Vice President of Academic Affairs.** College credits from other regionally accredited postsecondary institutions may be accepted toward a degree at CDKC under the following conditions.

1. The student must provide official transcripts from the transferring college and any other necessary information such as catalog course descriptions and/or course syllabi to the CDKC registrar.
2. The Registrar, in consultation with the Vice President of Academic Affairs will determine the applicability of all transfer credits.
3. If transfer credits cannot be granted, students have the option of challenging the course (see Challenge Examinations).
4. Developmental and/or remedial courses will not transfer.
5. "D or F" grade credits will not transfer toward the completion of degree requirements.
6. 100 level courses cannot substitute for 200 level courses, however, 200 level courses can substitute for 100 level courses.

Evaluation of Transfer Credit

The Registrar will evaluate the transfer credit after a completed CDKC Application for Admission and all required transcripts have been received by the Admissions & Registrar's Office.

Posthumous Academic Award Policy

Chief Dull Knife College recognizes the sense of loss that students, faculty, staff, and the community feel when a student passes away. One way to honor the life and work of a deceased student and express sympathy to their family and friends is by nominating them for a posthumous academic award. The following guidelines are designed to allow for such an award.

General Requirements:

- The college must verify that the student is deceased, either by obtaining a death certificate from the family or have received a formal notification of the deceased.
- Student must have been enrolled in a degree or certificate program at the College at the time of death, or enrolled in a term within one year of the estimated degree completion.
- Student must have been in good academic standing. The student was not on academic suspension or dismissal at the time of death and met the criteria for completion of their program.
- Student must have been in good conduct standing. The student was not subject to unresolved or pending disciplinary actions that would have prevented their graduation completion.
- Student must have completed a portion of the program's requirements, as outlined below.

A posthumous Associate Degree may be awarded when the student has:

- Completed at least 75% of required program credits (completed a minimum of 45 credits).
- Completed all general education requirements, or would have reasonably completed them within the next term.
- Achieved a minimum GPA (2.0).

A posthumous Certificate may be awarded when the student has:

- Completed at least 50% of required program requirements (including general education requirements).

- Met minimum GPA (2.0) requirements for the credential.

If a student does not meet the 75% threshold, but has completed at least 50% of the program requirements and was in good standing academically and conduct, the College may award a Posthumous Certificate of Academic Achievement recognizing meaningful academic progress.

This certificate does not represent completion of a credential, but formally acknowledges the student's work toward the program.

A degree or certificate may be awarded for a deceased student upon the recommendation from a family member, faculty, advisors, and/or other college representative. Once reviewed and approved by the Vice President of Student Affairs and Registrar, the final approval is by the President and Board of Trustees. The recommendation is done through the Posthumous Honorary Award Recommendation Form.

The deceased student's family will be contacted to determine how they wish to receive the degree or certificate. The President or designee will either present the award to the family at the annual Commencement ceremony or will be mailed to the family with a letter from the President. *In some situations, posthumous awards may be approved by the President and Board of Trustees outside the criteria listed above.*

The background features a large, light blue watermark of the University of the Pacific seal. The seal is circular and contains the text "CHIEF DULLEKA" at the top, "197" at the bottom, and a central emblem depicting a map of the Pacific region.

Vovohponèhen e' enovàhestotòtse Academic Programs

Academic Programs

Associate Degrees (A.A., A.S., & A.A.S.)

Institutional Learning Outcomes

Students who graduate from Chief Dull Knife College with an Associate's Degree will be able to demonstrate knowledge attainment in three Institutional Learning Outcomes. CDKC provides the opportunity for students to successfully complete courses which incorporate knowledge and practice in each of these areas. Upon completion, these students will be eligible to transfer to a four-year college or university or be prepared for employment.

Critical Thinking:

Graduates will be able to analyze and evaluate multiple perspectives through research and interpretation of assumptions, data, and findings to produce well founded conclusions.

Effective Communication:

Graduates will be able to write a paper with appropriate scope, strong and clear argumentation, relevant and properly cited evidence, and strong mechanics.

Graduates will be able to give a compelling, focused, well-organized and well delivered presentation on a research topic.

Cultural Competency:

Graduates will acquire a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

Graduates will be able to converse in the Cheyenne language and gain a working knowledge of the Cheyenne culture, both material and social.

Graduation Requirements

The graduation requirements listed in the Chief Dull Knife catalog which is current at the student's first fulltime enrollment constitute the requirements that apply to that student. A student may, in consultation with their advisor, choose to follow a subsequent Catalog to facilitate timely graduation. **Each catalog is valid for a period of six (6) years from its effective date. Students not enrolled for two or more consecutive semesters will re-enroll under the catalog in effect at the time of their re-enrollment.**

At least 20 credit hours must be earned at CDKC to meet degree graduation requirements for transfer students.

Only grades of "C" or above will be acceptable for degree or certificate requirements.

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 the semester prior to graduation.

General Education Requirements

General education requirements provide a common educational foundation and give the student an opportunity to study across several academic disciplines. Additionally, these requirements further an appreciation of Cheyenne language and culture. All CDKC students are required to complete the General Education program as an essential part of the associate degree. Chief Dull Knife College has determined eight (8) foundational areas that make up the General Education Requirements.

General Education Learner Outcomes:

<u>Cheyenne Studies</u> • Utilize the Cheyenne Language in basic conversation. • Demonstrate knowledge of Cheyenne history and culture. • Apply specific knowledge of the Cheyenne language, history, and culture to sustain Northern Cheyenne tribal identity. <u>Computer Science</u> • Demonstrate an introductory level of technology literacy. • Exhibit the ability to utilize technology to obtain, analyze and present information within a discipline. <u>Humanities and Fine Arts</u> • Recognize the expression of cultural values in works of literature, music, visual art. • Describe the basic elements and practices of the fine arts. • Demonstrate skills in the practice of a fine art. • Describe the process of continuity and change which have shaped events up to the present. • Exhibit the ability to identify and utilize primary and secondary sources. • Use factual and interpretive information to analyze and draw conclusions on historical or political hypotheses. <u>Science</u> • Demonstrate basic competence in the principles and theories used in the biological and physical sciences. • Define, describe, and apply the scientific method. • Convey ideas using language and presentation skills specific to science in both written and oral form. • Apply critical thinking to evaluate assumptions, synthesize information and create evidence based conclusions.	<u>Communication Arts</u> • Write clear, accurate sentences and paragraphs in standard American English. • Write extended papers which effectively develop and support theses, tell stories, describe events, and express feelings, insights and personal values. • Demonstrate the ability to use oral communication skills, including critical listening and argumentation. • Exhibit the ability to select, develop and deliver an effective oral presentation to a target audience on a research topic. <u>Diversity</u> • Appreciate perspectives different from one's own, with attention to the process, dialogue and analysis that makes differences clearer. • Critically discuss how cultural contexts and discourse affect individual perspectives. • Become reflective of one's own cultural origins, practices and habits of thought. • Develop capacity to have one's own assumptions challenged implicitly or explicitly by others. <u>Quantitative reasoning</u> • Apply the fundamental skills of mathematical computation to interpret data and solve problems. • Demonstrate how mathematical models or statistical designs are used to obtain knowledge in various disciplines. • Demonstrate an understanding of mathematics through multiple oral, written, and visual assessments. <u>Social Science</u> • Analyze social issues, social structures and behaviors of cultures and sub-cultures. • Explain human experience from the social science perspective. • Analyze the extent to which individuals, institutions, and traditions are able to influence events within a culture and/or society.
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Associate of Arts (AA) Degree

The Associate of Arts degree is intended as a general transfer degree for those students whose academic goals require transfer to a four (4) year college or university. Completion of this degree at Chief Dull Knife College should enable students to satisfy lower division and general education requirements and to transfer with advanced standing towards a bachelor's degree.

Students should follow the guidelines in the catalog in effect at initial enrollment. If not enrolled for two or more semesters students will follow the guidelines of the catalog in effect when they return. The Associate of Arts degree will be awarded upon satisfactory completion of a planned program of at least sixty (60) college credits and a cumulative GPA of 2.0 including the following distribution of credits.

Associate of Science (AS) Degree

The Associate of Science degree is intended as a general transfer degree for those students whose academic goals require transfer to a four (4) year college or university. Completion of this degree at Chief Dull Knife College should enable students to satisfy lower division and general education requirements and to transfer with advanced standing towards a bachelor's degree.

Students should follow the guidelines in the catalog in effect at initial enrollment. If not enrolled for two or more semesters students will follow the guidelines of the catalog in effect when they return. The Associate of Science degree will be awarded upon satisfactory completion of a planned program of at least sixty (60) college credits, an additional six (6) credits in math or science and a cumulative GPA of 2.0 including the following distribution of credits.

Cheyenne Studies 7 Cr.

Students are required to take one Cheyenne Language course.

_____ CH 120 Plains Indian Sign Language I (3)	OD
_____ CH 121 Plains Indian Sign Language II (3)	OD
_____ CH 151 Cheyenne Beadwork I (3)	F,S
_____ CH 152 Cheyenne Beadwork II (3)	F,S
_____ CH 154 Cheyenne Quill Work (3)	OD
_____ CH 154 Cheyenne Doll Making (3)	OD
_____ CH 156 Drumming and Singing (3)	OD
_____ CH 157 Cheyenne Storytelling (3)	OD
_____ CH 158 Cheyenne Traditional Foods (3)	OD
_____ CH 161 Cheyenne Language I (4) (required)	F,S
_____ CH 162 Cheyenne Language II (4)	F,S
_____ CH 163 Cheyenne Moccasin Construction (3)	OD
_____ CH 180 Cheyenne Oral Traditions (3)	F
_____ CH 205 Conversational Cheyenne (3)	S
_____ CH 210 Cheyenne Grammar & Writing I (3)	OD
_____ CH 211 Cheyenne Grammar & Writing II (3)	OD
_____ CH 250 Ethnobotany (3)	OD
_____ CH 270 History of the Cheyenne People (3)	F,S

Communication Arts 9 Cr.

