

SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



2015-2016
CATALOG

Salish Kootenai College

2015 - 16

Faculty & Staff Academic Calendar

Fall 2015 (2015-10)

Faculty/Staff In-Service	Sept. 21 – 23, 2015
New Student Orientation	Sept. 24 – 25, 2015
Classes Begin	Sept. 28, 2015
Last Day to Add	Oct. 5, 2015
Midterm	Nov. 2 – 6, 2015
Veterans Day Holiday	Nov. 11, 2015
Founders Week	Nov. 16 – 20, 2015
Thanksgiving Holiday	Nov. 25 – 27, 2015
Winter Registration Begins	Nov. 9, 2015
Last Day to Withdraw	Dec. 4, 2015
Last Day of Classes	Dec. 11, 2015
Christmas Break (Students)	Dec. 12, 2015 – Jan. 3, 2016
Christmas Break (Staff)	Dec. 23 – 27, 2015
New Year Break (Staff)	Dec. 31, 2015 – Jan. 3, 2016

Winter 2015 (2015-20)

New Student Orientation	Dec. 10 – 11, 2015
Classes Begin	Jan. 4, 2016
Last Day to Add	Jan. 11, 2016
MLK Day Holiday	Jan. 18, 2016
Midterm	Feb. 8 – 12, 2016
Faculty In-Service	Feb. 19, 2016
Spring Registration Begins	Feb. 15, 2016
Last Day to Withdraw	March 11, 2016
Last Day of Classes	March 18, 2016
Spring Break (Students)	March 19 – Apr. 3, 2016

Spring 2015 (2015-30)

New Student Orientation	Mar. 17 – 18, 2016
Classes Begin	April 4, 2016
Last Day to Add	April 11, 2016
Faculty In-Service	April 25, 2016
Midterm	May 2 – 6, 2016
Fall 2016 Registration Begins	May 9, 2016
Community Service Day	May 20, 2016
Memorial Day Holiday	May 30, 2016
Last Day to Withdraw	June 3, 2016
Last Day of Classes	June 10, 2016
Graduation Day	June 11, 2016

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MISSION STATEMENT

MISSION STATEMENT:

The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.

Łu Sc?aw?awm Scntels:

Łu scntelsts lu Seliš Sq̄lsé Kʷtił Sn?ačxlqeȳm̄intn qes xʷičši t xest nwist npxpaxtn xʷl sqlqélixʷ ye tl ši?élixʷ u tl es mlkʷmúlexʷ ye l s̄túlixʷ. Nem es kʷupsts t Kʷtił Sn?ačxlqeȳm̄intn lu snlšé?tn m̄ čnaqs snpxʷt̄l̄st̄is m̄ qes čšt̄ims lu nkʷúlm̄is uł Séliš, Sčlq̄tkʷmsčin u Sq̄lsé Nkʷnkʷélixʷ.



Robert DePoe III, President, Salish Kootenai College

I am honored to be a part of Salish Kootenai College, serving our wonderful students and surrounded by dedicated staff and faculty. Salish Kootenai College has a strong foundation built around serving and supporting students. I hope and pray for your success throughout your stay here at SKC and welcome you to our family.

Please be involved, seek opportunities to serve, and be engaged in your studies. As you do so, I know you will come to love Salish Kootenai College just like the many others who preceded you in calling the College home.

DISCLAIMER

The Salish Kootenai College catalog is not a contract but rather a guide for the convenience of students. The College reserves the right to change or withdraw courses, to change the fees, rules and calendar for admissions, registration, instruction, and graduation, and to change other regulations affecting the student body, at any time. The College reserves the right to change policies or revise curricula as necessary. If the College decides 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 through a "teach out" plan established by the College and the academic department which offered the degree program.

Student Responsibility for Catalog

Each student is responsible for knowing the information printed in this Catalog. Failure to read these regulations will not be considered an excuse for noncompliance. Please check the SKC Student Handbook for additional information. The Student Handbook places full responsibility on the student for registering for appropriate courses and for fulfilling all requirements for a certificate or degree set forth in

this catalog, as amended from time to time. No agent or employee of the College has the authority to warrant graduation, the attainment of any type of license, or career goal.

The College does not accept any responsibility for delays in graduation or attainment of career goals resulting from errors in registration, cancelled courses, time schedule changes, changes in degree requirements, or similar or related changes, or for errors resulting from consultation with or reliance upon any information acquired from any college employee. Advisors' signatures on pre-registration, drop-add or similar cards, or forms do not necessarily indicate agreement with or approval of the student's choice of courses, nor may they be construed in any way as a guarantee that the student's choice of courses is sufficient for graduation or attainment of any career goal.

Tribal College Requirements

Salish Kootenai College is a tribal college. Under Federal law, the College is required to maintain an annual student count of at least 51 percent enrolled members of federally recognized tribes.



DEGREES AND CERTIFICATES OFFERED AT SALISH KOOTENAI COLLEGE

Bachelor of Social Work (B.S.W.)

Bachelor of Arts Degrees (B.A.)

Business/Entrepreneurship

Psychology

Tribal Governance and Administration

Tribal Historic Preservation

Bachelor of Science Degree (B.S.)

Early Childhood Education

Early Childhood Education P-3

Elementary Education

Forestry

Hydrology

Information Technology

Life Sciences

Nursing

Secondary Mathematics Education

Secondary Science Education

Wildlife and Fisheries

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

Business Technology

Medical Assistant

Associate of Arts Degree (A.A.)

Business Management

Chemical Dependency Counseling

Early Childhood Education

Early Childhood Education P-3

Fine Arts

Liberal Arts

Media Design

Native American Studies

Psychology

Tribal Governance and Administration

Tribal Historic Preservation

Associate of Science Degree (A.S.)

Elementary Education

Engineering

Environmental Science

Forestry

General Science

Hydrology

Information Technology

Mathematical Science

Nursing

Wildlife and Fisheries

Certificate of Completion (C.C.)

Dental Assisting Technology

Highway Construction Training

Medical Office Clerk

Native American Studies

Office Professions

Workforce Development Certificate

Geospatial Science (GIS)

Indigenous Research Methods



TUITION & FEES



TUITION & FEES 2015 - 16 (Board approved May 14, 2015)

Quarterly Tuition					Quarterly Tuition and Fees				
Credit Hours	Indian	Indian Descendent	Montana Resident	Out of State Non-Resident	Total Fees*	Total Indian	Total Descendent	Total Montana Resident	Total Out of State
1	\$83.00	\$101.00	\$141.00	\$285.00	\$167.25	\$250.25	\$268.25	\$308.25	\$452.25
2	\$166.00	\$202.00	\$282.00	\$570.00	\$188.50	\$354.50	\$390.50	\$470.50	\$758.50
3	\$249.00	\$303.00	\$423.00	\$855.00	\$209.75	\$458.75	\$512.75	\$632.75	\$1,064.75
4	\$332.00	\$404.00	\$564.00	\$1,140.00	\$231.00	\$563.00	\$635.00	\$795.00	\$1,371.00
5	\$415.00	\$505.00	\$705.00	\$1,425.00	\$252.25	\$667.25	\$757.25	\$957.25	\$1,677.25
6	\$498.00	\$606.00	\$846.00	\$1,710.00	\$273.50	\$771.50	\$879.50	\$1,119.50	\$1,983.50
7	\$581.00	\$707.00	\$987.00	\$1,995.00	\$294.75	\$875.75	\$1,001.75	\$1,281.75	\$2,289.75
8	\$664.00	\$808.00	\$1,128.00	\$2,280.00	\$316.00	\$980.00	\$1,124.00	\$1,444.00	\$2,596.00
9	\$747.00	\$909.00	\$1,269.00	\$2,565.00	\$337.25	\$1,084.25	\$1,246.25	\$1,606.25	\$2,902.25
10	\$830.00	\$1,010.00	\$1,410.00	\$2,850.00	\$358.50	\$1,188.50	\$1,368.50	\$1,768.50	\$3,208.50
11	\$913.00	\$1,111.00	\$1,551.00	\$3,135.00	\$379.75	\$1,292.75	\$1,490.75	\$1,930.75	\$3,514.75
12 - 18	\$996.00	\$1,212.00	\$1,692.00	\$3,420.00	\$401.00	\$1,397.00	\$1,613.00	\$2,093.00	\$3,821.00
Year Total									
Full Time	\$2,988.00	\$3,636.00	\$5,076.00	\$10,260.00	\$1,203.00	\$4,191.00	\$4,839.00	\$6,279.00	\$11,463.00

* Quarterly Fees (see breakdown by credit above)

Cost Description

- \$70 Non-refundable registration fee
- \$66 For campus recreation activities, student id and student activities fees
- \$10 Technology fee

\$21.25 Per credit fees (breakdown of per credit fees)

- \$20 Per credit, up to 12 credits, for facilities expansion, improvements, maintenance
- \$1.25 Per credit, up to 12 credits, for Student Government

Other possible fees

Speciality program or course fees

- \$5 Per credit per course for all on-line courses with location code of "HYB" & "DR"
- \$100 Pre-Nursing program entry fee
- \$300 Nursing program quarterly fee
- \$250 Highway Construction Training quarterly lab fee

(For other additional course fees, see quarterly schedule)

Refunds

The registration fee is non-refundable. All other refunds are made according to the following schedule:

- * 1st week - 90%
- * 2nd week - 80%
- * 3rd week - 70%
- * 4th week - 60%

A student who withdraws in the first week of the quarter without attending class may receive a 100% refund, less registration fee and \$10 for the student identification card. For students on financial aid, refunds are applied first to student loans, then to Pell Grants, next to other government or foundation aid and lastly refunded to the student.

Students paying their own tuition and fees receive the refund directly.

INTRODUCTION

Introduction to Salish Kootenai College

Core Themes

Salish Kootenai College identifies four Core Themes that encompass the mission and vision of the College. The Core Themes provide a focus for all activities at SKC.

1. Provide Access to Higher Education for American Indians;
2. Maintain Quality Education for Workforce or Further Education;
3. Perpetuate the Cultures of Confederated Salish and Kootenai Peoples; and
4. Increase Individual and Community Capacity for Self Reliance and Sustainability.

Accreditation

Salish Kootenai College is accredited by the Northwest Commission on Colleges and Universities.

Degrees Offered

Salish Kootenai College is a tribal college offering Baccalaureate Degrees in the Arts and Sciences, Associate Degrees in the Arts and Sciences, Associate of Applied Science Degrees, Certificates of Completion, and short-term Certifications. More information about degrees and certificates can be found on pages 34-137. Non-degree offerings for workforce development and continuing education are included on pages 138-140.

Location

Salish Kootenai College is located in Pablo, Montana, the center of the Flathead Indian Reservation.

The College is directly across Highway 93 from the headquarters of the Confederated Salish and Kootenai Tribes. The Flathead Reservation is surrounded on the east, west, and south by mountains. To the north is Flathead Lake, the largest natural freshwater lake west of the Mississippi River. The beautiful Flathead River winds its way through the Reservation from north to south. Within the Reservation's boundaries are the National Bison Range in Moiese and the Ninepipe National Wildlife Refuge. Numerous recreational areas are accessible both on and near the Reservation.

Board of Directors

The Salish Kootenai College Board of Directors consists of seven members, each appointed by the Tribal Council of the Confederated Salish and Kootenai Tribes (CSKT) to a four year term of office. The Board directs the planning and development of the College. It formulates goals, objectives, and policies for SKC which are consistent with the guidelines stipulated by the U.S. Department of Education and the Confederated Salish and Kootenai Tribes.

Our Students

In fall 2014, 859 full- and part-time students attended Salish Kootenai College. In that quarter, 74% of students were Native American, 63% were female and 37% were male. Students represented 70 tribes and 22 states and provinces.

Graduation Rate

Bachelor's Degree graduation rates for full-time students in the 2004 cohort were 29% (4 years), 45% (6 years). Of the 2006 cohort of full-time, first-time students, overall 47% graduated within 150% of normal time to program completion (IPEDs data).

Our Faculty

In 2013-2014, SKC employed 67 full-time and 69 part-time faculty members. The SKC faculty consists of dedicated and professional educators. SKC's faculty is highly qualified: of full-time faculty members, 29% have doctorates, 54% have master's degrees, and all are experts in their fields of instruction. Faculty members serve as academic advisors, classroom instructors and participants on department and institutional committees. Many faculty members are actively engaged in scholarly or creative endeavors. SKC faculty members also contribute many hours of community service each year.

Branch Campuses

In addition to the main campus in Pablo, Montana, Salish Kootenai College assists the development of Spokane Tribal College by contracting to offer our accredited programs and assist with management at two sites at Wellpinit, Washington, and Spokane, Washington.

Campus Tours

Campus tours for groups or individuals are scheduled by appointment. Please contact Juan Perez at 275-4978.

STUDENT SERVICES

Services for Salish Kootenai College Students

Salish Kootenai College does not discriminate on the basis of race, ethnicity, national origin, gender, age, or disability in admission or access to educational programs or college activities. Because SKC is a tribal college, some academic programs may have tribal preference policies explained in their admissions materials. Inquiries concerning Title VI, IX, and Section 504 may be referred to: Rachel Andrews-Gould, Title IX Coordinator, (406) 275-4985; or the Montana Human Rights Commission, 1236 Sixth Ave., PO Box 1728, Helena, MT, 59624, (800)542-0807 or (406) 444-2884.

Salish Kootenai College offers comprehensive student services. These services are detailed in this section, and additional information can be located on the SKC web pages, www.skc.edu.

Further information for students can be found in the SKC Student Handbook, available online and on disc through the Enrollment Services Department.

Enrollment Services Department

The Enrollment Services Department is one of the departments students generally have first contact with prior to enrolling at Salish Kootenai College. This department is located in the Bookstore Building and includes the following offices: Admissions and Transfer Credit Evaluation, Educational Opportunity Center, Registrar, Retention and Records Management.

Office of Admissions/Transfer Evaluation

The Office of Admissions/Transfer Evaluation provides students with the necessary information and paperwork to enroll at SKC and register for classes. This office also evaluates transferable credits.

Admissions Requirements

All prospective students must apply for admission. The criterion for admission is any one of the following:

- have earned a Diploma from an accredited high school;
- have earned a General Education Diploma (G.E.D.) Certificate

Applying for Admissions to Salish Kootenai College:

All Applicants are required to submit the following documents:

1. Application for Admission
2. Additional special admissions applications are required for students seeking admissions in: Highway Construction Training, Dental Assisting Technology, Nursing and 3rd year Social Work.
3. Official, certified high school transcript from an accredited high school approved by the Department of Education with graduation date OR official copy of G.E.D. scores.
4. Official, certified transcript from other institution(s) of higher education (as appropriate)
5. Declaration of Major Form
6. The Board of Directors and Administration support the Montana Immunization Law requiring students born before January 1, 1957 to have a T.B. skin test within the last five years. Students born after December 31, 1956 must provide documentation of a T.B. Skin test taken within the last five years and two doses of MMR – measles, mumps & rubella. A health care provider signature is required to verify immunizations.
7. Verification of residency, if a Montana Resident.

Additional required Admissions documents for Tribal Members or 1st/2nd generation descendants

Applicants who are enrolled tribal members or 1st/2nd generation descendants of enrolled tribal members of a federally recognized tribe must submit the following documents:

- Official verification of tribal enrollment or 1st or 2nd generation descendent of a federally recognized tribe

Optional forms to be completed by all interested Applicants

- Financial Aid Forms (FAFSA)
- Housing application
- Child Care application

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Additional admissions application for any of the following majors:

1. Highway Construction Training
2. Social Work – 3rd year
3. Nursing
4. Dental

Special Admission for High School Students

A currently enrolled high school student may apply for admission to take regular college courses. This special admissions program has been established to serve high school students who wish to supplement their educational program with college level course work. Students applying for admission under this program must complete the regular admissions procedure and provide documentation of approval by parents and high school officials. Other admissions requirements and procedures are defined in the admissions materials.

High school students are admitted under an “Ability to Benefit” provision. Once admitted, high school students are subject to all SKC policies and procedures, as defined in the SKC Student Handbook and the College Catalog.

For more information about applying to SKC while in high school, please contact the SKC Admissions office at 275-4855

Residency Information

Registrar’s Office is responsible for residency classification of previously enrolled and currently enrolled students. Salish Kootenai College classifies all students as either in-state or out-of-state as determined by the Montana residency rules. This classification affects fee determinations. It is each student’s responsibility to secure and review a copy of the policy. Failure to be aware of the rules will not be a cause for granting any exceptions to them. A copy of the policy is available in this catalog and the student handbook. With certain exceptions, in order to be eligible for in-state status, a person must meet a 12-month durational residency test. You will have to demonstrate a bona fide intent to become a Montana resident. The 12-month period does not start until some act indicative of intent to establish residency is taken. Mere presence in Montana will not serve to start this period. Sufficient acts to start the period are: obtaining a Montana driver’s license; registration of a motor vehicle in Montana; purchase of home in Montana; or filing of a resident Montana tax return. The 12 months must be completed by the “last day to add” day to qualify for that term.

Your actions during the 12-month waiting period will be used to determine whether you are in the state as a bona fide resident or merely for educational purposes. The decision on your residency will not generally depend on just one factor. The following are some of the things you can do that will support a claim of bona fide residency:

- License a vehicle if you operate one in Montana
- Be physically present in Montana, not out of state, for more than a full year
- Not be claimed as a tax exemption by residents of another state
- File a Montana resident income tax return (this is important for all who claim residency in Montana, regardless of the amount of earnings)
- Only register for six (6) credits or less per semester (including summer school) during the twelve month waiting period. Registering for more than 6 credits creates a strong presumption that you are here for education purposes, and may disqualify you from achieving in-state status. At the end of your twelve month waiting period you must provide copies of your driver’s license, vehicle registration, voter’s registration and your earnings for the twelve months and return it to the Registrar’s Office for review. This documentation can be submitted to the Registrar’s Office up to 30 days in advance of the petitioners start date and no later than the “last day to add” day of the quarter for which the status is sought. When a student petitions or meets the requirements, a change in classification, if granted, will not be retroactive and will become effective at the term of registration. Reclassification is not automatic and will not occur unless the individual so petitions.

Placement Assessment Information

All new and returning students who intend to pursue a college certificate or degree and who have not completed an Associate Degree or higher are required to take a Placement Assessment to assess skills in reading, English, and mathematics. The assessment process occurs during or prior to new student orientation and registration. The Assessment must be completed before registering for classes.

The Placement Assessment supports student success by helping students to register for the correct sequence of courses and build their college-level skills as needed. Academic advisors use the assessment to recommend courses, including any support or developmental classes that may be indicated by the

STUDENT SERVICES

assessment scores.

- Students who have completed between 0-30 college credits are required to take a full Placement Assessment.
- Students who have completed more than 30 college credits, but have not yet earned an Associate Degree or higher, are required to take math and English Placement Assessments. The results of the assessment will be used to determine the need for supplemental courses, tutoring, or other assistance.
- Students who have completed an Associate Degree or higher are not required to take a Placement Assessment. However, academic departments may request that students who completed their college degree more than five years ago take a math and/or English Placement Assessment to determine the need for tutoring or other assistance.

Placement Assessments are coordinated by the Department of Academic Success, located across from the Big Knife Building. The Assessment is administered on a weekly basis throughout the year. Notice of Placement Assessment dates is posted in the SKC class schedule. Students may also call the Department of Academic Success (406.275.4792) for assessment dates. Students do not need to sign up ahead of time. The Placement Assessment is timed, so it is important that students arrive on time.

Transfer of Credits into SKC

Transfer Evaluation occurs with the Admission/Transfer Evaluator located in the Bookstore Building. Please note the following guidelines:

- Courses being transferred into SKC must be from a regionally accredited institution;
- Only courses with a “C” grade or above can be transferred into SKC;
- Transfer courses are not included in the grade point average (GPA) of the student at SKC;
- A minimum of 15 credits of a certificate; 30 credits of an associate degree; or 60 credits of a bachelor degree must be earned at SKC prior to graduation.
- As with any other institution of higher education, SKC reserves the right to determine courses for transfer into the College.

Transfer Credits to Other Colleges

The Salish Kootenai College student who expects to transfer credits to any other institution of higher learning will be expected to meet the program require-

ments in effect at the institution to which the student transfers. Credits accepted for transfer into another institution are determined solely by that institution. A student who plans to transfer to another college or university should:

1. Meet with a transcript evaluator at the institution; and
2. Maintain a copy of the catalog for the year the student entered SKC and all course syllabi for coursework in case the transcript evaluator at the other institution needs further details about SKC courses.

New Student Orientation (NSO)

New Student Orientation is scheduled prior to the beginning of each quarter in order to provide students with information related to their academic careers at SKC. New Student Orientation is designed to provide new students with pertinent information related to student responsibilities; campus overview; and academic advising with an Advisor.

Student ID Cards

Student ID cards are issued at the A. Mathias Building after the student is registered for classes. Students are issued one card per quarter and if lost or stolen the replacement fee is \$10.00.

Registration Process

Schedules are available on-line on the SKC web page during Pre-Registration and Registration. Students will need to complete, in coordination with their Advisor, the “Registration card” and “Declaration of Major” (if changing majors) when registering every quarter. This paperwork is obtained in the Enrollment Services Department. Registration for on-line coursework can be obtained by contacting the Enrollment Services Department. The college is developing online registration. Students will be advised of changes in the registration procedures.

Records

The Records Manager maintains information regarding students' academic records at SKC and all permanent academic records as submitted to SKC. The Records Manager is also responsible for collecting information such as address, major area of study, etc. This information is required for reporting to the Federal Government for determination of funding, and also for maintaining accurate mailing addresses. Personal data changes such as change of address, marital status, change of major, or change of advisor, should be reported to Enrollment Services as soon as possible.

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Transcripts

All transcript fees are paid to the Business Office. Receipt must be presented at Enrollment Services for printing of transcripts. Request for transcripts should be directed to the Records Manager. Transcripts are processed on Tuesdays and Thursdays and can be picked up after 3 p.m. on these designated days or are mailed out the next business day. A driver's license or photo identification with signature is required with transcript requests. Email requests for transcripts will not be accepted. Signature and photo ID needed. Transcript Request forms are located in the Enrollment Services Department or a student can submit a written request that must include all of the following information in order for the request to be processed:

- Full Name
- Other names used
- Mailing Address
- Social Security Number
- Birth date
- Whether currently enrolled or dates when previously enrolled;
- Address where transcript(s) is to be mailed
- Enclose a check or money order at \$3.00 per transcript;
- Signature (to be verified with SKC records)
- Phone number
- Clear copy of drivers license or photo identification with signature

* Rush Transcript - same requirements as above, but the cost is \$5.00, this is same day transcript. Transcripts will not be released if a student has financial obligations to the College. The first transcript request is free, after which a \$3.00 charge for each official and unofficial transcript is collected prior to its release.

Graduation & Commencement Requirements

In order to graduate, the student must complete the following requirements:

1. An official high school transcript or G.E.D. must be on file with the Registrar's Office.
2. The student must have a cumulative grade point average of 2.0.
3. The student must have earned a "C" grade in all required coursework for the degree as published in the SKC catalog.

4. For transfer students, a minimum number of quarter hours of credit must be earned at SKC immediately preceding graduation:

Associate Degree	30 credits
Bachelor Degree	60 credits
5. Students must complete the minimum number of credits required for the degree:

Certificate of Completion	45 credits
Associate of Arts Degree	90 credits
Associate of Science Degree	90 credits
Associate of Applied Science Degree	90 credits
Bachelor of Arts Degree	180 credits
Bachelor of Science Degree	180 credits
6. Students must complete the general education exit assessment.
7. All substitutions/waivers/transfer forms for potential graduates are due to the Transfer Evaluator no later than December 31 of the year in which graduation is expected.
8. Students must complete an application for graduation and submit it by the due date of each year to the Registrar's Office. Graduation applications are initiated with the student's advisor, and then submitted to the Registrar. After the Registrar reviews the graduation application, students who will be graduating are notified of further procedures for Commencement.

Degrees are conferred at the end of the term in which degree requirements are met.

Commencement occurs at the end of each spring term as published in the Catalog.

Office of Retention

The Retention Coordinator serves as liaison between students and faculty with the purpose of providing suggestions and information for student success. The Retention Coordinator interacts with students who are missing classes and therefore making unsatisfactory academic progress. Faculty report any student who has attendance problems, or is not performing well, to the Retention Coordinator.

Educational Opportunity Center (EOC)

The Educational Opportunity Center is a free educational outreach program, federally funded by the U.S. Department of Education (Title IV, TRIO). The staff provides services to low income, first generation

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and members of underrepresented populations who wish to continue their education at the postsecondary level. The site coordinator provides information and assistance with filling out forms for admissions, financial aid, scholarship information and defaulted student loans. In addition, career exploration and assessments are provided.

Office of Financial Aid

The primary purpose of the Financial Aid Office is to provide students with financial aid information and to provide access and guidance to those needing assistance.