Must complete the following courses with a grade of C or higher.

_____ CA 151 College Writing I (3) (required)	F,S,Su
_____ CA 251 College Writing II (3) or	F,S,Su
_____ CA 252 Fundamentals of Creative Writing (3) or	F
_____ CA 260 Science Writing and Communication (3) or	F,S
_____ BU 250 Business Communications (3)	S
_____ CA 165 Intro. to Public Speaking (3) (required)	F,S

Computer Science 3 Cr.

Must complete one of the following:

_____ CS 107 Python I (3)	F
_____ CS 151 Word Processing (3)	F,S
_____ CS 156 Spreadsheets (3)	F,S
_____ CS 157 Desktop Publishing (3)	OD
_____ CS 159 Power Point and Multimedia Tech (3)	F
_____ CS 162 Computer Applications (3)	F,S
_____ CS 260 Introduction to GIS (3)	S
_____ CS 265 3D Printing and Design (3)	F

Diversity 3 Cr.

Must complete one of the following:

_____ CA 161 Intro to Intercultural Communication (3)	OD
_____ HS 146 History of the Silk Road (3)	F
_____ NS 150 Intro to Native American Studies (3)	F,S
_____ NS 251 Law and the American Indian (3)	S
_____ NS 252 Intro to Native American Literature (3)	S
_____ RS 250 Introduction to World Religions (3)	F
_____ SS 152 Social Problems/Social Work (3)	S
_____ SS 250 Introduction to Cultural Anthropology (3)	S

Humanities and The Arts 6 Cr.

Choose one course from each sub group.

Humanities - 3 credits

_____ HS 146 History of the Silk Road (3)	F
_____ HS 151 Western Civilization I (3)	F
_____ HS 152 Western Civilization II (3)	S
_____ HS 204 Montana History (3)	F,S
_____ HS 251 U.S. History I (3)	F
_____ HS 252 U.S. History II (3)	S
_____ LI 151 Introduction to Literature (3)	F
_____ NS 252 Intro to Native American Literature (3)	S
_____ PH 150 Introduction to Philosophy (3)	S

Arts - 3 credits

_____ AC 150 Foundations of Art (3)	S
_____ AC 154 Introduction to Photography (3)	F,S
_____ AC 165 Introduction to Drawing (3)	F
_____ AC 169 Introduction to Acrylic Painting (3)	S
_____ AC 168 Fundamentals of Watercolor Painting (3)	Su
_____ CH 151 Cheyenne Beadwork I (3)	F,S
_____ CH 154 Cheyenne Quill Work (3)	OD
_____ CH 154 Cheyenne Doll Making (3)	OD
_____ CH 156 Drumming and Singing (3)	OD
_____ CH 163 Cheyenne Moccasin Construction (3)	OD
_____ MU 150 Music Appreciation (3)	S
_____ MU 151 Beginning Instrumental: Guitar (3)	F
_____ NS 160 Introduction to Native American Art (3)	OD

Quantitative Reasoning 3 Cr.

Must complete a minimum of one mathematics course below:

_____ MA 151 College Algebra (4)	F
_____ MA 156 Contemporary Math (3)	S
_____ MA 253 Pre-Calculus (4)	S
_____ MA 255 Statistical Methods (4)	S
_____ MA 262 Calculus I (4)	OD

Science 7 Cr.

One biological and one physical science are required. Must complete a minimum of one LAB science.

Biological Science

_____ SC 152 Introductory Ecology (3)	S
_____ SC 156 Botany/Lab (4)	OD
_____ SC 157 Environmental Science (3)	F
_____ SC 158 Discover Biology/Lab (4)	F
_____ SC 161 Principles of Living Systems/Lab (4)	S
_____ SC 162 Principles of Biological Diversity/Lab (4)	OD
_____ AH 250 Nutrition (3)	S

Physical Science

_____ SC 154 Geology/Lab (4)	F
_____ SC 155 Conceptual Physics (3)	OD
_____ SC 159 Our Physical World/Lab (4)	OD
_____ SC 255 College Physics I (5)	OD
_____ SC 171 Intro to General Chemistry/Lab (4)	F
_____ AG 255 Introduction to Soil Science (3)	F

Social Sciences 3 Cr.

Must complete one of the following:

_____ PY 150 Introduction to Psychology (3)	OD
_____ PY 160 Introduction to Psychological Research (3)	OD
_____ PY 240 Abnormal Psychology (3)	OD
_____ PY 250 Social Psychology (3)	OD
_____ SS 151 Introduction to Sociology (3)	F
_____ SS 152 Social Problems/Social Welfare (3)	S
_____ SS 250 Introduction to Cultural Anthropology (3)	S
_____ SS 255 Introduction to Physical Anthropology (3)	F
_____ SS 256 Introduction to Anthropology (3)	F,S
_____ BU 251 Microeconomics (3)	F
_____ BU 252 Macroeconomics (3)	S
_____ NS 151 Tribal Governments (3)	F
_____ NS 155 Social Issues of the Native American (3)	S
_____ NS 251 Law and the American Indian (3)	S
_____ PS 160 American Political Systems (3)	OD
_____ PS 220 Intro to Comparative Government (3)	S

Program Courses found in plan of study 20 Cr.

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DEGREE PROGRAMS

Addiction Studies

The Addiction Studies Option, Associate of Arts (A.A.) has been designed to be a terminal as well as transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA). In addition to the completion of general education requirements this plan of study offers students the opportunity to sit for the LAC examination upon completion of the state required supervised hours. Students should contact their Addiction Studies advisor for information on plan specifics.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		Contemporary Math	3
Science: Physical & Biological (One lab science required)		Discover Biology	4
		Introduction to General Chemistry	4
Social Science/Human Behavior		Introduction to Psychology	3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
AD 250	Legal, Ethical, and Professional Issues		3
AD 251	Principles of Counseling and Group Theory		3
AD 252	Alcohol, Tobacco and other Drugs Prevention		3
AD 253	Case Management and Community Resources		3
AD 254	Introduction to Diversity Counseling		3
AD 256	Assessment in Human Services and Addiction Programs		3
AD 285	Behavioral Pharmacology and HS		3
AD 295	Gambling: Addiction, Treatment, Planning and documentation Capstone		4
SS 151	Introduction to Sociology		3
Total Program Credits			70

Program Learning Outcomes:

- Students will be familiar with and possess the skill to use multimodal theories in group and individual therapeutic intervention for persons with substance abuse issues.
- Students will be able to document and develop treatment planning.
- Students will be able to identify and take into account in co-occurring psychological disorders as they relate to substance abusers.
- Students will understand the role of pharmacology in the addicted and recovering in substance abusing individual.
- Students will know LAC and HIPPA ethical codes and how to implement them.
- Students will be able to conduct assessments including diagnosis, testing, and patient placement with patient placement criteria based on the American Society of Addiction Medicine or other nationally recognized criteria.

DEGREE PROGRAMS

Allied Health

This option, Associate of Science (A.S.) has been designed to be a transfer plan of study to four year MUS institutions offering a BS in nursing and/or related health professions. In addition to completing the general education degree requirements the plan of study offers students the opportunity to complete 100 and 200 level pre-nursing and related health profession course requirements leading to acceptance into a MUS upper division program. Students should contact science faculty advisors for further information.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		College Algebra	4
Science: Physical & Biological (One lab science required)		Principles of Living Systems	4
		Introduction to General Chemistry	4
Social Science/Human Behavior		Introduction to Psychology	3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
AH 250	Nutrition		3
AH 255	Human Life Cycle		3
MA 255	Statistical Methods		4
SC 172	Introduction to Organic and Biochemistry		4
SC 263	Human Anatomy and Physiology I		5
SC 264	Human Anatomy and Physiology II		4
SC 266	Introduction to Microbiology		4
SS 151	Introduction to Sociology		3
Total Program Credits			73

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with science with a biological emphasis.
- Students will possess the foundational knowledge required for upper level course work.
- As a result of the laboratory requirements students will be able to use the equipment necessary for laboratory work.

DEGREE PROGRAMS

Agriculture/Animal Science

This option, Associate of Science (A.S.) has been designed to be a transfer plan of study to four-year MUS institutions offering a Bachelor's in Animal Science. In addition to the completion of general education requirements this plan offers students the opportunity to complete 100-200 level courses needed for acceptance to upper-division classes at MUS institutions.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts	College Writing I		3
	College Writing II		3
	Introduction to Public Speaking		3
Quantitative Reasoning	College Algebra or Contemporary Math		4 or 3
Science: Physical & Biological (One lab science required)	Principles of Living Systems		4
	Introduction to General Chemistry		4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies	Cheyenne Language I		4
			3
Computer Science			3
Program of Study			Cr.
AG 250	Introduction to Animal Science		3
AG 255	Introduction to Soil Science		3
AG 260	Equine Science		3
AG 265	Feeds and Feeding		3
AG 275	Farm and Ranch Management		3
MA 255	Statistical Methods		4
SC 172	Introduction to Organic and Biochemistry		4
Total Program Credits			65-66

Program Learning Outcomes:

- Students will exhibit effective personal written and oral communication skills.
- Students will exhibit the ability to critically think and analyze industry specific problems.
- Students will exhibit adequate discipline-specific knowledge in major areas of:
 - physiology
 - nutrition
 - reproduction/breeding
 - food/meat science
 - animal health
 - production agriculture

DEGREE PROGRAMS

Biology

This Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four-year MUS institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level science course requirements leading to the acceptance to upper division biology programs in the Montana University System (MUS) and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts	College Writing I		3
	College Writing II		3
	Introduction to Public Speaking		3
Quantitative Reasoning	College Algebra		4
Science: Physical & Biological (One lab science required)	Principles of Biological Diversity		4
	Introduction to General Chemistry		4
Social Science/Human Behavior	Introduction to Psychology		3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies	Cheyenne Language I		4
			3
Computer Science			3
Program of Study			Cr.
MA 255	Statistical Methods		4
SC 157	Environmental Science		3
SC 159	Our Physical World		4
SC 161	Principles of Living Systems		4
SC 172	Introduction to Organic and Biochemistry		4
SC 266	Introduction to Microbiology		4
	Suggested Additional Coursework: Pre-Calculus, College Chemistry, Botany, Calculus		
Total Program Credits			66

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with science with a biological emphasis.
- Students will possess the foundational knowledge required for upper level course work.
- As a result of the laboratory requirements students will be able to use the equipment necessary for laboratory work.

DEGREE PROGRAMS

Business

The Business option, Associate of Arts (A.A.) Degree, curriculum is designed to transfer to a four-year college or university. In addition to the completion of general education requirements this program offers students an opportunity to complete 100 and 200 level courses leading to acceptance into upper division course work towards completion of a Bachelor's degree.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		Statistical Methods	4
Science: Physical & Biological (One lab science required)			4
			3
Social Science/Human Behavior		Introduction to Psychology	3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science		Spreadsheets	3
Program of Study			Cr.
BU 150	Introduction to Business		3
BU 151	Accounting I		3
BU 152	Accounting II		3
BU 250	Business Communications		3
BU 251	Microeconomics		3
BU 252	Macroeconomics		3
BU 257	Business Law		3
BU 260	Management		3
Total Program Credits			66

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with business.
- Students will display the foundational knowledge required for upper level course work.
- Students will use business-related information technology systems with proficiency.
- Students will exhibit the ability to critically think and analyze business specific problems.

DEGREE PROGRAMS

Chemistry

The Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level science course requirements leading the acceptance to upper division chemistry programs in the MUS system and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		College Algebra	4
Science: Physical & Biological (One lab science required)		Principles of Living Systems	4
		Introduction to General Chemistry	4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
MA 253	Pre-Calculus		4
MA 255	Statistical Methods		4
MA 262	Calculus and Analytical Geometry I		4
SC 172	Introduction to Organic and Biochemistry		4
SC 273	College Chemistry I		5
SC 274	College Chemistry II		5
	<i>Suggested Additional Coursework: Our Physical World, Calculus II</i>		
Total Program Credits			65

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with science with an emphasis on chemistry.
- Students will possess the foundational knowledge required for upper level course work.
- As a result of laboratory requirements students will be able to use the equipment necessary for laboratory work.

DEGREE PROGRAMS

Cheyenne Studies

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year institutions. In addition to the completion of general education requirements, this plan of study offers students a strong background in Cheyenne language and culture.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning			3 or 4
Science: Physical & Biological (One lab science required)			3
			4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
		History of the Cheyenne People	3
Computer Science			3
Program of Study			Cr.
CH 151	Cheyenne Beadwork I		3
CH 162	Cheyenne Language II		4
CH 180	Foundations in Cheyenne Oral Traditions		3
CH 205	Conversational Cheyenne		3
CH 250	Ethnobotany		3
CH 261	Cheyenne Language III		4
CH 262	Cheyenne Language IV		4
Total Program Credits			65-66

Program Learning Outcomes:

- Students will demonstrate the ability to communicate in the Cheyenne Language both in written form and oral performance.
- Students will exhibit a foundational knowledge of Cheyenne culture and history through demonstration and examination.

DEGREE PROGRAMS

Early Childhood Education

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA). In addition to the completion of core curriculum requirements this plan of study offers students the opportunity to complete most if not all of the 100 and 200 level education course requirements leading to acceptance in upper level Education programs in the MUS system and the completion of a BA.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		Math for Elementary Teachers I	3
Science: Physical & Biological (One lab science required)			3
			4
Social Science/Human Behavior		Introduction to Psychology	3
Diversity		Introduction to Native American Studies	3
Humanities and the Arts		U.S. History I or II	3
		Music Appreciation	3
Cheyenne Studies		Cheyenne Language I	4
		History of the Cheyenne People	3
Computer Science			3
Program of Study			Cr.
ED 105	Health, Safety, and Nutrition for the Young Child		3
ED 150	Society, Schools, and Teachers		3
ED 155	Human Development		3
ED 170	American Indian Education		3
ED 250	Educational Psychology		3
ED 255	Introduction to Early Childhood Education		3
ED 257	Early Childhood Curriculum		3
ED 260	Introduction to the Education of Exceptional Children		3
Total Program Credits			65

Program Learning Outcomes:

- Students will display the ability to communicate accurately both in written and oral presentations.
- Students will exhibit a Cheyenne culturally influenced understanding of the educational process and its effect on native children.
- Students will be able to analyze and evaluate early childhood curricular material.

DEGREE PROGRAMS

Elementary Education

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA). In addition to the completion of core curriculum requirements this plan of study offers students the opportunity to complete most if not all of the 100 and 200 level education course requirements leading the acceptance to upper level Education programs in the MUS system and the completion of a BA.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		Math for Elementary Teachers I	3
Science: Physical & Biological (One lab science required)			3
			4
Social Science/Human Behavior		Introduction to Psychology	3
Diversity		Introduction to Native American Studies	3
Humanities and the Arts		U.S. History I or II	3
		Music Appreciation	3
Cheyenne Studies		Cheyenne Language I	4
		History of the Cheyenne People	3
Computer Science			3
Program of Study			Cr.
MA 173	Math for Elementary Teachers II		3
ED 150	Society, Schools, and Teachers		3
ED 155	Human Development		3
ED 170	American Indian Education		3
ED 250	Educational Psychology		3
ED 260	Introduction to the Education of Exceptional Children		3
PS 160	American Political System		3
AC 150	Foundations of Art		3
Total Program Credits			65

Program Learning Outcomes:

- Students will display the ability to communicate accurately both in written and oral presentations.
- Students will exhibit a Cheyenne culturally influenced understanding of the educational process and its effect on native children.
- Students will be able to analyze and evaluate curricular material content and cultural sensitivity.

DEGREE PROGRAMS

Environmental Sciences

This Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four-year Montana University System (MUS) institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level science course requirements leading to the acceptance in upper level environmental course work in the MUS and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts	College Writing I		3
	College Writing II		3
	Introduction to Public Speaking		3
Quantitative Reasoning	College Algebra		4
Science: Physical & Biological (One lab science required)	Principles of Biological Diversity		4
	Introduction to General Chemistry		4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies	Cheyenne Language I		4
			3
Computer Science			3
Program of Study			Cr.
MA 255	Statistical Methods		4
SC 157	Environmental Science		3
SC 154	Geology OR SC 156 Botany		4
SC 161	Principles of Living Systems		4
SC 172	Introduction to Organic and Biochemistry		4
SC 266	Introduction to Microbiology		4
	Suggested Additional Coursework: College Chemistry I & II, Botany, Introduction to GIS		
Total Program Credits			64-66

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with science with a biological emphasis.
- Students will possess the foundational knowledge required for upper level course work.
- As a result of the laboratory requirements students will be able to use the equipment necessary for laboratory work.

DEGREE PROGRAMS

General/Liberal Studies

This Associate of Arts (A.A.) option is designed to be a transfer plan of study to four-year MUS (Montana University System) institutions for those students who have not chosen a career field or desire a broad-based educational experience. Students will complete the required general education course work and select Electives based on the program of study outline below.

General Education requirements 40-42 credits.

Categories	Courses	Cr.
Communication Arts	College Writing I	3
	College Writing II	3
	Introduction to Public Speaking	3
Quantitative Reasoning		3
Science: Physical & Biological (One lab science required)		3
		4
Social Science/Human Behavior		3
Diversity		3
Humanities and the Arts	Foundations of Art or Music Appreciation	3
		3
Cheyenne Studies	Cheyenne Language I	4
		3
Computer Science		3
Program of Study		Cr.
	History/Political Science Course	3
	Social Science/Human Behavior Course	3
	Electives	15
Total Program Credits		62-64

Program Learning Outcomes:

- Students will exhibit a wide ranging knowledge base that will enable them to continue to upper level college course work.
- Students will be able to read, write and communicate orally in a variety of knowledge areas in an effective manner.

DEGREE PROGRAMS

History

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor Degree. In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level history course requirements leading the acceptance to upper division course work in the MUS system and completion of a BA.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning			3
Science: Physical & Biological (One lab science required)			3
			4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
		Western Civilization I	3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
HS 152	Western Civilization II		3
HS 251	United States History I		3
HS 252	United States History II		3
CH 270	History of the Cheyenne People		3
	Electives		5-6
Total Program Credits			61-62

Program Learning Outcomes:

- Students will display the ability to communicate accurately both in written and oral presentations.
- Students will exhibit the ability to analyze and draw conclusions on historical hypotheses using primary and secondary sources.
- Students will demonstrate the recognition of bias in source material and personal conclusions.