Financial Aid Overview

Financial aid is financial assistance provided to eligible students through the Office of Student Financial Aid in the form of grants, loans, part-time work, and scholarships to help pay the cost of attending college. Financial aid is routed through federal, state, and local agencies and programs. These may include scholarships, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Montana Higher Education Grant (MHEG), Montana Tuition Assistance Program (MTAP), Federal Work-Study Program (FWS), and Federal Direct Loans. Aid eligibility is determined by a formula established by the Department of Education and an analysis of the family's financial information and demonstrated need. Additionally, students must be seeking a degree or certificate to obtain financial aid. Students may apply for Federal Pell Grant at www.fafsa.ed.gov

Cost of Attendance

It is important to distinguish between the cost of tuition and fees and the total cost for attendance. The budget used in determining aid eligibility can include tuition and fees, transportation, personal expenses, child care, books and supplies, and allowances for room and board. Information on the cost of attendance is published yearly and is available at the Financial Aid Office. The college reserves the right to adjust costs as needed during the term of this Catalog. The cost of obtaining an education at SKC is shared by the Confederated Salish and Kootenai Tribes and students in attendance. All credit costs and fees are approved by the Board of Directors of the College and are subject to change without notice. Tuition, fees, and book costs must be paid at the time of registration, unless special arrangements are made with the Business Office prior to registration.

Changes in Enrollment Status

Financial aid will be awarded based on the student's FAFSA application. Enrollment verification will be completed and financial aid awards will be adjusted based on the student's current registration at that point in time. Any changes to enrollment after the last day to add date will not affect the value of the student's award package, unless a student "withdraws" from a course that has not started.

Students who are withdrawing from classes after the last day to add day should review the "Eligibility" section or request a copy of the Satisfactory Academic Progress Requirements (SAP) from the financial aid office to ensure they are maintaining the required academic standards.

Financial Aid Refunds

If a student is receiving more financial aid than their direct institutional costs, they will receive a "refund" check from the school. These checks will be issued on Registration Day, if the student's Financial Aid file is complete and the student Pre-Registered for the current term. Otherwise "refunds" will be disbursed as students complete their Financial Aid file. NO disbursement of Federal Pell after the last day of classes for the current school year.

The Financial Aid Office and Business Office has changed the way that student charges and refunds are being processed. The process for applying Financial Aid funds to the student account, assessing student charges, and determining if there is a refund due to the student is explained in the SKC Student Handbook.

Cancelled Classes

The majority of classes that get cancelled are cancelled before classes begin or during the first week of class. If an add is not processed by the end of the last day to add day, the student's grant award will be decreased.

Coursework Which Does Not Count for Financial Aid Status

Before students opt to pay for any of the following options it is imperative that they understand the consequences. Taking a class as a "Listener" does not count toward the number of credits a student needs to complete in a quarter to meet Satisfactory Academic Progress requirements.

In order for a class to count for financial aid purposes, it must be numbered 100 or above with the exception of advisor approved remedial classes in English, Reading, and Math.

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Student Responsibilities to Continue Eligibility

Federal regulations governing the administration of federal student financial aid funds provide that no payment of funds may be made unless the institution determines that the student is maintaining Satisfactory Academic Progress (SAP) in the course of program he/she is pursuing, according to the standards and practices of the institution at which the student is in attendance.

Satisfactory Academic Progress (SAP)

To be eligible to receive federal student aid, student must maintain Satisfactory Academic Progress (SAP) in their program of study. SAP represents minimal standards of completion for financial aid eligibility.

In order to receive financial aid, the student must be enrolled in an eligible program of study that leads to a Certificate, Associate's or a Bachelor's Degree. In addition students must adhere to the maximum length of time for which they may receive financial aid, maintain the minimum grade point average (GPA), complete the number of credits required to meet the minimum pace of progression each year.

To receive financial aid through Salish Kootenai College Financial Aid office, students must maintain **BOTH** the quantitative requirement and the qualitative requirement. Satisfactory Academic Progress evaluation will be done **ANNUALLY**, after Spring term. The following is the satisfactory academic progress policy for the Federal PELL Grant, Federal Direct Loan, Federal Work Study, FSEOG. Many scholarships follow these guidelines, but be sure to check with the funder as specific scholarships may have different rules regarding quantitative and qualitative requirements.

The SKC Student Handbook contains a complete explanation of the requirements for Satisfactory Academic Progress.

Types of Financial Assistance Grants

"Grants" are a type of financial assistance that do not require repayment. One specific type of grant referred to as the "Pell" Grant is a federal program designed to provide undergraduate students working toward their first degree with a foundation of financial aid. The financial need of the student is determined by a formula developed by the U.S. Department of Education and is applied equally to all applicants. The award is to be used for educational expenses which include tuition, fees, room and board, books, and

supplies. To determine student eligibility, the U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information as reported by the student on the "Free Application for Federal Student Aid" (FAFSA). The formula produces an "Expected Family Contribution" (EFC) number. The student will then receive an "Institutional Student Information Report" (ISIR) which contains the EFC number for eligibility determination. "Federal Supplemental Education Opportunity Grant" (FSEOG) is for undergraduates with exceptional financial need, that is, students with the lowest Expected Family Contributions (EFC). This grant gives priority to students who apply early and receive Federal Pell Grants. To qualify for the Montana Higher Education Grant, a student must be a Montana resident, be eligible for financial aid, be enrolled as an undergraduate student, and have demonstrated financial need.

Work Study

The "Federal Work Study" (FWS) Program provides jobs for undergraduate and graduate students with financial need, allowing students to earn money to help pay educational expenses. The program encourages community service and work related to the students' course of study. Applications are available at the Career Center.

Federal Work Study

This is a Title IV program which provides employment to undergraduate students who are in the need of earnings in order to help defray the cost of their education. To be eligible, a student must show demonstrated need, be enrolled, and must be making satisfactory academic progress while employed. Students are eligible to work 20 hours per week maximum. Most worksites are on campus.

Federal Direct Loan

The Federal Direct Program offers subsidized and unsubsidized Stafford Loans. The processes of applying for a loan and paying funds to the borrower, as well as the methods of repayment, differ somewhat between colleges and universities. Student Loans must be repaid after the student graduates, withdraws from school or drops below six credits. Interest rates and repayment requirements vary, depending on the type of loan. For further information about different waivers, scholarships, grants, State or Tribal Vocational Rehabilitation Services, or Veteran's Benefits, refer to Salish Kootenai College's Student Handbook.

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SKC Scholarships

Scholarships offered at SKC are considered on an individual basis. An application is required and is considered on academic merit and financial need. For more information, contact the Financial Aid Office or the Career Center. Scholarships are sponsored by the American Indian College Fund, Salish Kootenai College Foundation, and SKC Employees.

Tribal Scholarships

Tribal Scholarships are available to enrolled tribal members of the Confederated Salish Kootenai Tribes. The funding that an applicant may receive is supplemental to other forms of campus-based financial aid. Applications will be available mid-January and announced through the media. Applicants interested in applying need to contact:

CS&KT Tribal Education Office
P.O. Box 278
Pablo, MT 59855

Veteran's Educational Benefits

Students may be eligible to receive benefits under the Veterans Educational Assistance Programs. Applications for veterans' educational benefits should be initiated with the Registrar's Office. Veterans should be prepared to provide certified copies of Form DD-214, marriage and children's birth certificates and some personal history. Salish Kootenai College also offers fee waivers to all American Veterans, honorably discharged, but who are no longer eligible for Federal benefits. For more information contact the Registrar's Office.

Glossary of Terms Related to Student Enrollment

American Indian

American Indian student is defined as an enrolled member of a federally recognized tribe.

American Indian Descendent

A person qualifies as an American Indian descendent when documentation proves lineage of the first or second generation.

Cancellation of Classes

The Vice President of Academic Affairs reserves

the right to cancel any course for which there is not sufficient student enrollment.

Conduct Suspension

A student who is suspended from the College for non-academic reasons will receive a "W" grade in the subjects carried. A statement of suspension will be recorded on the student's permanent record, which is filed in the Office of the Registrar.

Course

A course is a unit of instruction offered in a single quarter.

Course Challenge

Students may request to receive credit for a course by special examination. This process is called a "course challenge." The challenge must occur within the first two weeks of the quarter in which the course is offered. The cost of credit for a challenge follows the course fee schedule. Students obtain a "Request for Course Challenge" document in the Enrollment Services Department. See "Course Description" at the end of this catalog for designation of challengeable courses.

Credit

A credit is the unit used in computing the amount of work required within a course and for graduation. SKC functions on the quarter system; one credit is equivalent to 10 hours of classroom instruction and 20 hours outside the classroom. Classes such as a laboratory, shop, or field experience, may require more than 10 credit hours for one credit.

Credit Load

The maximum student credit load per quarter is 18 credits. A full-time load is defined as 12 through 18 credits. Students are encouraged to take 15 credits per quarter and should reflect the requirements of major area of study. Permission is required to take more than 18 credits. Concurrent enrollment in another college must be approved by the Registrar.

Curriculum

A curriculum is a combination of courses which constitute a program of study leading to a certificate or degree. Lower-division courses are freshman and sophomore-level courses generally numbered 100-299. Upper-division courses are junior and senior-level generally numbered 300-499.

Directed Study Request

A directed study is an existing course with an approved syllabus, but which because of exceptional circumstances a student is unable to take as part of a regularly scheduled class. Policies for directed study are outlined in the college catalog. (also see Independent Study)

Elective

An elective is a course offering, which can be filled by a course of the student's choice. Some electives occur within a particular area of study. Some require advisor approval; others place no restrictions.

Full & Part time classifications are used for tuition and fee charges:

- Full-time:** A student who is enrolled for 12 or more credit hours per quarter.
- Part-time:** A student who is enrolled for 11 or fewer credit hours per quarter.

Grading

The evaluation of a student's work is based upon the point system. Grades are issued at the end of each quarter after a student's credentials and financial obligations to the College have been met.

Grade	Grade Interpretation	Points/Credits
A	High Degree of Excellence	4
B	Above Average	3
C	Average	2
D	Minimum	1
F	Failure	0

Pass/Fail Grading Options		Points/ Credits
P	Pass	0
I	Incomplete	(See SKC Policy)
W	Withdrawal from Course	0

Grade Point Average (GPA)

The GPA reflects a student's overall academic standing. The grade point is calculated by dividing the total credits attempted by the total grade points earned. That number is then divided by the total credits completed.

Grade Challenge

Once a grade has been reported by the instructor to the Registrar, the grade will not be changed except in extreme circumstances. A student who believes they have been given an erroneous grade should first attempt to resolve the issue with the instructor involved. If a student is not satisfied, a grade challenge may be initiated. See the Student Handbook for additional information.

Honor Roll

An honor roll is maintained for full time students who attain a 3.0 GPA. The high Honor Roll is attained by achieving a 4.0 GPA. The Registrar announces by publishing the names of the students making the Honor Roll at the end of each quarter.

Honor Roll Disclaimer: *Salish Kootenai College Enrollment Services Department makes every effort to ensure that any and all information printed or distributed is correct at the time of publication. However, it accepts no responsibility for the misspellings, misinformation and/or omission of names and will not reissue any updates.*

Hybrid Class

SKC defines a hybrid class as one in which part of the class is on campus and part of the class is online. The amount of time spent on campus is at the discretion of the instructor.

Incompletes

When the quality of a student's work is satisfactory, but some essential requirement of the course has not been completed due to unforeseen circumstances, the student may apply to the instructor for an incomplete grade (indicated as an "I" grade). Any incomplete grades not satisfied revert to an "F" grade.

Independent Study

Independent study credits are granted to students for work on an individual basis in a specific area of interest and must be approved by the Academic Vice President and the instructor involved. In general, a project will represent 30 hours of student work for each credit earned. The student is responsible for developing a suitable problem or project. The student should create a project plan and contact the appropriate instructor who will approve and supervise this project. An "independent study" is not an alternative means of taking a standard catalog course. (also see Directed Study)

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Listener

A listener is a student enrolled in a course for no credit. A listener is not required to take tests, or write papers. Listeners may participate in the class at the discretion of the instructor. A grade of "L" is assigned. The cost of listening is the same as if taken for credit.

Online Class

An online class is one in which the total class content is taken over the Internet and students may never come to the campus.

Pass/No Pass Elective Courses

A maximum of nine (9) credits of pass/no pass elective courses may be counted toward an Associate degree. Some courses are only given as a pass/no pass option. It is the responsibility of the student to take this into account when planning for graduation.

Prerequisite/Corequisite

A prerequisite is a course, which should be completed prior to enrolling in the selected course. A corequisite is two or more classes that students enroll in during the same quarter. Prerequisite courses are indicated in the Catalog and in the quarterly schedule.

Quarter

SKC operates on a quarter or term system consisting of four quarters in a year: summer, fall, winter and spring. Each quarter, except fall, is a minimum of ten (10) weeks in length. Fall quarter is an eleven (11) week quarter. Summer classes are only offered according to departmental request.

Repeating Courses

Courses may be repeated at full cost. The better grade will be used to evaluate the transcript for graduation.

Special Topics

Special topic courses (numbered 180, 280, 380, 480) are not a regular part of the College's curricula.

Student Classification

At the end of each quarter, students are classified as follows:

- Freshman: A student who has earned fewer than 45 credits.
- Sophomore: A student who has earned at least 45 credits but fewer than 90.

- Junior: A student who has earned at least 90 credits but fewer than 135.
- Senior: A student who has earned at least 135 credits.

Transcript

A transcript is an official record of a student's coursework and grades that is maintained by the Office of the Registrar.

Sequence of Academic Suspension

Introduction

While Salish Kootenai College is dedicated to helping every student advance, sometimes situations or personal issues arise that will jeopardize a student's ability to succeed in the college environment. Lack of academic progress will prompt serious consequences. The following levels of consequences reveal how crucial academic success is at SKC.

1. Academic Warning

At the end of the quarter, degree-seeking students whose current and/or cumulative grade point average falls below 2.0 will receive an academic warning. An academic warning serves notice to the student of unsatisfactory progress. Students who receive an academic warning will be required to contact their advisor or counselor and the Registrar before registering the next quarter.

2. Academic Probation

At the end of the quarter, students who were placed on academic warning during their last quarter of attendance and whose cumulative GPA is below 2.0, will be placed on academic probation. The purpose of academic probation is to issue students a second and final reminder that they will be suspended from Salish Kootenai College if their academic performance does not improve. Students placed on academic probation must contact their advisor or counselor and the Registrar before registering the next quarter.

3. Academic Suspension

At the end of the quarter, students who were placed on academic probation during their last quarter of attendance, and whose cumulative GPA is still below 2.0, will be academically suspended. The effect of academic suspension is that the student may not re-enroll. The student may petition the Office of the Vice President of Academic Affairs to continue

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attending SKC in a subsequent quarter. Students on academic suspension may not re-enroll unless the Vice President of Academic Affairs approves a petition for enrollment.

4. Reinstatement

To be reinstated, students must get approval from the Office of the Vice President of Academic Affairs. Students must notify the Registrar of their intent to return. All students reinstated after suspension are placed on academic probation and will be suspended again unless they meet the requirements as explained under Academic Suspension.

Example	Reason
Academic Warning	GPA Below 2.0
Academic Probation	Failure to Improve
Academic Suspension	May not Re-Enroll
Reinstatement	Return of Probationary Status

Waiver of Regulations

Rules, regulations, and policies in this Catalog have been adopted by the Board of Directors, Administration, Faculty, and staff and are subject to modification and revision by those who have adopted them. If a student feels that extenuating circumstances might justify the waiver of a particular College regulation, he/she may file a petition with the Office of the Vice President of Academic Affairs.

Withdrawals

Students may withdraw by filing the proper form with the Registrar's Office within the filing deadlines. Classes dropped through the add period will not reflect on the transcript. After the last day to add courses, students will receive a letter grade as assigned by the instructor. Grades of "W" are not removed from the student's permanent record.

Career Center

The Career Center is a place where students can locate information about educational opportunities, services such as tutoring and financial assistance, career preparation, and job placement. The Career Center is funded, in part, through a grant from the U.S. Department of Education, Native American Career and Technical Education Program (NACTEP). This grant serves tribal members enrolled in the following certificate and/or associate degree programs: Information Technology, Elementary Education, Early Childhood Education, Dental, Nursing and Highway

Construction Training. However, Career Center services are available to all SKC students in all disciplines at no cost.

Following is a list of services:

Career Planning

The Career Center administers the Montana Career Information System (MTCIS). This is an Internet based program that will help you determine if you are in the field that best suits you. There are educational requirements and other in-depth details available on hundreds of careers. In addition, you will have the opportunity to complete an on-line resume for submission to employers in your particular field of study in any area you choose! You may also set up an appointment with the counselor to discuss your career goals, opportunities, and decisions.

Job Search, Placement & Job Placement File

The career staff can help you prepare for the right job with resume writing, cover letters, interviewing, and portfolios. You may also request a placement file that contains a copy of your resume, cover letter, and reference letters to provide to potential employers as needed, free of charge. The Center maintains bulletin boards with current job listings from tribal, local, state, federal government agencies, and private entities.

Career/Job Fair

SKC, in collaboration with the local job service, hosts an annual Career/Job Fair in the Joe McDonald Health Education Center. This event takes place during winter quarter. Attendees may find part-time, full-time, summer, or internship opportunities offered by a wide range of businesses/organizations.

Cooperative Education

This is a course that applies academic learning at a specific work site through an internship. Students can earn college credit for time spent working. An internship lasts ten weeks and students can take 3 to 12 credits per quarter. Students will be matched with a relevant field of study. A number of tribal, federal, and state organizations, including SKC, provide student placements.

Computer Lab

Nine computers, a typewriter, and a scanner are available for student use in the Center.

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Personal Counseling & Referrals

The Center provides limited personal counseling and refers students to social services and other agencies for additional assistance to meet student needs.

Scholarships

A wide variety of scholarships are available through the Career Center. Students can apply for the “SKC scholarship” in BOTH the fall and winter quarters. Tribal and non-Tribal students are eligible to apply if application criteria are met.

Tutoring

The Career Center provides tutors to students upon request to help with academic subjects in all areas. Like all other Career Center services, tutoring is provided at no cost to the student.

Additional Services for Students

Academic Advising

Upon enrollment, all students are assigned an academic advisor. Students with declared majors are assigned to a faculty advisor in their major department. Students who have not declared a major (Non Declared students) are advised by the registrar. Advisors work with students to decide on a plan of study, complete paperwork for transferring courses to SKC, and to complete graduation applications. Advisors also refer students to campus resources and work with students to make sure that any additional program requirements are completed. Students should expect to meet with their advisor prior to each academic quarter, as the advisor’s signature is required for registration each quarter. Academic Advisors should be contacted before withdrawing from any course, as there may be consequences for the students’ plan of study. Students may also consult with their academic advisor if they have questions about their academic progress or career plans.

While faculty advisors provide advice and guidance, students are ultimately responsible for their own academic progress, including following the curriculum plan as outlined in the SKC Catalog. Students who do not follow the curriculum plan may not be able to complete their degree program in the expected length of time and may need more time to complete requirements for graduation. As explained in the SKC Student Handbook, SKC places full responsibility upon the

student for registering for the proper courses and fulfilling all requirements for a degree as set forth in the catalog.

Bookstore

The SKC Bookstore is owned and operated by Salish Kootenai College for the benefit of our academic community and surrounding areas. We are open Monday thru Friday from 8:15 a.m. – 4:15 p.m. The SKC Bookstore carries all required textbooks and supplies, a large selection of general interest books, Salish & Kootenai Language materials, art and office supplies, SKC memorabilia, imprinted clothing and gifts, greeting cards, snack foods, and other miscellaneous items. In the purchasing bookstore items, students must be familiar with the following procedures:

- Payment may be made in cash, check, or credit card (MasterCard and Visa) with proper identification.
- All charges must be pre-approved by the Business Office.
- The last day for student charges is the same day as the last day to add a course (see current quarter schedule). Students must have a receipt in order to process textbook returns.

The Bookstore maintains a posted bulletin with policies on returns, book buy backs, etc. The Bookstore is also the UPS & Fed-Ex delivery site on campus. See the Bookstore Manager for package pick up information.

Child Care Center

The Mission of the Salish Kootenai College Childcare Center is to provide professional quality care for the whole child and their family as we nourish healthy values and responsibility while upholding the mission of Salish Kootenai College. We see SKC Childcare as a dynamic place of wonder, curiosity, and engagement where young children, their families, cultures, and communities are valued and respected as integral pieces in the tapestry of Salish Kootenai College. Located just north of the student housing area, the SKC Childcare Center is licensed with the State of Montana for 41 children, 2-12 years of age.

Enrollment forms must be completed by the child’s legal guardian prior to admission to the Childcare Center. These forms are available at the Childcare Center. Important information required includes: emergency contact persons with phone

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numbers, a current immunization record, any known allergies or conditions, child care contract, and a USDA Food program form. The Center also accepts Block Grant and State Best Beginnings Scholarship program pay. Charges are \$4.80 per hour up to 6 hours and \$29.30 per day for over the 6 hours. Free comprehensive preschool services are available for 3 and 4 year olds. The hours of operation are 7:30 a.m.-5:00 p.m. Visitors and volunteers are welcomed at the SKC Childcare Center. If you are interested, please contact the Childcare Center Director at (406) 675-8475.

College Campus Corps

The Montana Campus Corps program at Salish Kootenai College is part of the Montana Campus Compact, a non-profit organization whose mission is to promote volunteerism, public service and service-learning on Montana's college and university campuses. Campus Corps members at SKC are engaged in projects that directly affect the college community, the broader community of the Flathead Indian Reservation, as well as communities throughout western Montana.

The Montana Campus Corps is an AmeriCorps program funded by the Corporation for National and Community Service in Washington, D.C. Students interested in participating in the Campus Corps program at SKC are encouraged to stop by the Career Center.

Counseling

The SKC Counseling Office offers confidential*, short-term counseling to individuals and groups who are part of the SKC community. Services include assistance with personal concerns, relationship issues, academic skills, and life transitions. The office also maintains an extensive referral network with counselors and other service providers in the Flathead Reservation area.

The Counseling Office is committed to contributing to a campus environment that promotes the academic success and general well-being of SKC students. The Counselor is available to provide a variety of educational presentations to staff, students, and community groups and to facilitate support groups and talking circles.

The Counseling Office is located downstairs in the Big Knife Building. Call 275-4800, ext. 4968 to make an appointment.

*Note: Confidentiality cannot be maintained if the counselor learns of the abuse/life-threatening danger

to one of the following: child, elder, or a person with a severe disability.

Department of Academic Success

The SKC Department of Academic Success' (DAS) mission is to help students and community members achieve academic success, progress toward the attainment of their career goals, and master some of the critical skills needed to be successful in school, work, and life. By employing a comprehensive, holistic, research-based approach, the DAS helps students improve their core academic skills, persist in their course of study, and achieve degrees & credentials.

The DAS coordinates various programs and services to help fulfill this mission, including Adult Basic & Literacy Education, High School Equivalency Test (HISET) Preparation, Developmental Studies Coordination (for students starting college without college-level academic skills), the Academic Improvement Curriculum (for student on financial aide and/or academic suspension), Lifelong Learning (CEU Program), Academic Advising, and Placement (TABE) Testing.

The TABE measures each student's skills in reading, English, and mathematics. Incoming SKC students are placed in the correct courses based on these scores. In some cases, prospective SKC students may also need to take an Advanced Placement assessment in English or math to determine correct course placement. Numerous other community partners also refer participants for TABE assessments. The TABE is administered every Monday @ 11:30 am and every Wednesday @ 9:00 am in the Academic Success Building, Room 110. The assessment lasts about 3 hours.

E-Learning Department

The goal of the e-Learning Department at Salish Kootenai College is to support academic and degree-granting departments in course development and best practice as they implement technology into existing classes and create online and hybrid classes.

The Academic Vice President supervises the staff of the e-Learning Department. The Department includes the e-Learning Coordinator, the Director of the Information Technology Department, and faculty Tech support.

In order to be eligible for online classes at Salish Kootenai College, students must be in good standing academically and not be a first quarter freshman or a transfer student. To register for an online or hybrid class, a student must meet with their adviser and

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determine the offered classes for that term. They must meet with the e-Learning Coordinator to set up their online accounts either in person or by telephone.

Fitness Center

The SKC fitness center is attached to the J.F. McDonald health center, and is equipped with fine up to date equipment for your everyday workout. The center has 3 treadmills, 4 elliptical, 4 stair masters and 4 bikes. The center offers a wide range of free weights and other exercise machines. The center is here to provide students and staff a place to exercise and stay healthier. The staff is trained to help students build workout plans and to supervise correct use of equipment. The fitness center is where HPED 112 fitness classes meet. The student can enroll in 1-2-3 HPED credits; each credit requires 10 hours of exercise at the fitness center or gym. Staff is present to assist the students.

Food Service/Student Union

Food service is located in the Three Wolves Student Union Building near the center of campus. Food Service at SKC serves breakfast and lunch five days a week, Monday through Friday from 7:00 a.m. to 2:30 p.m. (SKC Food Service observes the college's holidays but remains open during quarter breaks). There are prepayment meal plans available for students each quarter. The meal plan may vary depending on the students needs. Students should inquire with the Food Service Manager for more details. The student union building is open for studying, socializing, and other student events; also it is the center for many social events and gatherings on campus.