DEGREE PROGRAMS

Human Services, Social Work, Sociology

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA) or Bachelor of Social Work (BSW). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level course work leading to the acceptance into upper division programs in the MUS system and completion of a BA. Further, completion of this program will enable students to apply for the Social Work 2+2 program through the University of Montana.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts	College Writing I		3
	College Writing II		3
	Introduction to Public Speaking		3
Quantitative Reasoning	Contemporary Math		3
Science: Physical & Biological (One lab science required)	Discover Biology		4
			3
Social Science/Human Behavior	Introduction to Psychology		3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies	Cheyenne Language I		4
			3
Computer Science			3
Program of Study			Cr.
AD 250	Legal, Ethical, and Professional Issues		3
AD 256	Assessment in Human Services and Addiction Programs		3
AH 255	Human Life Cycle		3
NS 155	Social Issues of the Native American		3
PS 160	American Political Systems or NS 151 Tribal Governments		3
SS 151	Introduction to Sociology		3
SS 152	Social Problems/Social Welfare		3
Total Program Credits			62-64

Program Learning Outcomes:

- Students will apply knowledge of human behavior in a social work context.
- Students will be able to conduct assessments according to the Council on Social Work Education standards.
- Students will possess the knowledge of and be able to apply ethical principles.
- Students will demonstrate the ability to communicate orally and in writing in the language of human services.

DEGREE PROGRAMS

Mathematics

This Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four-year Montana University System (MUS) institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level math and science course requirements leading to acceptance into upper division mathematics programs in the MUS and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		College Algebra	4
Science: Physical & Biological (One lab science required)		Principles of Living Systems	4
		Introduction to General Chemistry	4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
MA 252	Pre-Calculus		4
MA 255	Statistical Methods		4
MA 262	Calculus I		4
MA 263	Calculus II		4
SC 162	Principles of Biodiversity		4
SC 273	College Chemistry I		5
	<i>Suggested Additional Coursework: College Chemistry II</i>		
Total Program Credits			66-68

Program Learning Outcomes:

- Students will demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving.
- Students will be able to read and evaluate problems allowing them to quantitatively solve those problems with mathematical reasoning.
- Students will possess the foundational knowledge required for upper level course work in mathematics.

DEGREE PROGRAMS

Native American Studies

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level work leading to acceptance to upper division Native American Studies courses in the MUS system and completion of a BA.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning			3
Science: Physical & Biological (One lab science required)			4
			3
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
NS 150	Introduction to Native American Studies		3
NS 151	Tribal Governments		3
NS 155	Social Issues of the Native American		3
NS 160	Introduction to Native American Art		3
NS 251	Law and the American Indian		3
NS 252	Introduction to Native American Literature		3
	Electives		3
Total Program Credits			62-64

Program Learning Outcomes:

- Students will display the ability to communicate accurately both in written and oral presentations.
- Students will exhibit the ability to analyze and draw conclusions using primary and secondary sources.

DEGREE PROGRAMS

Pre-Medical, Pre-Pharmacy

The Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level science course requirements leading to acceptance to upper division programs in the MUS system and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		College Algebra	4
Science: Physical & Biological (One lab science required)		Principles of Living Systems	4
		Introduction to General Chemistry	4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
MA 255	Statistical Methods		4
SC 162	Principles of Biological Diversity		4
SC 172	Introduction to Organic and Biochemistry		4
SC 266	Introduction to Microbiology		4
SC 273	College Chemistry I		5
SC 274	College Chemistry II		5
	<i>Suggested Additional Coursework: Pre-Calculus, Calculus I</i>		3
Total Program Credits			67

Program Learning Outcomes:

- Students will be able to communicate orally and in writing using the language associated with science with a biological emphasis.
- Students will possess the foundational knowledge required for upper level course work.
- As a result of the laboratory requirements students will be able to use the equipment necessary for laboratory work.

DEGREE PROGRAMS

Psychology

The Associate of Arts (A.A.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Arts Degree (BA). In addition to the completion of core curriculum requirements this plan of study offers students the opportunity to complete most if not all of the 100 and 200 level psychology course requirements leading to acceptance in upper level Psychology programs in the MUS system and completion of a BA.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		Contemporary Math	3
Science: Physical & Biological (One lab science required)			4
			3
Social Science/Human Behavior		Introduction to Psychology	3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
PY 160	Introduction to Psychological Research		3
PY 250	Social Psychology		3
PY 240	Abnormal Psychology		3
ED 250	Educational Psychology		3
AH 255	Human Life Cycle		3
AD 251	Principles of Counseling and Group Theory		3
MA 255	Statistical Methods		4
Total Program Credits			62-63

Program Learning Outcomes:

- Students will display the ability to communicate accurately both in written and oral presentations.
- Students will exhibit a culturally influenced understanding of Psychology and its application for the Northern Cheyenne people.

DEGREE PROGRAMS

Pre-Engineering

The Associate of Science (A.S.) Degree option has been designed to be a transfer plan of study to four year MUS (Montana University System) institutions offering a Bachelor of Science Degree (BS). In addition to the completion of general education requirements this plan of study offers students the opportunity to complete 100 and 200 level math and science course requirements leading to acceptance to upper division programs in the MUS system and completion of a BS.

General Education requirements 40-42 credits.

Categories		Courses	Cr.
Communication Arts		College Writing I	3
		College Writing II	3
		Introduction to Public Speaking	3
Quantitative Reasoning		College Algebra	4
Science: Physical & Biological (One lab science required)		Principles of Living Systems	4
		Introduction to General Chemistry	4
Social Science/Human Behavior			3
Diversity			3
Humanities and the Arts			3
			3
Cheyenne Studies		Cheyenne Language I	4
			3
Computer Science			3
Program of Study			Cr.
MA 253	Pre-Calculus		4
MA 255	Statistical Methods		4
MA 262	Calculus I		4
MA 263	Calculus II		4
SC 159	Our Physical World		4
SC 273	College Chemistry I		5
	<i>Highly Suggested Additional Coursework: College Chemistry II</i>		
Total Program Credits			68

Program Learning Outcomes:

- Students will demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving in an engineering setting.
- Students will be able to read and evaluate problems therefore allowing them to quantitatively solve those problems with mathematical reasoning.
- Students will display the foundational knowledge required for upper level course work in the engineering field.

Associate in Applied Science (A.A.S.)

Administrative Assistant

The Associate in Applied Science (A.A.S.) is a degree program of specific training in an occupational career field. These programs prepare the graduates to assume entry level positions in business management and administration. Additionally, these courses enhance the skills of students already in the workforce through the acquisition and application of leadership, and managerial skills. A minimum of 60 credit hours 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.

Categories	Courses	Cr.
Business	BU 150 Introduction to Business	3
	BU 151 Principles of Accounting I	3
	BU 251 Microeconomics	3
	BU 252 Macroeconomics	3
	BU 257 Business Law	3
	BU 260 Management	3
Communication Arts	BU 250 Business Communications	3
	CA 151 College Writing I	3
	CA 165 Introduction to Public Speaking	3
Computer Science	CS 160 Fundamentals of Computer Applications	3
	CS 151 Word Processing	3
	CS 156 Spreadsheets	3
	CS 157 Desktop Publishing	3
	CS 159 Power Point & Multimedia Technology	3
Mathematics	MA 131 Business Math	3
Human Behavior	PY 150 Introduction to Psychology	3
Cheyenne Language	CH 161 Cheyenne Language I	4
	Electives	9
Total Semester Program Hours		61

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Demonstrate critical thinking and decision making techniques to solve complex business problems.
- Demonstrate the ability to communicate clearly, appropriately and persuasively to a business audience.
- Utilize business computer applications and information technologies to organize and interpret business data and information.

Associate in Applied Science (A.A.S.)

Business Management

The Associate in Applied Science (A.A.S.) is a degree program of specific training in an occupational career field. These programs prepare the graduates to assume entry level positions in business management and administration. Additionally, these courses enhance the skills of students already in the workforce through the acquisition and application of leadership, and managerial skills. A minimum of 60 credit hours 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.

Categories	Courses	Cr.
Business	BU 150 Introduction to Business	3
	BU 151 Principles of Accounting I	3
	BU 152 Principles of Accounting II	3
	BU 251 Microeconomics	3
	BU 252 Macroeconomics	3
	BU 257 Business Law	3
	BU 260 Management	3
Communication Arts	BU 250 Business Communications	3
	CA 151 College Writing I	3
	CA 165 Introduction to Public Speaking	3
Computer Science	CS 160 Fundamentals of Computer Applications	3
	CS 151 Word Processing	3
	CS 156 Spreadsheets	3
	CS 157 Desktop Publishing	3
	CS 159 Power Point & Multimedia Technology	3
Mathematics	MA 131 Business Math	3
Human Behavior	PY 150 Introduction to Psychology	3
Cheyenne Language	CH 161 Cheyenne Language I	4
	Electives	6
Total Semester Program Hours		61

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Demonstrate critical thinking and decision making techniques to solve complex business problems.
- Demonstrate the ability to communicate clearly, appropriately and persuasively to a business audience.
- Utilize business computer applications and information technologies to organize and interpret business data and information.
- Describe the functions and purpose of management in the business environment.

Associate in Applied Science (A.A.S.)

Cheyenne Language Instruction

The Associate in Applied Science (A.A.S.) is a degree program of specific training in an occupational career field. This program of study offers students a strong background in Cheyenne language and culture and prepares the student for the Montana Class 7 Certification process.

A minimum of 60 credit hours in a combined occupational and academic program is required for the Associate in Applied Science Degree. A cumulative grade-point-average of 2.5 or better is required in the credits earned toward the A.A.S. Degree.

Categories	Courses	Cr.
Cheyenne Studies	CH 161 Cheyenne Language I	4
	CH 162 Cheyenne Language II	4
	CH 180 Foundations of Cheyenne Oral Traditions	3
	CH 205 Cheyenne Conversation	3
	CH 210 Cheyenne Grammar and Writing I	3
	CH 211 Cheyenne Grammar and Writing II	3
	CH 261 Cheyenne Language III	4
	CH 262 Cheyenne Language IV	4
	CH 270 History of the Cheyenne People	3
	CH 280 Methods of Teaching Cheyenne Language	3
Communication Arts	CA 151 College Writing I	3
	CA 165 Introduction to Public Speaking	3
Mathematics	MA 156 Contemporary Math	3
Human Behavior	PY 150 Introduction to Psychology	3
Education	ED 150 Society, Schools and Teachers	3
	ED 155 Human Development	3
	ED 200 Classroom Management	3
	ED 250 Educational Psychology	3
	ED 255 Introduction to Early Childhood Education	3
	ED 257 Early Childhood Curriculum	3
	ED 260 Introduction to the Education of Exceptional Children	3
Total Semester Program Hours		67

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Demonstrate ability to understand Cheyenne language, and ability to communicate through oral performance and written form.
- Exhibit a Cheyenne culturally influenced understanding of the educational process.
- Demonstrate the necessary critical thinking, academic skills and teaching skills to be successful in the classroom.
- Apply knowledge and understanding of Cheyenne history and culture.