J.F. McDonald Health and Activity Center

Located South of Main Campus just off Golf Course Rd. The J.F. McDonald health and activity center houses a variety of activities for the students and the community. The center has an NCAA college basketball floor, and two courts if used east and west. The floor is equipped with volleyball set up and can easily be changed over for volleyball. The center has a walking track that is approximately 1/10 of a mile. The center will seat approximately 2500 people. Inside the center is the Camas room and kitchen. The Camas room will seat 150 people and can be used for community meetings. It is equipped with a modern kitchen for preparing food or for cooking classes. The center has been open since 2008 and hosts approximately 200 people per day. Noon- time

basketball seems to be one of the favorite games. The center is open to all students for use.

Library

The D'Arcy McNickle Library is the hub for information resources and library instruction, supporting the research needs of students and faculty at Salish Kootenai College. The Library, a Government Depository, serves also as the Tribal Library for the Confederated Salish and Kootenai Tribes (CSKT) and all residents of the Flathead Reservation. Library patrons include SKC students, faculty, staff, and Reservation residents. A special effort is made to collect all materials relating to the Tribes' history and culture. These materials are found in the CSKT Special Tribal Collection. The Library website and online catalog <http://skclibrary.skc.edu/> provide access to a wide selection of databases, full text books, and government documents. The Library provides Internet access, Interlibrary loan, and Class Reserves. Computers in the library provide access to the online catalog, electronic materials, and the Internet. A wireless Internet Hotspot is accessible throughout the library. Patrons can renew and place holds on items, and check their records through the Internet. Hours during school sessions are: Monday through Thursday 7:30 a.m. to 8:00 p.m., Friday 7:30 a.m. to 4:30 p.m., Saturday 10:00 a.m. to 4:30 p.m. During term breaks library hours are Monday through Friday 8:30 a.m. to 5:00 p.m. The Library is located on campus between the Three Wolves Deli and the North Parking Lot. Library Instruction, both formal and informal, in the use of the library's resources, electronic, media, and print is provided by Professional Librarians. The Library Learning Lab is available for instructional presentations by library staff and school faculty.

Library Materials include over 50,000 books, periodicals, DVDs, Music CDs, Videos, Audio Books, and CD-ROMs. The Library's membership in regional, state, and national library cooperatives such as the University of Montana Libraries Shared Catalog, OCLC World Catalog, LVIS (Libraries Very Interested in Sharing), Montana Library Network Databases, and Lonesome Doc programs complement the library's endeavors.

Lifelong Learning Center

SKC's Lifelong Learning Center was established to meet the growing needs and demands of the Tribal Departments and the Indian community on the Flathead Reservation. The purpose of the Center

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is to provide personal professional development, community interest, and specific training courses or services to meet the particular needs of the departments and the Reservation. The Center also provides a suitable training location and necessary materials for career enhancement. Regular college-level credits are not awarded for learning activities, but certain activities may be evaluated by a system of uniform continuing education units (CEU).

Student Housing

Salish Kootenai College has a limited number of family housing units and dormitories available for students.

SKC Family Housing consists of one, two, three, and four bedroom units with a total of 55 units. A 42 room dormitory is also available. A student in a dorm room is the only occupant of that room and shares a bathroom with one other student and a kitchen and living room with up to 3 other students. The SKC Student Housing Department also provides a referral service for off campus housing. It is a database of rentals in the surrounding area. It is important that housing arrangements be secured prior to the student's arrival on campus. SKC has no last minute or emergency housing available.

Student housing is very popular with the students because it is close to campus and affordable. In order to be considered for student housing you must first submit your housing application to SKC Student Housing Department. Applications for housing are received and processed in the order they are received. All applications expire on April 30 of each year. The size of the unit is based upon the student's needs. Applicants are placed on a wait list for fall openings.

The SKC Student Housing Department encourages any current or future students to apply as soon as possible. Early Application Points are earned for applications turned in by May 5. Request an application from the SKC Student Housing Department, (406) 275-4832, or email housing@skc.edu. We will also be able to answer any questions you have about the application process and SKC Student Housing.

Student Activities Department

Introduction

SKC Student Activities Department works to promote a rich, diverse, and intellectually stimulating college experience for every student. Working with

other organizations, the office helps to create campus opportunities that expose students to new ideas and experiences. In addition, the office tries to infuse the campus with a sense of community and family. This office also works with the SKC Student Senate in coordinating campus activities that reflect the needs, hopes and desires of the general student population. Activities include campus speakers, poetry readings, talent shows, theater visits, film presentations, Family Night Programs, holiday theme evenings and community-wide dinners. Annual events include the Harvest Dinner, Spring Fling, Culture Night, Games Day, and the Student Awards Program. The office also sets up recreational events such as hiking, camping, skiing, softball, and rafting. Through this office, the SKC Intramural Program operates with both basketball and volleyball.

Athletics

Salish Kootenai College athletics offers men's and women's basketball. We are the Bison, and our colors are Maroon and Gold. Our teams are composed of students who have an interest in playing competitive basketball past high school.

The College has about 25 games scheduled against college varsity and junior varsity programs throughout Montana, Washington, North Dakota and Wyoming. Games are currently being scheduled for next season. At SKC, we draw on both education and athletics as a means of preparing our students for both work and life. Prospective student-athletes will find the classes motivating, the campus environment welcoming, and the surrounding area sociable. For more information contact Juan Perez, 406-275-4978.

Student Organizations & Clubs

Salish Kootenai College has other student organizations and clubs on campus. These include:

- American Indian Business Leaders (AIBL)
- American Indian Science and Engineering Society (AISES)
- Student Nursing Organization (SNO)
- Spirit of Many Colors, Gay-Straight Alliance of SKC
- Spirit of the Bison
- Forestry and Natural Resources Club

Student Senate Organization

The Student Senate is made up of elected representatives from the College's student body, and optional college credit is available for participation.

STUDENT SERVICES

The purpose of the Student Senate is to:

- Provide development of leadership skills;
- Act as liaison between students, faculty and staff ;
- Act as liaison between students and the SKC Board of Directors;
- Provide a forum for discussion and input for SKC students.

Student Support Services

Student Support Services is a federally funded TRiO program that is designed to increase the college retention and graduation rates for eligible students, increase transfer rates from two-year to four-year institutions, and to foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. The program serves 230 college students each school year and provides services in tutoring, academic advising, personal counseling, access to labs, informational workshops, as well as Grant Aid.

TRiO Programs

TRiO programs were established by Congress to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRiO Programs (initially just three programs). While student financial aid programs help students overcome financial barriers to higher education, TRiO programs help students overcome class, social and cultural barriers to higher education. TRiO programs that are found on the SKC campus include Student Support Services, EOC (Educational Opportunity Center), Talent Search, Upward Bound, and the Ronald E. McNair Post-Baccalaureate Achievement.

ABOUT SKC

Salish Kootenai College has many programs and services that support individual students, families, and our community. The College is a rich cultural and academic environment that affords opportunities for engagement in many creative and intellectual activities. SKC hosts cultural, recreational, and intellectual activities that promote individual and community development.

The following are among the many current scholarly research and service activities conducted by SKC faculty and staff members:

- A study of the distribution of mercury in fish and in the hair of people who eat them to help determine the risk posed by this exposure
- A series of research projects on the development of culturally competent science teacher leaders, and on the relationship between culturally congruent instruction and student achievement in science
- Study of alternative techniques for forecasting Dam removal impacts on groundwater levels and historical flooding on the Jocko River
- Indigenous research methodologies in three Indigenous communities: Australia South Sea Islanders and Aboriginals; Manitoba Canada Sayisi Dene; Tribal members on the Flathead Indian Reservation

College History

SKC was chartered in 1977 by the Confederated Salish & Kootenai Tribes. The College is a four-year land grant institution and a charter member of the American Indian Higher Education Consortium (AIHEC). SKC was the first tribal college in the northwest to be regionally accredited by the Northwest Commission on Colleges and Universities.

SKC's primary facilities consist of 20 major buildings that occupy over 203,000 square feet, situated on 128 contiguous acres.

Since its foundation, SKC has provided educational programs that meet the unique needs of American Indian students and their communities. Curricula include vocational and academic programs that meet the needs of AI communities as well as many courses that sustain the traditional knowledge and practices of the Confederated Salish and Kootenai peoples. Since 1977, the College has conferred 3,189 Bachelor and Associate Degrees and Certificates of Completion. In 2014, SKC conferred 186 degrees in 33 majors.

Additional Programs

SKC also houses the following programs that meet the needs of the campus and community:

Center for Prevention & Wellness

The Center offers students and community members health education opportunities and health care services. Current programs include: culturally and gender specific Native Women's HOPE (Honoring Opportunities to Prevent & Empower) groups; HIV/STD testing; capacity building for HIV Awareness programs, and the Tribal BEAR Project, which is responsible for providing the most current HIV treatment trainings to the seven reservations of Montana and three in Idaho. Activities include Women 4 Wellness Health Fair (annually in May), numerous STD/HIV testing events, informational sessions/conferences, media development, National Native American HIV/AIDS Awareness Day, National HIV Testing Day and World AIDS Day events. In collaboration with area tribal health and Lake County Health Department, students and clients can access health services on site or through referrals. All services are confidential.

Location: John Peter Paul Building, Rm 110. Visit the Center at <http://prevention.skc.edu>

KSKC-TV

KSKC is a public television station that serves most of the Flathead Indian Reservation and parts of surrounding counties. It can be seen over-the-air and on local cable systems. Local programs, documentaries and issue-oriented programs are televised as well as PBS news, public affairs, educational and entertainment programs. Students in the video production classes are offered the opportunity to work on programs that air on KSKC-TV.

Media Center

The SKC Media Center is located on campus in the D'Arcy McNickle Building. The Center coordinates the use and production of audiovisual materials for the college and also produces programs under contract with outside agencies, institutions and governments. Classes in photography, video production, and mass communication are also offered under the general studies program and taught by faculty in the film and television production department. The department uses current digital and nonlinear production technology and traditional still camera formats.

Salish Kootenai College Foundation

The Salish Kootenai College Foundation is an independent 501(c)3 charitable non-profit organization that was founded in 1988 to support Salish Kootenai College's growth and sustainability. The Foundation Board of Trustees includes fourteen voting members who are committed to building a strong legacy for the College.

Working as a catalyst for change and opportunity, the Salish Kootenai College Foundation seeks to carry out the short and long-term goals identified in the Salish Kootenai College Mission Statement. The purpose of the Foundation is to administer the endowment and grant funds; award scholarships to deserving students; provide grants to SKC; and receive and maintain funds. Serving as the official development entity of the College, the Foundation is dedicated to building the future of SKC by securing financial support. To carry out this important task, the office is busy in a wide range of activities and promotional efforts. This includes projects related to faculty, staff, students, curriculum, construction, youth, the community, culture, language, alumni, and history. Each year, the office identifies key focus areas for development. Following this plan the office then addresses the needs of these programs whether it is assisting with construction or seeing financial support for student scholarships. With a vision to the future, the Foundation strives to help the College grow in a healthy, positive fashion. The Foundation oversees public relations with the local community, the state, region and country. The financial support provided by the Foundation enhances the academic excellence of the College and builds the legacy of this outstanding institution.

Indigenous Math and Science Institute

The Indigenous Math and Science Institute (IMSI) was established in 2001 to provide a cohesive management structure for the various Science, Technology, Engineering, and Mathematics (STEM) research and education programs. The goal of IMSI is to provide an all-inclusive effort to promote Native American achievement at all levels of STEM research and education. IMSI houses the following programs:

All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP)

The ANLSAMP program is funded through the National Science Foundation (NSF) and involves 38 partner institutions spread across 14 states, working

ABOUT SKC

in conjunction to increase the number of Native Americans achieving a STEM Bachelor's degree. The goal of the ANLSAMP program is to double the number of Native Americans and other under-represented minorities who are enrolled in STEM disciplines at partner institutions, and assist them in completing a STEM BS degree. In order to achieve this goal and related supporting objectives, the ANLSAMP program supports students at partner institutions with stipends, travel, internship opportunities, and other partner-specific activities. ANLSAMP is 1 of 40 Alliances nationwide and the only one specifically focusing on Native Americans.

Big Sky Science Partnership

The Big Sky Science Partnership (BSSP) is a seven year project whose goal is to increase science achievement in American Indian students. Funded by the National Science Foundation Math/Science Partnership program, the BSSP partners science and education faculty from Salish Kootenai College, the University of Montana and Montana State University with Tribal consultants and 120 K-8 teachers from the Flathead, Northern Cheyenne, and Crow Reservations and the Missoula area schools, in a vibrant learning community aimed at improving science instruction, developing science teacher leaders, and changing the culture of science teaching at the K-20 level. The project continues to generate and disseminate a significant body of research on the efficacy of culturally congruent instruction and the development of culturally congruent teachers.

Developing American Indian Science Educators Project

The Developing American Indian Science Educators Project (DAISE) is a National Science Foundation funded project that supports the development of the Bachelor of Science in Secondary Science Education degree (BSSE). This degree prepares graduates for application for licensure as Broadfield secondary science teachers, enabling them to teach middle school and high school science. Salish Kootenai College is only one of two tribal colleges in the nation that offers this degree. The funding also provides scholarships and stipends to qualified American Indian students who are pursuing the BSSE with the intention of becoming secondary science teachers.

Flathead Geoscience Education Project

The Flathead Geoscience Education Project is a National Science Foundation funded project that partners Tribal elders, SKC science and education faculty, and professional geologists in the development of culturally responsive geoscience curriculum materials for use in Flathead Reservation middle and high schools. The educational products of the FGEP include both written and video materials that have been distributed to all schools on the Flathead Reservation as part of an effort to improve equity in the schools and strengthen science education for students, particularly American Indian students. A place based elementary geoscience curriculum specific to the Flathead Reservation that aligns with the FGEP materials was also developed in 2012 by a Noyce Teacher Fellow. The curriculum has been distributed to all reservation schools and teacher training on its use has been provided. All FGEP materials will be made available on the SKC web site.

Robert Noyce Teacher Fellowships

The Robert Noyce Teacher Fellowships is a sister project to and natural outgrowth of the BSSP. Also funded by the National Science Foundation, it provides 27 BSSP teachers with two year fellowships to develop and conduct significant science teacher leadership projects that are designed to strengthen science instruction in BSSP schools. Fellowship projects focus on a variety of areas including teacher professional development, curriculum development, and educational research, and are designed to make systemic, sustainable, and substantive change in the way science is taught in BSSP schools.

SKC STEM Scholarship (S³) Program

The S³ program is funded through the National Science Foundation (NSF) and is designed to increase enrollment and retention within the SKC STEM degree programs. New S³ scholarship applications are accepted anytime; however, awards are made the first week of each quarter based upon specific criteria and availability. The degree programs that are eligible for S³ funding are Computer Engineering, Environmental Science, Forestry, Hydrology, Information Technology, and Life Sciences. Contact IMSI for more information.

SKC Extension

Salish Kootenai College integrates extension, education, and research to advance land grant initiatives for our Tribal community. A focus on ecological restoration processes has led to developing a native plant nursery production and teaching facility, sharing native plant growing techniques with the Tribal greenhouse staff, and implementation of native plantings for restoration purposes. The extension office is mapping noxious weeds, providing education, and coordinating community level planning and weed control efforts. Extension is facilitating the Tribal Colleges with a special Water quality project to increase involvement with the USDA water quality program. The office is expanding the scope of extension by implementing delivery of curriculum in diet, health, and fitness aimed at preventing and reversing diet related illness.

Salish Kootenai College Cellular and Molecular Biology Laboratory (SKC-CMLB)

This is a student's link between class work and the latest instrumentation and discoveries in biology, medicine and biotechnology. The variety of instrumentation available within the SKC-CMLB allows students to pursue interests ranging from viruses to whole cells, tissues and organs. The SKC-CMLB utilizes PCR (Polymerase Chain Reaction) in combination with other techniques to study DNA, genomes, gene regulation, proteins and cells. Additionally, SKC-CMLB is hunting for new viruses, in hopes of discovering new anti-bacterial agents (antibiotics) as well as gaining important insights into how living organisms, including man, adapt to their environments. SKC-CMLB's new microscopy facility allows students to view detailed structure and function of cells, tissues and organs as well as perform independent study and research relating to disease, diversity of species, and the environment.

Salish Kootenai College Environmental Chemistry Laboratory (SKC-ECL)

The Salish Kootenai College Environmental Chemistry Laboratory (SKC-ECL) specializes in the analysis of environmental contaminants in water and soil, as well as plant and animal tissues. SKC-ECL serves as a student-centered training and research lab that offers full analytical chemistry capabilities for students in the General Science, Natural Resources

and the Life Sciences Programs. Through laboratory internships, SKC-ECL allows students to gain valuable experience on state-of-the-art analytical instrumentation, such as high performance liquid chromatography (HPLC), gas chromatography/mass spectrometry (GCMS) and atomic absorption spectrometry (AA). Current and ongoing projects include investigations of movement and adverse health effects of heavy metals, such as mercury, and organic contaminants, such as brominated flame retardants, on human populations, wildlife, and the environment.

Silver Fox Golf Course

The Silver Fox Golf Facility is a 9-hole, 3000 yard executive course. This USGA rated course winds its way through native trees, shrubs, and rock-lined ponds. After extensive discussion and review, the course was designed and sculpted to the land: minimal topographic disruption occurred. This honored the innate beauty of the place and its importance as a wildlife corridor.

Upward Bound

Upward Bound is a federally funded TRIO program designed to provide low-income, first-generation high school students with the skills and motivation necessary for success in postsecondary education. The program serves 84 students on the Flathead Indian Reservation. Services include tutoring, mentoring, college entrance preparation, enrichment activities, and college visitations. A six-week residential summer component on campus offers students high school credit, college credit, and work-study experiences.

Additional Information

Non-Discrimination

Per SKC Policy 200.10, Non-Discrimination, SKC is committed to equal opportunity for education, employment, and participation in college activities without regard to race, color, gender, age, religious creed, political ideas, marital status, physical or mental disabilities, sexual orientation, gender identity, or national origin or ancestry. Title IX of the Educational Amendments of 1972 specifically prohibits discrimination in education programs and activities on the basis of gender.

Assessment at Salish Kootenai College

Salish Kootenai College assesses student learning in many ways. Assessment provides the College with a means to determine whether students are learning the expected knowledge and skills to become competent in their chosen field of study or career. Documentation of assessment processes and results is an important part of SKC's continuous efforts to improve student learning. Through these efforts, SKC demonstrates accountability to our stakeholders as well as compliance with the standards of the accrediting organizations including the Northwest Commission on Colleges and Universities.

Definitions:

Assessment refers to the methods that an institution or program employs to gather evidence of student learning.

Student learning outcomes are defined and measured in terms of the particular levels of knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her participation in a particular curriculum.

Methods of Assessment:

- The General Education Outcomes are measured through a written essay that is required by students who are graduating from an Associate degree program, and may be required of upper division students in some majors. At the discretion of the academic program, the essay may also be used to assess students who are transferring into an upper division program (junior/senior level) from another college. The written essay is administered outside of regular class time. Further information about the assessment is provided in an email in winter quarter. The essay is given during a two week period at the end of winter quarter. Scores on the essay are NOT used to delay individual student graduation or progress toward degree completion. Student achievement on the essay IS used to improve the general education program. However, student scores may lead to a recommendation take additional support courses in writing or use other methods to improve the student's learning of the general education outcomes.

- Learning Outcome Assessment Program (LOAP). SKC's Learning Outcomes Assessment Program is designed as a continuous process for improvement of student learning. Each academic department has defined a set of learning outcomes for each degree program. Student achievement of these outcomes is determined through a systematic process of collecting evidence about how well students demonstrate the expected learning outcomes. Each department then submits an annual report documenting student achievement of the student learning outcomes, as well as actions that the department will take to improve student achievement over the coming year.

GENERAL EDUCATION

GENERAL EDUCATION REQUIREMENTS

What are General Education Requirements?

General education courses are a set of courses that students take outside their academic major. The courses touch upon a broad range of topics and introduce students to subject matter and skills from other disciplines. All degree and certificate of completion programs have requirements for general education courses.

General education courses help students develop a broad base of knowledge and skills and become more effective life-long learners. General education coursework provides students with the abilities to effect positive change in their home, workplace, and communities. Student gain awareness and abilities that help them meet the challenges of rapid social, environmental, and technical changes on reservations and in the world. Because SKC is a tribal college, general education courses also emphasize the knowledge and awareness of Native American cultures, particularly the Salish, Pend d'Oreille, and Kootenai tribal cultures, histories, and languages.

General Education Outcomes

The goals, or student learning outcomes, for the general education program at SKC are known as the 4 Cs: critical thinking, cultural awareness, citizenship, and communication. In order to meet general education objectives, courses emphasize both an academic area, such as math, science, or fine arts, and development of skills in the 4Cs.

The 4 Cs

Salish Kootenai College defines the 4Cs as follows:

Critical thinking: a structured process for refining thought and making decisions that considers contexts, multiple perspectives and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Cultural awareness: awareness of your own system of values, beliefs, traditions and history. Knowledge and respect for the systems of others, particularly those of American Indian tribes, specifically the Salish, Pend d'Oreille and Kootenai People.

Citizenship: informed and committed participation in the life of one's community at the local, national and global levels. Citizens recognize and address community issues, respect the rights of others, and work toward community improvement through service.

Communication: the exchange and interpretation of information through a variety of context-appropriate modalities to enhance understanding, and build respectful human connections.

Areas of Study

The general education curriculum introduces students to major areas of knowledge in humanities, fine arts, Native American studies, natural sciences, mathematics, and social sciences, which are organized into the following categories:

COMM = Communication

NASD = Native American Studies

FAH = Fine Arts and Humanities

MS = Mathematics and Natural Sciences

SS = Social Sciences

Meeting the General Education Requirements

Students satisfy general education requirements by either completing required courses at SKC, or by transferring equivalent courses from other accredited institutions. The Admissions Officer evaluates transcripts and course descriptions from other institutions to ensure course equivalency. Faculty advisors assist students in completing a program of study that includes general education requirements. However, responsibility for meeting the general education requirements rests with the student.

Service Learning

Service to the community is an important component of citizenship. Salish Kootenai College requires all graduates to complete a Service Learning course within their respective degree programs. In Service Learning, students participate in a minimum of 30 hours of service to the community outside of regularly scheduled class time. Objectives and service activities are designed to reflect and enhance the content of the student's area of study.

GENERAL EDUCATION

General Education Requirements

Associate of Arts/Associate of Science

General education requirements for Associate Degree programs provide instruction in effective learning, critical thinking, cultural understanding, communication, and citizenship. Associate level requirements provide students the opportunity to gain an introductory understanding of different styles of thinking and problem solving.

Category	AA/AS GenEd Requirements	CR	TOTAL
NASD	NASD 101 – History of Indians in US NAS-FAH or NAS-LANG (list A) NAS-OPEN	3 3 3	
	AA/AS NASD credits:		9
COMM	ENGL 101 – English Comp I ENGL 202 – English Comp II SPCH 100 – Basic Communication	3 3 3	
	AA/AS COMM credits:		9
FAH	HUM-INTRO – HMNT 101, PHIL 100, or ENGL 210 EXPR-ART-OPEN (list B)	3 3	
	AA/AS FAH credits:		6
MS	MATH-OPEN (list DM) NAT-SCI-INTRO (list DS) * at least 3 credits from each list for a total of 10 MS credits	5* 5*	
	AA/AS MS credits:		10
SS	SS-INTRO (list C)	5	
	AA/AS SS credits:		5
	AA/AS Total GenEd credits:		39

GENERAL EDUCATION

Bachelor of Arts/Bachelor of Science

General education requirements for Bachelor Degree programs encompass major areas of knowledge, with emphasis on Native American studies, cultural understanding, critical thinking, citizenship, and communication. Baccalaureate level general education courses provide students with in-depth exposure to particular academic disciplines.

**Italicized = AA/AS GenEd course requirements*

***Bolded = BA/BS GenEd course requirements in addition to AA/AS**

Category	BA/BS GenEd Requirements	CR	TOTAL
NASD	<i>NASD 101 – History of Indians in US*</i> <i>NAS-FAH or NAS-LANG (list A)</i> <i>NAS-OPEN</i> NAS-ADVANCED (list E)*	3 3 3 3	
	BA/BS NASD credits:		12
COMM	<i>ENGL 101 – English Comp I</i> <i>ENGL 202 – English Comp II</i> <i>SPCH 100 – Basic Communication</i> COMM-ADVANCED (list F)	3 3 3 3	
	BA/BS CM credits:		12
FAH	<i>HUM-INTRO – HMNT 101, PHIL 100, or ENGL 210</i> <i>EXPR-ART-OPEN (list B)</i> FA-OPEN or HUM-ADVANCED (list G)	3 3 3	
	BA/BS FAH credits:		9
MS	<i>MATH-OPEN (list DM)</i> <i>SCI-OPEN (list DS)</i> NAT-SCI-OR-MATH (list I)	5* 5* 5	
	BA/BS MS credits:		15
SS	<i>SS-INTRO (list C)</i> SS-OPEN (list H) SS-ADVANCED (list J)	5 5 3	
	BA/BS SS credits:		13
	BA/BS Total GenEd Credits:		61

GENERAL EDUCATION

Associate of Applied Science

General education requirements for an Associate of Applied Science Degree provide an introduction to skills needed for life-long learning, including critical thinking, communication, and Native American Studies.