Certificate Programs

Behavioral Healthcare Aide

Certificate programs are designed for students who seek to acquire occupational skills 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.

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

Categories	Courses	Cr.
Addiction Studies	AD 250 Legal, Ethical, and Professional Issues	3
	AD 251 Principles of Counseling and Group	3
	AD 253 Case Management and Community Resources	3
	AD 256 Assessment in Human Service and Addiction Programs	3
Behavioral Health	BH 154 Mental Health First Aid	3
	BH 295 Capstone: Integrated Behavioral Health	3
Communication Arts	CA 151 College Writing	3
Mathematics	MA 156 Contemporary Math	3
Psychology	PY 150 Introduction to Psychology	3
	PY 240 Abnormal Psychology	3
Total Semester Program Hours		30

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Will be familiar with and possess the skill to use multi-modal theories in group and individual therapeutic intervention for persons with substance abuse issues.
- Will be able to document and develop treatment planning.
- Will know appropriate professional (LAC and HIPPA) ethical codes and how to implement them.
- Will be able to conduct assessments including diagnosis, testing, and patient placement criteria based on the American Society of Addiction Medicine or other nationally recognized criteria.
- Will learn person centered with community approach.
- Will be able to use a program of integrated care.

Certificate Programs

Bookkeeping

Certificate programs are designed for students who seek to acquire occupational skills 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.

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

Categories	Courses	Cr.
Business	BU 150 Introduction to Business	3
	BU 151 Principles of Accounting I	3
	BU 152 Principles of Accounting II	3
	BU 154 QuickBooks	3
	BU 180 Payroll Accounting	3
	BU 250 Business Communications	3
	BU 260 Management	3
Communication Arts	CA 151 College Writing	3
Computer Science	CS 156 Spreadsheets	3
	CS 162 Fundamentals of Computer Applications	3
Total Semester Program Hours		30

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Analyze and process basic financial transactions through the accounting cycle for sole proprietorships, partnerships, and corporations.
- Demonstrate proficiency in using computer software to perform bookkeeping and business tasks and prepare financial reports.
- Perform basic office functions using standard and emerging technologies typical in entry-level accounting positions.
- Prepare and process payroll records and reports in compliance with federal and state requirements.
- Apply critical thinking skills to make decisions that demonstrate awareness of social responsibility as well as legal and ethical standards within the accounting profession.

Certificate Programs

Cheyenne Language Instruction

Certificate programs are designed for students who seek to acquire occupational skills 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.

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

Categories	Courses	Cr.
Cheyenne Studies	CH 210 Cheyenne Grammar and Writing	3
	CH 211 Cheyenne Grammar and Writing II	3
	CH 280 Methods of Teaching Cheyenne	3
Communication Arts	CA 151 College Writing I	3
	CA 165 Fundamentals of Public Speaking	3
Education	ED 150 Society, Schools and Teachers	3
	ED 200 Classroom Management	3
	ED 250 Educational Psychology	3
	ED 255 Introduction to Early Childhood Education	3
	ED 260 Intro to the Education of Exceptional Children	3
Quantitative Reasoning	MA 156 Contemporary Math	3
Total Semester Program Hours		33

Program Learning Outcomes

The Certificate in Cheyenne Language Instruction is designed for Cheyenne first language speakers desirous of instructing the next generation of Cheyenne speakers and provides a background in classroom instruction techniques and methods as well as instruction in Cheyenne grammar writing.

Upon completion of the specified coursework the graduate will:

- Will be able to communicate orally and in writing both Cheyenne and English.
- Will successfully complete/maintain their Montana OPI class 7 examination.
- Will demonstrate the necessary critical thinking and academic skills required of classroom instructors.
- Will be able to analyze and evaluate curricular material.

Certificate Programs

General Education

Certificate programs are designed for students who seek to acquire occupational skills 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.

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

Categories	Courses	Cr.
Cheyenne Studies	CH 161 Cheyenne Language I	4
	CH 162 Cheyenne Language II <i>or</i> CH 270 History of the Cheyenne People	4 or 3
Communication Arts	CA 151 College Writing I	3
	CA 251 College Writing II	3
	CA 165 Fundamentals of Public Speaking	3
Computer Applications	CS 151 Word Processing <i>or</i> CS 162 Fundamentals of Computer Applications	3
Diversity	NS 150 Introduction to Native American Studies	3
Humanities and the Arts	HS 151 (152) Western Civilization <i>or</i> HS 251 (252) U.S. History	3
	AC 150 Foundations of Art <i>or</i> AC 165 Introduction to Drawing	3
Quantitative Reasoning	MA 151 College Algebra <i>or</i> MA 156 Contemporary Math	3 or 4
Science (one lab science is required)	SC 152 Introductory Ecology <i>or</i> SC 158 Discover Biology w/ Lab	3 or 4
	SC 154 Geology w/ Lab <i>or</i> SC 171 Introduction to Gen. Chemistry w/ Lab	4
Social Science Human Behavior	PY 150 Introduction to Psychology <i>or</i> SS 151 Introduction to Sociology	3
Total Semester Program Hours		41-44

Program Learning Outcomes

Upon completion of the specified coursework the graduate will:

- Utilize the Cheyenne Language in basic conversation.
- Write clear, accurate sentences and paragraphs in standard American English.
- Demonstrate an introductory level of technology literacy.
- Appreciate perspectives different from one's own, with attention to the process, dialogue and analysis that makes differences clearer.
- Recognize the expression of cultural values in works of literature, music, visual art.
- Describe the process of continuity and change which have shaped events up to the present.
- Demonstrate basic competence in the principles and theories used in the biological and physical sciences.
- Analyze social issues, social structures and behaviors of cultures and sub-cultures.
- Apply the fundamental skills of mathematical computation to interpret data and solve problems.

Certificate Programs

Office Assistant

Certificate programs are designed for students who seek to acquire occupational skills 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.

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

Categories	Courses	Cr.
Business	BU 150 Introduction to Business	3
	BU 151 Principles of Accounting I	3
Communication Arts	BU 250 Business Communications	3
Computer Science	CS 160 Fundamentals of Computer Applications	3
	CS 151 Word Processing	3
	CS 156 Spreadsheets	3
	CS 157 Desktop Publishing	3
	CS 159 Power Point and Multimedia Technology	3
Mathematics	MA 131 Business Mathematics	3
Human Behavior	CA 109 Human Relations in the Workplace	3
	BU 251 Microeconomics	3
	BU 252 Macroeconomics	3
Total Semester Program Hours		30

Program Learning Outcomes

Upon completion of the specified coursework 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.



Hene'enováha Me'éstomosanestotótse Course Descriptions

Course Descriptions

Arts

AC 150 Foundations of Art 3(S)

An introduction to the principles of de-sign, 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 169 Introduction to Acrylic Painting 3 (S)

Introduces the principles of painting through experimentation in color theory and various styles and techniques.

PREREQUISITE: AC 165 or consent of instructor.

AC 168 Fundamentals of Watercolor Painting 3(Su)

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.

AC 291 Special Topics

AC 299 Special Courses, Workshops, Seminars

Addictions Studies

AD 250 Legal, Ethical, Professional Issues 3(OD)

This course presents a review of the current and historical legal decisions which effect client rights and service provisions. Legal and ethical issues of due process and appropriate treatment in the least restrictive set-tings, the right to treatment and other significant legal ramifications relative to client advocacy and professional responsibility will be discussed. Students will be exposed to various professional standards in Human Services. Similarly, legal and professional issues such as confidentiality and privileged communication will be discussed.

AD 251 Principles of Counseling and Group Theory 3(OD)

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 an over-view 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 an individual but encourages them to think rationally and make responsible choices.

Course Descriptions

AD 252 Alcohol, Tobacco, Other Drugs Prevention 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 Alcohol.

AD 253 Case Management & Community Resources 3(S)

Covers methods for effectively managing a case and caseload. Areas covered include writing a case history, treatment planning, and writing case notes. Aids counselors serving consumers, determining appropriate community resources, and making a proper referral.

AD 254 Introduction To Diversity 3(F)

This course will introduce the student to multicultural knowledge, skills, aware-ness, and attitudes. The course focuses on perspectives for understanding and counseling with diverse groups, and will examine theoretical and research literature concerning cultural characteristics 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 di-verse 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 296 Gambling, Addiction, Treatment, Planning, and Documentation Capstone 4(OD)

Most people with a gambling disorder don't seek professional treatment but a majority are in treatment for co-occurring addictive and psychological disorders. It is, therefore, vital for all mental health and addiction professionals to know how to screen and assess for a gambling disorder. This course will provide the most up-to-date research on gambling disorders and effective methods to screen clients and will cover the pertinent changes to the diagnostic code for gambling disorder in the

Course Descriptions

American Psychiatric Association's fifth edition of the Diagnostic and Statistical Manual of Mental Disorders and will provide an overview of gambling disorder and other co-occurring disorders in the adult population and vulnerable subpopulations.

AD 241 or 271 Practicum Courses

AD 240 or 270 Independent Study Courses

AD 277 Internship Courses:
Students may enroll in internship courses with the consent of a sponsoring instructor. A maximum of six credits per semester will be awarded for internship courses.

AD 290 Research internship/practicum:
A maximum of six credits will be awarded for a research internship/practicum. Forms are available in the Registrar's Office.

AD 291 Special Topics

AD 299 Special Courses, Workshops, Seminars

Agricultural Sciences

AG 100 Introduction to Welding 3(F)

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(F)

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 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

Course Descriptions

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(S)

Examines the importance of proper live-stock 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.

AG 291 Special Topics

AG 299 Special Courses, Workshops, Seminars

Allied Health

AH 151 Medical Terminology I

3(F)

A basic introduction with an emphasis on word structures and meanings, spelling, and pronunciation. All the body systems are included.

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. PREREQUISITE: SC 161

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.

AH 291 Special Topics

AH 299 Special Courses, Workshops, Seminars

Behavioral Health

BH 154 Mental Health First Aid

3(Su)

This class is designed to teach adults (18 years and older) methods of assisting adult peers and/or youth peers who may be exhibiting early signs of mental health and/or substance use problems or mental health crisis. Students will complete clinical hours. This class meets the competencies of the Peer Support Specialist model based on SAMHSA's recent publication.

BH 295 Capstone: Integrated Behavioral Health

3(SU)

This course will introduce the program concept of integrated care. Students will learn a

Course Descriptions

team oriented and comprehensive approach to wellness. This course will address mental/emotional health and its relationship to physical wellness. This class includes clinical hours.
PREREQUISITE: BH 154 or permission of instructor.

BH 291 Special Topics

BH 299 Special Courses, Workshops, Seminars

Business

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 154 QuickBooks for Accounting

3(S)

In this hands-on course, the student will learn how to use the QuickBooks online accounting software. It will include set-ting up a new company, recording operating activities, processing payroll, reconciliations and preparing financial statements.

BU 180 Payroll Accounting

3(S)

Introduction to Payroll Accounting functions including calculating payroll, completing payroll taxes and preparing payroll taxes manually and in excel. PREREQUISITE: BU 151 or instructor approval.

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.

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 076

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 076.

BU 257 Business Law

3(F)

Provides an introduction to the principles of contracts, negotiable instruments, and the Uniform Commercial Code.

Course Descriptions

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.

BU 291 Special Topics

BU 299 Special Courses, Workshops, Seminars

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 154 Cheyenne Quill Work 3(OD)

Introduction to the use of porcupine quills in the decoration of traditional Cheyenne objects.

CH 155 Cheyenne Doll Making 3(OD)

An introduction to the construction of, and cultural use of Cheyenne dolls.

CH 156 Drumming and Singing 3(OD)

Introduction to drumming and singing in the Cheyenne style. Flag songs, honor songs as well as other styles will be taught. Cheyenne hand drum construction will be covered well.

CH 157 Cheyenne Storytelling 3(OD)

An introduction to traditional Cheyenne stories and storytelling conventions.

CH 158 Cheyenne Traditional Foods 3(OD)

An introduction into traditional Cheyenne foods and their preparation.

CH 161 Cheyenne Language I 4(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 4(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 163 Cheyenne Moccasin Construction 3(OD)

Design and construction techniques for traditional Cheyenne moccasins.

Course Descriptions

CH 180 Foundations in Cheyenne Oral Tradition 3(F)

An introduction to the philosophy and psychology of the Northern Cheyenne people as expressed and retained by tribal oral tradition.

CH 205 Conversational Cheyenne 3(S)

This course is continued study of the Cheyenne Language in a social and cultural setting. Emphasis will be on oral communication in individual and group settings. PREREQUISITE: CH 162 or permission of instructor.

CH 210 Cheyenne Grammar & Writing I 3(OD)

Students will explore the grammatical structure of the Cheyenne language and the written patterns that occur in the language. This course will use Linguistics as a tool for studying Cheyenne. Linguistics is the scientific study of language. The Linguistic subfields of Phonetics, Phonology, and Morphology will be applied to Cheyenne.

CH 211 Cheyenne Grammar & Writing II 3(OD)

Students will explore the grammatical structure of the Cheyenne language and the written patterns that occur in

the language. This course will use Linguistics as a tool for studying Cheyenne. Linguistics is the scientific study of language. The Linguistic subfields of Morphology, Semantics, and Syntax will be applied to Cheyenne.

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 North-ern Cheyenne people. Scheduled field trips are a required part of this course.

CH 261 Cheyenne Language III 4(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 4(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 280 Methods of Teaching Cheyenne Language 3 (OD)

This course will introduce methods and strategies for teaching the Cheyenne Language. Strategies for Total Physical Response (TPR), Task based, Theme based and traditional instruction of language will be introduced along with classroom management, assessment, lesson planning, and best practices.

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.

CH 299 Special Courses, Workshops, Seminars

Course Descriptions

Communication

Arts

CA 071-076 English Skills

Seminar

1(F,S)

This class emphasizes fundamental English skills associated with reading and writing, and is designed to improve these skills in students that need additional work to prepare for success in college credit courses.

Instruction is designed so that students can work on their areas of greatest need as determined by the placement exam. The course may be repeated as many times as needed in order to fulfill the requirements for placement in college credit courses. Topics covered will vary by student need and may include active reading and text interpretation, sentence and paragraph construction, critical thinking, vocabulary acquisition and grammatical mechanics. Placement testing is required.

CA 095 Language Skills

Seminar

3(F,S)

This course is a pre-Composition class offered to students who may need to brush up on their writing and reading skills.

CA 109 Human Relations in the Workplace

3 (OD)

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, grade of "C" or better in CA 095 or Consent of Instructor.

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 multi-cultural 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, forming and 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

Course Descriptions

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 required.

CA 260 Science Writing and Communication

3(F,S)

This course provides opportunities for students to develop writing and thinking skills that are both relevant and adaptable to many scientific writing situations and assignments: basic research writing and information gathering, critical thinking, and reading appropriate to various

academic disciplines.
PREREQUISITE: CA 151

CA 291 Special Topics

CA 299 Special Courses, Workshops, Seminars

Computer Science

CS 107 Python I: Introduction to Programming **3(F)**

This course is an introduction to computational thinking using Python. We will explore how computing influences human life, introduce influential figures, and write code, learn basic program design, and implementation.

CS 151 Word Processing **3(F,S)**

In this hands-on course, the student will learn to create, edit, format and enhance text documents using Microsoft Word 2019. It will include a review of Windows 10, File Management, and Office 2019 concepts. Other topics may include: how to create and incorporate tables and graphics in documents; how to work with styles and templates; how to integrate Word with other programs; and how to customize Word.

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.

CS 156 Spreadsheets **3(F,S)**

In this hands-on course students will learn to build spreadsheets and to manage and manipulate numerical data using Microsoft Excel 2019. The course will include a quick review of Windows 10, File Management, and Office 2019. Topics covered will include spreadsheet terminology, creating worksheets, formatting data, working with formulas and functions, working with charts and printing. Advanced topics may include Table and Scenario Management, using Solver and importing data.

CS 157 Desktop Publishing **3(S), (OD)**

In this course, students will learn to create visually interesting brochures, flyers, posters, and newsletters using Microsoft Publisher 2019. You will combine text and graphic objects in enhancing a publication and improving a design as well as working with multiple pages and using

Course Descriptions

advanced features of Publisher. You will finish the course with a creative project(s) made using your newly acquired skills.

CS 159 Power Point and Multimedia Technology 3(F)

In this course students will learn to create, format and deliver Presentation Slide Shows using Microsoft Office Power Point 2019. You will learn to create and format presentations and will learn how to modify and insert objects into presentations. You will be introduced to Advanced Tools and Masters, Charts, and Media Clips. You will learn about presentation equipment and how to setup for delivering your creations.

CS 162 Fundamentals of Computer Applications 3(F,S)

This hands-on course introduces students to the computer applications and technologies that are fundamental to most academic or business endeavors. We will be working primarily with Windows 10 and Microsoft Office 2019 but will also touch on Google G Suite. We will study the hardware, software and networking that makes it all possible. We will discuss current issues in the world of personal computing and the greater world of Internet

Information, Searching, Browsing and Security.

CS 260 Introduction to GIS 3(S)

This course is an introduction to the world of Geographic Information Systems or making maps with computers. We will be using ESRI ArcGIS Pro and Google Earth Software to manipulate the present data associated with locations on the Earth. Later in the class we will use Garmin and Trimble GPS units to find position and collect your own data. Using ArcGIS we will build maps that then can be printed or shared electronically. Students should have good computer skills and basic math skills. PREREQUISITE: MA 076 or Consent of Instructor.

CS 265 3D Printing and Design 3(F)

This hands on course will introduce the student to 3 dimensional printing and associated design and modeling. The student will learn to use design and modeling software and at least one type of 3D printer to design and create physical objects. The student will become familiar with various materials and processes used in the world of 3D Printing. Ready-made designs will be evaluated for suitability for use and printability with available printers. Throughout

the course students are encouraged to do their own continuing online research into this emerging technology.

CS 291 Special Topics

CS 299 Special Courses, Workshops, Seminars

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 150 Society, Schools, and Teachers 3(F)

This course is designed to provide students with a historical and social over-view 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

Course Descriptions

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 200 Classroom Management

3(S)

This course presents best practices in classroom and behavior management—from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students, will be presented.

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(F)

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

ED 257 Early Childhood Curriculum

3 (S)

Early Childhood Curriculum facilitates the development of individual and culturally relevant curriculum designed for the whole child including physical, cognitive, creative, social, emotional, and language development. It includes lesson planning, goal setting, material selection and assessment. This is a hands on

course that will provide students the necessary skills to develop and integrated curriculum.