Category	Requirements	CR	TOTAL
NASD	NASD 101 – History of Indians in US NAS-OPEN	3 3	
		AAS NASD credits:	6
COMM	ENGL 101 – English Comp I SPCH 100 – Basic Communication OR ENGL 107 Communication in the Workplace	3 3	
		AAS CM credits:	6
FAH	HUM-INTRO – HMNT 101, PHIL 100, or ENGL 210	3	
		AAS FAH credits:	3
MS	Math-SCI-OPEN (List DM or DS)	5	
	AAS MS credits:		5
SS	SS-OPEN (List H)	3	
		AAS SS credits:	3
		AAS Total GenEd credits:	23

Certificate of Completion Programs

General education requirements for Certificate of Completion programs provide an introduction to skills needed for life-long learning, including critical thinking, math skills, communication, and Native American Studies.

Category	Requirements	CR	TOTAL
NASD	NASD 101 History of Indians in the US or NASD 109 Native American Contributions	3	
		Certificate NASD credits:	3
COMM	Course designated by department	3	
		Certificate COMM credits:	3
MS	Course designated by department	3	
		Certificate MS credits:	3
SS	Courses designated by department	3	
		Certificate SS credits:	3
		Certificate of Completion Total Gen Ed credits:	12

GENERAL EDUCATION COURSE LISTS

General Guidelines:

- While some courses show up in more than one list, no student may use one single course to satisfy more than one general education requirement (i.e., no double dipping).
- Some majors specify that particular courses be taken for a particular general education requirement.
- When a curriculum states that the requirement is an elective (for example List B, EXPR-ARTS-OPEN), students may choose from any of the courses on the list.

List A – NAS-FAH or NAS-LANG (3 credits)

- In an effort to balance out the social science emphasis of NASD 101, this category includes all NASD courses with fine arts or humanities emphasis, plus all NASL courses.

Course #	Title	Credits
ARTD 170	Star Quilt Making	3
NASD 100	Introduction to Native American Studies	3
NASD 104	Native American Images in Film	3
NASD 107	Coyote Stories	3
NASD 108	Tribal Uses of Wild Plants	3
NASD 109	Native American Contributions	3
NASD 140	Flathead Reservation Indian Arts	3
NASD 145	Tipi Construction	3
NASD 146	Tipi Setup	3
NASD 149	Sally Bag Weaving	3
NASD 150	Hide Tanning	3
NASD 156	Beading	3
NASD 157	Intermediate Beading	3
NASD 159	Corn Husk Bag Weaving	3
NASD 160	Stickgame	3
NASD 162	Drumming and Singing	3
NASD 167	Kootenai Prayers	3
NASD 168	Salish Hymns	3
NASD 170	Dance Dress Construction	3
NASD 172	Horse Hair Hitching	3
NASD 175	Porcupine Quillwork	3
NASD 176	Introduction to Traditional Tool Making	3
NASD 292	Encampment	4
NASD 305	Native American Women	3
NASL	Any Native American Language course	3

GENERAL EDUCATION

List B – EXPR-ART-OPEN (3 credits)

- This requirement provides exposure to the expressive arts by including ARTD courses, fine arts oriented NASD courses, and courses in music, drama, poetry, etc.

Course #	Title	Credits
ARTD 109	Self-expression through the Arts	3
ARTD 111	Fundamentals of Art and Design	3
ARTD 112	Beginning Water Color	3
ARTD 114	Beginning Drawing	3
ARTD 115	Painting	3
ARTD 116	Sculpture	3
ARTD 117	Drawing II	3
ARTD 118	Welded Metal Sculpture	3
ARTD 120	Poured Ceramics	3
ARTD 129	Basic Lapidary	3
ARTD 130	Beginning Silversmithing	3
ARTD 131	Intermediate Silversmithing	3
ARTD 135	Introduction to Stained Glass	3
ARTD 140	Introduction to Studio Arts	3
ARTD 145	Beginning Printmaking	3
ARTD 150	Introduction to Art History	3
ARTD 160	Introduction to Ceramic Arts	3
ARTD 165	Sandblast Etching	3
ARTD 170	Star Quilt Making	3
ARTD 171	Introduction to Papermaking	var
ARTD 172	Introduction to Textile and Fiber Arts	var
ARTD 215	Introduction to Mixed Media Arts	var
ARTD 255	Contemporary Native American Art History	3
ENGL 103	Creative Writing I	3
FTVP 102/3	Introduction to Photography and Laboratory	3
FTVP 140	Fundamental Video Production	3
FTVP 150	Digital Photography and Lab	3
FTVP 220	Photographic Alternative Processes	3
FTVP 235	The Photographic Essay	3
MUSC 101	Music Fundamentals	3
NASD 140	Flathead Reservation Indian Arts	3
NASD 145	Tipi Construction	3
NASD 146	Tipi Setup	3
NASD 149	Sally Bag Weaving	3
NASD 150	Hide Tanning	3
NASD 156	Beading	3
NASD 157	Intermediate Beading	3
NASD 159	Corn Husk Bag Weaving	3
NASD 160	Stickgame	3
NASD 162	Drumming and Singing	3
NASD 167	Kootenai Prayers	3

GENERAL EDUCATION

NASD 168	Salish Hymns	3
NASD 170	Dance Dress Construction	3
NASD 172	Horse Hair Hitching	3
NASD 175	Porcupine Quill Work	3
NASD 176	Introduction to Traditional Tool Making	3
SCWK 470	Working with Children and Families at Risk	3

List C – SS-INTRO (5 credits)

- This requirement provides students with broad exposure to one of the major social science disciplines through courses that introduce central principles of knowledge and basic discovery.

Course #	Title	Credits
ANTH 101	Introduction to Anthropology	5
ECON 211/2	Microeconomics and Macroeconomics	6
HIST 111	American History to 1877	3
HIST 112	American History since 1877	3
HIST 121	World History to 1850	3
HIST 122	World History since 1850	3
PSYC 110	Introduction to Psychology	5
SCID 101	Science, Culture, and Society	5
SCLG 110	Introduction to Sociology	5

List DM – MATH-OPEN (at least 3 credits for a total of 10 credits DM + DS)

- This category includes courses that offer an introduction to a specific subject area within mathematics.

Course #	Title	Credits
BUMG 101	Applied Accounting I	3
BUMG 160	Personal Finance	3
ITEC 100	Fundamentals of Information Technology	4
CSCD 219	Programming I	4
MATH 100	College Algebra	5
MATH 101	The Art of Math	5
MATH 102	Finite Mathematics	5
MATH 108	Advanced Functions and Modeling	3
MATH 109	Trigonometry	3
MATH 110	Calculus I	5
MATH 132	Math for Elementary Teachers I	5
MATH 241	Statistics	5
OFED 111	Business Math	4
OFED 113	Calculator Lab	1

GENERAL EDUCATION

List DS – NAT-SCI-INTRO (at least 3 credits for a total of 10 credits DM + DS)

- This category includes courses that offer an introduction to a specific natural science subject area.

Course #	Title	Credits
ASTR 110	Introduction to Astronomy	5
BIOS 101/2	General Biology and Laboratory	5
BIOS 112/3	Introduction to Botany and Laboratory	5
BIOS 114/5	Introduction to Zoology and Laboratory	5
BIOS 130/1	Introduction to Microbiology and Laboratory	5
BIOS 215/6	Human Anatomy and Physiology I and Laboratory	5
BIOS 260/1	Principles of Ecology and Laboratory	5
CHEM 110/1	Introduction to General Chemistry I/Lab	5
FORS 102	Fire and Human Cultures	3
FORS 146	Dendrology	3
FORS 154	Survey of Forestry	3
GEOG 100	Introduction to Geography	5
GEOL 101/2	Physical Geology and Laboratory	5
GEOL 120/1	Environmental Geology and Laboratory	5
GEOL 130	Geology of the Flathead Reservation	1-4
HYDR 101	Introduction to Hydrology	3
NASD 108	Tribal Uses of Wild Plants	3
NASD 210	Introduction to Indigenous Science	3
NASD 308	Ethnobotany	3
SCID 101	Science, Culture and Society	5
SCID 210	Science for Educators I: Life Science and Ecology	4
SCID 211	Science for Educators II: Earth and Sky	4
SCID 212	Science for Educators III: Our Physical World	4
WILD 202	Introduction to Wildlife and Fisheries	3

List E – NAS-ADVANCED (3 credits)

- This requirement provides depth in any NASD or NASL course numbered 200 or higher.

Course #	Title	Credits
ARTD 255	Contemporary Native American Art History	3
EDUC 235	Introduction to Indian Education	3
ENGL 201	Native American Literature	3
NASD 210	Introduction to Indigenous Science	3
NASD 215	North American Archaeology: Indigenous Perspectives	3
NASD 225	American Indian Education and Federal Policy	3
NASD 250	History of Federal Indian Policy	3
NASD 252	History of Tribal Government on the Flathead Reservation	3
NASD 262	Contemporary Issues in American Indian Life	3
NASD 270	Native American Wellness	3
NASD 301	Living in Two Worlds	3
NASD 302	Native American Literature: Flathead Nation Writers	3
NASD 305	Native American Women	3
NASD 306	Gender and Identity in Indian Country	3

GENERAL EDUCATION

NASD 307	Tribal Leaders after 1900	3
NASD 308	Ethnobotany	3
NASD 320	Federal Indian Law	3
NASD 330	History of Native Economics	3
NASD 440	International Issues of Salmon	4
NASD 450	Environmental Science Meaning in Indigenous Religion	3
NASL 200+	Any Native American language course numbered 200 or higher	3

List F – COMM-ADVANCED (3 credits)

- Courses in this category are numbered 200 or higher and include written and oral communication skills as a major component.

Course #	Title	Credits
BUMG 302	Advanced Management: Leadership	3
BUMG 360	Advanced Business Writing	3
EDUC 321	Research Writing in Education	3
ENGL 306	Writing Research Papers	3
GNSD 350	Grant Writing	3
NASL 200+	Any Native American language course numbered 200 or higher	3
OFED 216	Business Writing	3
OFED 240	Business Presentations	3
PSYC 210	Psychological Literature	3
PSYC 225	Psychology of Advertising and Propaganda	2
PSYC 320	Cross Cultural Issues in Psychology	5
PSYC 341	Gender Differences	5
SCID 301	Conducting and Reporting Scientific Research	3
SCLG 310	Intercultural Communication	3
SCWK 306	APA Writing Style	2
SPCH 360	Professional Presentation Skills	3

List G – FA-OPEN or HUM-ADVANCED (3 credits)

- This category gives students the option of courses with a focus on fine arts or courses at the 300 level or higher with a humanities emphasis.

Course #	Title	Credits
ARTD 109	Self-expression through the Arts	3
ARTD 110	First Year Studio	3
ARTD 111	Fundamentals of Art and Design	3
ARTD 112	Beginning Water Color	3
ARTD 114	Beginning Drawing	3
ARTD 115	Painting	3
ARTD 116	Sculpture	3
ARTD 117	Drawing II	3
ARTD 118	Welded Metal Sculpture	3
ARTD 120	Poured Ceramics	3
ARTD 129	Basic Lapidary	3

GENERAL EDUCATION

ARTD 130	Beginning Silversmithing	3
ARTD 131	Intermediate Silversmithing	3
ARTD 135	Introduction to Stained Glass	3
ARTD 140	Introduction to Studio Arts	3
ARTD 145	Beginning Printmaking	3
ARTD 150	Introduction to Art History	3
ARTD 160	Introduction to Ceramic Arts	3
ARTD 163	Ceramic Arts Intermediate	3
ARTD 165	Sandblast Etching	3
ARTD 170	Star Quilt Making	3
ARTD 171	Introduction to Papermaking	var
ARTD 172	Introduction to Textile and Fiber Arts	var
ARTD 215	Introduction to Mixed Media Arts	var
ARTD 255	Contemporary Native American Art History	3
ARTD 260	Ceramic Arts Advanced	var
EDUC 202	Elements of Expression	3
ENGL 103	Creative Writing I	3
ENGL 104	Creative Writing II	3
FTVP 102/3	Introduction to Photography and Laboratory	3
FTVP 140	Fundamental Video Production	3
FTVP 141	Intermediate Video Production	3
FTVP 150	Digital Photography and Lab	3
FTVP 202/3	Intermediate Photography and Laboratory	3
FTVP 216/7	Advanced Black and White Photography and Lab	3
FTVP 220	Photographic Alternative Processes	3
FTVP 235	The Photographic Essay	3
FTVP 240	The Art of Lighting	3
MEDA 101	Digital Arts and Design	5
MEDA 109	Creativity Culture & Media	
MUSC 101	Music Fundamentals	3
NASD 140	Flathead Reservation Indian Arts	3
NASD 145	Tipi Construction	3
NASD 146	Tipi Setup	3
NASD 149	Sally Bag Weaving	3
NASD 150	Hide Tanning	3
NASD 156	Beading	3
NASD 157	Intermediate Beading	3
NASD 159	Corn Husk Bag Weaving	3
NASD 160	Stickgame	3
NASD 162	Drumming and Singing	3
NASD 168	Salish Hymns	3
NASD 170	Dance Dress Construction	3
NASD 172	Horse Hair Hitching	3
NASD 175	Porcupine Quillwork	3
NASD 176	Introduction to Traditional Tool Making	3
BUMG 359	Business Ethics and Social Responsibility	3
HMNT 301	Social and Environmental Ethics	3
HMNT 305	Studies in Poetry	3