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 277 Internship Courses:

Students may enroll in internship courses with the consent of a sponsoring instructor. A maximum of six credits per semester will be awarded for internship courses.

ED 291 Special Topics

ED 299 Special Courses, Workshops, Seminars

History

HS 146 History of the Silk Road

3(F)

This course introduces students to the history of the Silk Road – a complex network of trade routes that connected China with the rest of the Eurasian continent over land and sea – and its role in

Course Descriptions

fostering cultural and material exchanges between the peoples it connected. Covering the period from 500 BCE to 1500 CE, during which the Silk Road contributed to the forming and transforming the cultural, ethnic, and religious identities of different peoples, including the Chinese, Greeks, Persians, Romans, Arabs, Turks, and Mongolians.

HS 151 Western Civilization I 3(F)

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)

A continuation of the development of Western tradition from the Renaissance to the present time. Emphasis is on the effect on Modern Society.

HS 204 Montana History 3(F,S)

A broad survey of Montana history relating its geography and resources to historical development, historical background, exploration and

settlement, economic development, and statehood.

HS 251 U.S. History I 3(F)

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)

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.

HS 291 Special Topics

HS 299 Special Courses, Workshops, Seminars

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.

LI 291 Special Topics

LI 299 Special Courses, Workshops, Seminars

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 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.

Course Descriptions

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: MA 076, satisfactory score on placement test or consent of instructor.

MA 151 College Algebra

4(F)

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 Contemporary Math

3(S)

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 170 Mathematics for

Pre K-3 Educators

3(OD)

This course will focus on the mathematical meaning and background of arithmetic, number theory, number systems, problem solving, as well as the basic mechanics of arithmetic. PREREQUISITE: MA 076, 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 076, 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 logarithms, trigonometric functions, identities equation, inverses, graphs, transformations and conic sections. PREREQUISITE: MA 151 or consent of instructor.

MA 255 Statistical Methods

4(S)

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

MA 262 Calculus 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

Course Descriptions

sketching. PREREQUISITE: MA 253 or consent of instructor

MA 263 Calculus 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 consent of instructor.

MA 291 Special Topics

MA 299 Special Courses, Workshops, Seminars

Music

MU 150 Music Appreciation 3(S)

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.

MU 151 Beginning Instrumental Studio: Guitar 3 (F)

Instrumental Studio is a beginning group instrumental class mainly focused on elementary music theory, instrument basics, elementary chorded accompaniments and reading simple melodies. Reading skills include reading chords charts, tablature (where applicable), and standard music notation. This course would apply as a Fine Arts general education credit.

MU 195 Beginning Instrumental Studio: Individual Music Lessons 1 (OD)

In applied private lessons, each student will be paired with an instructor for a half-hour lesson each week. In this lesson the student will learn and develop their skills and abilities in their declared skill emphasis.

MU 200 General Music Pre-K to 8 3 (S)

This course is designed to aid in music requirement by the State of Montana to supplement music teachers or in case of no music teacher to be able to fulfill the state requirement.

MU 291 Special Topics

MU 299 Special Courses, Workshops, Seminars

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.

NS 151 Tribal Governments 3(F)

A study of American Indian tribal political systems and tribal institutions and their role in decision making.

NS 155 Social Issues of the Native American 3(S)

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.

NS 160 Introduction to American Indian Art 3(OD)

A study of Native American art expressions as influenced by a diversified culture. Symbolic meaning of Native American art, and a familiarization with

Course Descriptions

some basic techniques of Native American art are included.

NS 251 Law and the American Indian

3(S)

Examines the legal issues involved in contemporary Native American life.

NS 252 Introduction to Native American Literature

3(S)

An exploration of the historical and con-temporary contributions made by Native American writers to the literature of the Western Hemisphere.

NS 291 Special Topics

NS 299 Special Courses, Workshops, Seminars

Natural Resources

NR 250 Ecological Restoration I

3 (OD)

This course explores the scientific back-ground of the numerous disparate fields that ecological restoration relies on. Students will learn about human caused ecological changes and the problems we face today. In the frame of the class students will diagnose problems in degraded ecosystems and develop lasting solutions based on those problems.

NR 251 Ecological Restoration II

3 (OD)

This course is a continuation of Ecological Restoration I. The course explores different restoration approaches through specific restoration cases. In the frame of the class students will diagnose problems in degraded ecosystems and develop lasting solutions based on those problems. Students will learn about the restoration of landforms, hydrology, soils and water quality, vegetation, invertebrates and vertebrates. Prerequisite: NR 250

NR 241 or 271 Practicum Courses

NR 240 or 270 Independent Study Courses

NR 277 Internship Courses:

Students may enroll in internship courses with the consent of a sponsoring instructor. A maximum of six credits per semester will be awarded for internship courses.

NR 290 Research internship/practicum:

A maximum of six credits will be awarded for a research internship/practicum. Forms are available in the Registrar's Office.

NR 291 Special Topics

NR 299 Special Courses, Workshops, Seminars

Philosophy

PH 150 Introduction to Philosophy

3(S)

Introduces the art of philosophical inquiry by exploring how great thinkers have raised questions about the nature of reality and how we know. A variety of philosophers will be examined.

PH 291 Special Topics

PH 299 Special Courses, Workshops, Seminars

Physical Education and Wellness

PE 110 Intercollegiate Basketball (TCU)

1(S)

Participants in the CDKC Basket Ball Program are eligible for one (1) credit during the term most closely associated with the season of participation. Students will develop physical, psychological and social skills through participation

PE 163 Archery I

1(F,S)

An introduction to Olympic Archery using the recurve bow. Includes building a good

Course Descriptions

basic foundation for shooting using the recurve bow through utilization and practice of various skill development techniques.

PE 164 Archery II 1(F,S)

Students will continue practicing shot techniques, stance, shooting 3D and archery targets. Utilizing the shot process and various skill development techniques.
PREREQUISITE: PE 163

PE 252 Health and Wellness 3(F)

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 the comprehensive school health pro-gram. Fulfills Office of Public Instruction (OPI) requirements for drug and alcohol education.

PE 291 Special Topics

PE 299 Special Courses, Workshops, Seminars

Political Science

PS 160 American Political System 3(S)

This course is a survey of the origins and development of American representative

governments beginning with Native American and English seventeenth century antecedents and going on to an exploration of the U.S. Federal constitution, state constitutions, county and municipal governments and modern tribal constitutions.

PS 220 Introduction to Comparative Government 3 (S)

The purpose of this course is to introduce you to the main types of political systems in different countries and to examine how different types of political systems affect how countries are governed and the lives of the people in those countries. This course will also introduce you to the major concepts and theories that political scientists use to understand the wide variety of politics in the world, which you will learn to apply as we analyze the political systems of many countries throughout the semester. Our analysis will focus on the core differences between democratic and non-democratic political systems, the variants of both systems, and the role citizens play through political activism and engagement across a range of countries.

PS 291 Special Topics

PS 299 Special Courses, Workshops, Seminars

Psychology

PY 150 Introduction to Psychology 3(OD)

This course is a survey of methods, concepts, and findings in psychology. It is designed to give a broad introduction to the field and to provide a basis for further coursework in psychology. Topics discussed will include: development throughout the lifespan; biological and environmental foundations of behavior; theories of personality; health and adjustment; and psychology applied to the social context and other professions.

PY 160 Introduction to Psychological Research 3(OD)

The course is designed to introduce students to the procedures, protocols, definitions, and designs used in psychological research and the evaluation of the research. Topics will include a variety of differing approaches to research including observational, experimental, survey/questionnaire-based research utilizing longitudinal and cross-sectional methodology.

PY 240 Abnormal Psychology 3(OD)

Historical and Current perspectives on

Course Descriptions

psychopathology, including neuroscience, behavioral, cognitive, psychodynamic and humanistic/existential approaches, traditional approaches and recent innovations in therapy and diagnosis are considered along with current diagnostic categories especially the DSW.

PY 250 Social Psychology 3(OD)

The course is designed to introduce students to social psychology which has a main goal to help us understand how people's thoughts, feelings, and behaviors are influential by actual, imagined, and implied presence of others. The social situations in which they find themselves. A key component to be examined is how we as individual act/ behave in different social situations; i.e., - family vs work vs friends and the resultant question, "do we act differently in different social situations and settings?"

PY 252 Nurturing and Attachment: Seminar Series 1-3 Variable (OD)

This education and parenting series is an integrated developmental psychology approach informed by attachment theory and congruent with current neurological research.

PY 291 Special Topics

PY 299 Special Courses, Workshops, Seminars

Religious Studies

RS 250 Introduction to World Religions 3(F)

This course introduces students to the great themes of the world's religions and the methodological approaches to the academic study of religion and culture.

RS 241 or 271 Practicum Courses

RS 240 or 270 Independent Study Courses

RS 277 Internship Courses: Students may enroll in internship courses with the consent of a sponsoring instructor. A maximum of six credits per semester will be awarded for internship courses.

RS 290 Research internship/practicum: A maximum of six credits will be awarded for a research internship/practicum. Forms are available in the Registrar's Office.

RS 291 Special Topics

RS 299 Special Courses, Workshops, Seminars

Science

SC 100 Science Seminar 4 (OD)

This course is designed to be a foundational course from which students can build a greater understanding of science and develop science and academic skills. The course introduces the student to the equipment, terminology, and major concepts used in Physical Science, Earth Science, Chemistry and Biology. This course does not meet the science requirements for an AA or AS degree.

SC 152 Introductory Ecology 3(S)

An introduction to ecological and environmental science principles, stressing the structure and function of natural eco-systems and examining human effects on them. Environmental issues such as coal mining, deforestation, wildlife habitat loss, agricultural management, global climate change, and ozone depletion will be discussed. Satisfactory completion of MA 074 or consent of instructor.

SC 153 Astronomy 3(OD)

A survey of the struggle to understand the universe and our place therein. The structure, growth, methods

Course Descriptions

and limitations of science will be illustrated using the development of astronomy as a vehicle. Pre-sent-day views of the universe are presented. Satisfactory completion of MA 074 or consent of instructor.

SC 154 Geology/LAB

4(F)

Examination of minerals and rocks, geo-logic time, plate tectonics, earthquakes and volcanoes, rock deformation and mountain building, ocean floors, geo-physics, earth resources, and planetary geology. Satisfactory completion of MA 074 or consent of instructor. LAB is a required part of this course.

SC 155 Conceptual Physics

3(OD)

An introductory physics course for non-science majors. Stresses the comprehension of physics concepts including: linear and non-linear motion, the properties of matter, heat transfer, thermodynamics, sound, electricity, and magnetism.

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 photo-

synthesis 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 completion of MA 074 or consent of instructor.

SC 157 Environmental Science **3(F)**

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 completion of MA 074 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 completion of MA 074 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 161 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 COREQUISITE: SC 172

Course Descriptions

SC 162 Principles of Biological Diversity/LAB

4(OD)

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 166 Introduction to Robotics

4(OD)

Robotics is a lab-based course that uses a hands-on approach to introduce the basic technological concepts, with supporting application in robotics. The curriculum focuses on technology comprehension, application, development and programming skills utilizing EV3 Python operating platform and the Lego EV3 kits. Course information relates to lab experiments, students will work in groups to build and test increasingly complex technological solutions.

SC 171 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. PREREQUISITE: MA 074 or consent of instructor.

SC 172 Introduction to Organic and Biological Chemistry/LAB

4(S)

An introduction to functional group organic chemistry and important biochemical 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. COREQUISITE: SC 161

SC 255 College Physics I

5 (OD)

This course covers the fundamentals of classical physics. Topics include kinematics, dynamics, work & energy, momentum, circular motion, gravity, thermodynamics and fluids. Throughout the course students will exercise their problem solving and applied math skills. Students will also practice scientific inquiry and data analysis in the laboratory

portion of the course.

PREREQUISITE: MA 253

SC 256 College Physics II

5(OD)

This course continues the instruction of classical physics. Topics include electricity, DC charge magnetism, light, optics and the theories of modern physics such as relativity and quantum mechanics. Throughout the course students will exercise their problem solving and applied math skills. Students will also practice scientific inquiry and data analysis in the laboratory portion of the course. Prerequisite: SC 255

SC 263 Human Anatomy and Physiology I/LAB

5(OD)

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 required. PREREQUISITE: SC 161 or equivalent.

Course Descriptions

SC 264 Human Anatomy and Physiology II/LAB 4(OD)

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 required. PREREQUISITE: SC 263.

SC 266 Introduction to Microbiology/LAB 4(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(OD)

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(OD)

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

SC 241 or 271 Practicum Courses

SC 240 or 270 Independent Study Courses

SC 277 Internship Courses: Students may enroll in internship courses with the consent of a sponsoring instructor. A maximum of six credits per semester will be awarded for internship courses.

SC 290 Research internship/practicum:

A maximum of six credits will be awarded for a research internship/practicum. Forms are available in the Registrar's Office.

SC 291 Special Topics

SC 299 Special Courses, Workshops, Seminars

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/Social Welfare 3(S)

Social Problem/Social Welfare is an investigation into issues of social disorganization such as poverty, population, crime and delinquency, race relations, alienation, family change, violence and environmental issues. This course presents an overview of human services and the Social Work profession from the perspective of social problems in meeting social welfare needs.

SS 250 Introduction to Cultural Anthropology 3(S)

This course presents a study of three quite different societies providing a look into kinship, economy, community organization, political process and value systems. This course

seeks to inform students of the great variety in ways of handling universal human needs.

SS 255 Introduction to Physical Anthropology

3(F)

This course presents a survey of Physical anthropology as well as 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 make us all human.

SS 256 Introduction to Anthropology

3(F,S)

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 preindustrial kinship and cultural organizations.

SS 240 Independent Study

SS 241 Practicum

SS 291 Special Topics

SS 299 Special Courses, Workshops, Seminars



Hona'ovéhene'enováhe-Hotse'ono College Personnel

College Personnel

ASBURY, Don

Instructor, Computer Science
B.A., University of Montana
M.S., Montana State University

BADBEAR, Scot

STEM/Research

BADHORSE, Rosalia

Instructor, Culture & Cheyenne Language
B.S., La Salle University
M.A., University of Arizona

BAIN, Elysia

Instructor, History
M.A., Pace University

BERTIN, Jim

Instructor, Mathematics
B.A., Montana State University
MSSE, Montana State University

BERTIN, Kate

Instructor, Communication Arts
B.A., Eastern Washington University
M.Ed., University of Montana Missoula

CADY, Chalsea

Business Office/Accounting
A.S. / A.A. Chief Dull Knife College

CAIN, Edith

VocRehab Counselor

Carter, Wilbur

STEM/Research

CHARETTE, Ronelle

Financial Aid Assistant
A.A., Chief Dull Knife College

CHAVEZ, Carlos

Maintenance

CLUBFOOT, Floyd

Maintenance/Security

COVELL-KILLSONTOP, Stephen

Maintenance

DAHLE, Kimberly

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B.S. Eastern Montana College

DECOCK, Dale

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B.S. University Montana Western
M.Ed. American College of Education

DEMONTINEY, Adrian

College Success Mentor
A. A. Chief Dull Knife College

DENNY, Sheila

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B.S., University of Montana
M.Ed. Montana State University

DITONNO, Joey R.

Registrar
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B.S., Montana State University-Billings
M.Ed. Capella University

DONNAFIELD, Tilly

Receptionist

EVERTZ, Leslie

Chief Financial Officer
Equal Opportunity Officer
Human Resources Director
B.A., Montana State University
M.B.A., University of Mary

FISHER, Arlene

VocRehab Secretary

FLYING, Eva M.

President
A.A., Sheridan College
B.A. Fort Lewis College
M.S. Montana State University-Billings
ABD, California State University-Stanislaus

College Personnel

FOOTE, Leyva

Student Services Assistant
A.A. Chief Dull Knife College

FOOTE, Michael Jr.

Maintenance

FOX, David

Maintenance

GOURNEAU, Rhea

Enrollment Management Specialist

HAFER, James C.

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

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B.S., Montana State University
M.Ed., American College of Education

HIGHBULL, Gordon

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HOLUM, Shelly

Accountant II
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HOOKE, Dianna

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B.S., Montana State University
M.S., Montana State University
Ed.D., Montana State University

HOOKE, Jeff

Chief Information Officer
B.S., Montana State University
M.B.A., University of Mary

KILLSONTOP, Stephen

Custodial

KING, Morgan

Library Assistant
A.A., Chief Dull Knife College

KWANDIBENS, Janelle

TRIO Advisor/Administrative Assistant
A.A., Chief Dull Knife College

LIMBERHAND, Elmore IV

College Success Mentor
A.A. Chief Dull Knife College
B.S. Political Science

LIMPY, Tisha

Accounting/Travel Assistant
A.A., Chief Dull Knife College

MEDICINEBULL, Burt

Instructor, Cheyenne Language
B.S., Montana State University
M.Ed., Oglala Lakota College

MEXICANCHEYENNE, Mikey

Student Services Coordinator
A.A., Chief Dull Knife College

NEIMAN, Sabrina

Director of Student Financial Aid
Assistant to VP of Academic Affairs
B.S., Montana State University
MBA, University of Montana

ONTIVEROS, Melissa

Assistant to the President

PEPPERS, Thelma

Librarian Assistant
Certificate, Billings Business College

PLEIER, Kevin

Network Associate
A.A.S. Montana State University-Billings
B.S., Western Governors University

College Personnel

RAMSEY, Gary

Instructor, Mathematics
B.A., Jamestown College
M.Ed., University of Montana

RAMSEY, Taylor

NSF Research
B.A., University of Jamestown

ROWLAND-AMAROCK, Benjamin

Security

SEMINOLE, Mina

Cultural Affairs
A.A., Chief Dull Knife College

SMALL, Eli

Security

SPANG, Leslie

Maintenance
A.A.S., Chief Dull Knife College

SPOTTEDWOLF, Steven

Maintenance/Custodial

STIFF, Brian

Instructor, Science
B.S., University of Wisconsin Eau Claire
MSSE, Montana State University

THOMPSON, Yvonneda (Henry)

Director of Extension Service
B.A., University of North Dakota

VIOLETT, Adrienne

Library Director
A.A., Chief Dull Knife College
B.A., University of Arizona-Global Campus
M.A., Johns Hopkins University

WEASELBEAR, Nadine

Bookstore Manager
A.A., Chief Dull Knife College

WILSON, Pam

VocRehab Counselor

WOLFBLACK, Clyde

Hi -Set Coordinator/Culture

Adjunct Instructors

ASBURY, Janell

Early Childhood Education

AZURE, Linda

Allied Health

Addiction Studies

CROW, Anna

Arts

FARRIS-SATTLER, Maryann

Addiction Studies

Human Services, Social Work, Sociology

GASKILL, Doug

Psychology

Education

GONZALES, Donna

Native American Studies

LAFRANIER, Gary

Cheyenne Studies

LIMPY, Mina

Allied Health

MALONEY, Patrick

Music

MEDICINE ELK, Jarett

Business

MESTETH, Hoksila

Cheyenne Studies

Physical Education

RAMSEY, Nicole

Mathematics

RED BIRD, Nanci

Psychology

SPEAR, Rufus

Cheyenne Studies

TALLBULL, Lynwood

Cheyenne Studies

TALLBULL, Randall

Cheyenne Studies

WALKSALONG, Clarice

Cheyenne Studies