GENERAL EDUCATION

HMNT 310	Advanced Studies in Humanities	3
NSGD 384	Health and Humanities	3
PSYC 360	Theories of Consciousness and Brain Function I	3

List H – SS-OPEN (5 credits)

- This requirement provides additional breadth through any course or combination of courses with primary social science content.
- **List H also includes all List J courses**

Course #	Title	Credits
ANTH 101	Introduction to Anthropology	5
ANTH 201	Cultural Anthropology	4
ANTH 210	Introduction to Archeology	3
ARTD 255	Contemporary Indian Art History	3
BUMG 100	Introduction to Business	3
BUMG 150	Principles of Marketing	3
BUMG 220	Management and Supervision	3
BUMG 257/8	Business Law I and Laboratory	4
ECED 130/1	Foundations of Development and Learning and Laboratory	4
ECON 211	Microeconomics	3
ECON 212	Macroeconomics	3
EDUC 203	Foundations of Education	5
EDUC 240	Human Growth and Development	4
FORS 102	Fire and Human Cultures	3
FORS 154	Survey of Forestry	3
HIST 111	American History to 1877	3
HIST 112	American History since 1877	3
HIST 121	World History to 1850	3
HIST 122	World History since 1850	3
NASD 102	Flathead Reservation History, Before 1850	3
NASD 103	Flathead Reservation History, 1850-1910	3
NASD 104	Native American Images in Film	3
NASD 105	Indians in Montana	3
NASD 106	Peoples of North America before 1500	3
NASD 107	Coyote Stories	3
NASD 109	Native American Contributions	3
NASD 215	North American Archaeology: Indigenous Perspectives	3
NASD 225	American Indian Education and Federal Policy	3
NASD 250	History of Federal Indian Policy	5
NASD 252	History of Tribal Government on the Flathead Reservation	3
NASD 262	Contemporary Issues in American Indian Life	3
OFED 121	Human Relations	3
POLS 100	American Government	5
PSYC 105	Human Potential Seminar	2
PSYC 110	Introduction to Psychology	5
PSYC 120	Introduction to Research Methods	5
PSYC 225	Psychology of Propaganda and Advertising	2

GENERAL EDUCATION

PSYC 230	Developmental Psychology	5
SCID 101	Science, Culture and Society	5
SCLG 110	Introduction to Sociology	5
SCLG 285	Race and Ethnic Relations	5
SCWK 160	Introduction to Addiction Studies	3
SCWK 200	Storykeepers: Perspectives on Aging	2
SCWK 201	Introduction to Social Work	3
SCWK 203	Domestic Violence: Breaking the Cycle of Abuse	2
TRHP 110	Introduction to Tribal Historic Preservation	3

List I – NAT-SCI-OR-MATH (5 credits)

- This category exposes students to increased depth or breadth in math or natural science. Courses should have a laboratory component OR emphasize methods of scientific inquiry.

Course #	Title	Credits
ASTR 110	Introduction to Astronomy	5
BIOS 101/2	General Biology and Laboratory	5
BIOS 112/3	Introduction to Botany and Laboratory	5
BIOS 114/5	Introduction to Zoology and Laboratory	5
BIOS 130/1	Introduction to Microbiology and Laboratory	5
BIOS 215/6	Human Anatomy and Physiology I and Laboratory	5
BIOS 260/1	Principles of Ecology and Laboratory	5
CHEM 110/1	Introduction to General Chemistry I/Lab	5
CHEM 150/1	Principles of General Chemistry I/Lab	5
ENVS 110	Physical Field Methods	3
FORS 146	Dendrology	3
FORS 154	Survey of Forestry	3
GEOG 100	Introduction to Geography	5
GEOL 101/2	Physical Geology and Laboratory	5
GEOL 120/1	Environmental Geology and Laboratory	5
MATH 102	Finite Math	5
MATH 241	Statistics	5
MATH 342	Statistical Methods	3
NASD 108	Tribal Use of Wild Plants	3
NASD 210	Introduction to Indigenous Science	3
NASD 308	Ethnobotany	3
NSGD 323	Genetics, Genomics, and Epidemiology	5
PHYS 201	College Physics I	5
PSYC 315	Biological Psychology	5
SCID 101	Science, Culture, and Society	5
SCID 210	Science for Educators I: Life Science and Ecology	4
SCID 211	Science for Educators II: Earth and Sky	4
SCID 212	Science for Educators III: Our Physical World	4
SCWK 263	Pharmacology of Psychoactive Substances	3
WILD 202	Introduction to Wildlife and Fisheries	3

GENERAL EDUCATION

List J – SS-ADVANCED (3 credits)

- This list provides depth through courses numbered at the 300+ level that have primarily social science content.

Course #	Title	Credits
BUMG 325	Business Law II	3
ECON 410	Economic Development on Indian Reservations	3
EDUC 311	Cultures, Diversity and Educational Ethics	3
ENVS 322	Environmental Law	3
ENVS 413	Wildlands Recreation Management	3
ENVS 430	NEPA Process	3
HYDR 422	Water Law	3
LFSC 310	Environmental Health	3
LFSC 430	Principles of Epidemiology	3
NASD 301	Living in Two Worlds	3
NASD 305	Native American Women	3
NASD 306	Gender & Identity in Indian Country	3
NASD 310	Museum Science and its Application in Indian Country	3
NASD 320	Federal Indian Law	3
NASD 330	History of Native Economics	3
NASD 440	International Issues of Salmon	3
NASD 450	Environmental Science Meaning in Indigenous Religion	4
PSYC 315	Biological Psychology	5
PSYC 320	Cross Cultural Issues in Psychology	5
PSYC 331	Working with Schools and Children	3
PSYC 335	Childhood Disorders and Development	3
PSYC 341	Gender Differences	5
PSYC 351	Introduction to Personality	5
PSYC 360	Theories of Consciousness and Brain Function I	3
PSYC 361	Abnormal Psychology	5
PSYC 472	Indigenous Research Methodologies in Psychology	5
SCLG 308	Social Psychology	5
SCLG 310	Intercultural Communication	3
SCWK 330	Race, Gender, Ethnicity and Class	5

BUSINESS

BUSINESS DEPARTMENT

- Associate of Arts (A.A) Business Management (91 credits)
- Bachelor of Arts (B.A.) Business Administration (182 credits)

Associate of Arts (A.A) Business Management

The Business Management associate's degree offers students foundational coursework which provides the skills necessary for the successful completion of upper division coursework. The associate's degree curriculum focuses on general education, economics, accounting, marketing and management basics. Students receive experience in creating a business plan and a marketing plan for a new or existing business.

Career Opportunities

The Business curriculum provides students with the essential business skills and knowledge necessary to achieve success in a wide variety of careers. Those careers available to graduates include starting a new business or growing an existing one, employment with tribal enterprises in administrative or managerial positions, and program manager level positions with tribal governments or non-profit organizations.

Student Learning Outcomes:

Following completion of the Associate's Degree curriculum, students will be able to demonstrate knowledge of basic business principles by:

- Applying financial and managerial accounting principles to new and existing businesses
- Using marketing practices as a set of processes for creating, capturing, communicating, and delivering value to customers
- Creating a business plan for a new business
- Communicating business concepts in a clear and concise manner
- Utilizing information technology and software tools to solve business problems

Recommended Course of Study:

Note: Although the required classes don't have to be taken exactly at the time specified, students must be aware that most of the classes are only offered in the quarter indicated below. Students must work with their advisors and accept personal responsibility for planning their course of study.

CURRICULUM

Fall Quarter (First Year)

BUMG 100	Introduction to Business	3
ENGL 101	English Comp I	3
HMNT 101	Introduction to Humanities	3
	OR	
PHIL 100	Introduction to Philosophy	
NASD 101	History of Indians in the U.S.	3
ELECTIVE	EXP-ART-OPEN (List B)	3
	Total	15

Winter Quarter (First Year)

BUMG150	Principals of Marketing	3
ENGL 202	English Composition II	3
MATH 100	College Algebra	5
ELECTIVE	Any NASD Course	3
ELECTIVE	Any HPED Course	2
	Total	16

Spring Quarter (First Year)

BUMG 220	Management and Supervision	3
SPCH 100	Basic Communications	3
CAPP 162	Database Management Systems	3
ELECTIVE	Any Course from List A	3
ELECTIVE	Any Course from List DS	3
	Total	15

CURRICULUM

Fall Quarter (Second Year)

BUMG 201	Principles of Accounting I	3
BUMG 206	Principles of Accounting I Lab	1
BUMG 257	Business Law I	3
BUMG 258	Business Law I Lab	1
CAPP 161	Electronic Spreadsheets	3
ELECTIVE	Any BUMG course not otherwise required	3
ELECTIVE	Any HPED Course	1
Total		15

Winter Quarter (Second Year)

BUMG 202	Principles of Accounting II	3
BUMG 207	Principles of Accounting II Lab	1
BUMG 250	Management Information Systems	3
ECON 211	Microeconomics	3
MATH 241	Statistics	5
Total		15

Spring (Second Year)

BUMG 203	Principles of Accounting III	3
BUMG 208	Principles of Accounting III Lab	1
ECON 212	Macroeconomics	3
MATH 102	Finite Math	5
BUMG 299	Business Capstone	3
Total		15
Total Credits		91
A.A.		

Bachelor of Arts (B.A.)
Business Administration

The Business Administration bachelor's degree provides students with the essential business skills and knowledge necessary to enter the professional workplace. Specific emphasis is placed on reservation based enterprises and organizations. The curriculum includes instruction in the areas of management, leadership, business law, finance, and critical thinking for business solutions.

Student Learning Outcomes:

Students will be able to demonstrate a working knowledge of advanced business principles in the following areas:

- The student will demonstrate effective oral and written communication skills by composing a professional quality business document, and preparing and delivering a professional presentation on business topics.
- The student will effectively apply knowledge and skills in the functional areas of business.
- The student will recognize and apply various leadership styles appropriate to Indian Country.
- The student will analyze ethical implications of decision-making in a business and cultural context.
- The student will analyze financial information and present it in a professional manner.

BUSINESS**CURRICULUM****Fall Quarter (Year Three)**

BUMG 302	Leadership	3
PSYC 110	Introduction to Psychology or SCLG 110	5
	Introduction to Sociology	
BUMG 360	Business Writing	3
ELECTIVE	Any BUMG class not otherwise required	3
ELECTIVE	Any BUMG class numbered 300 or higher	2
	Total	16

Winter Quarter (Year Three)

BUMG 310	Finance I	3
BUMG 325	Business Law II	3
NASD 252	Tribal Government	3
BUMG 410	Production and Operations	2
ELECTIVE	Any upper division BUMG class not otherwise required	2
	Total	13

Spring Quarter (Year Three)

BUMG 320	Finance II	3
BUMG 330	Advertising	3
ENGL 306	Writing Research Papers	3
BUMG 359	Business Ethics	3
BUMG 305	Conflict Resolution	3
ELECTIVE	Any upper division BUMG class not otherwise required	2
	Total	17

CURRICULUM**Fall Quarter (Year Four)**

BUMG 425	Entrepreneurship I	4
BUMG 428	Tax I	3
ECON 410	Economic Development on Reservation	3
ELECTIVES	upper division BUMG classes	6
	Total	16

Winter Quarter (Year Four)

BUMG 435	Entrepreneurship II	4
BUMG 432	Tax: VITA	3
SPCH 360	Professional Presentation Skills	3
ELECTIVES	upper division BUMG classes	5
	Total	15

Spring Quarter (Year Four)

BUMG 442	Market Research	3
BUMG 445	Entrepreneurship III	4
ELECTIVES	upper division BUMG classes	7
	Total	14

Total Upper Division Credits
B.A.

BUSINESS TECHNOLOGY**OFFICE PROFESSIONS
DEPARTMENT**

- Business Technology (A.A.S.) (90-91 credits)

The Associate of Applied Science Business Technology Degree prepares students for employment in entry-level business positions as well as advanced office positions. Students will explore employment possibilities, job requirements and earning potential in the business and office fields both locally and nationally. The curriculum provides knowledge and skills in computer applications widely used in today's organizations including word processing, spreadsheet, database and presentation software. The curriculum also focuses on accounting fundamentals using both manual and computerized systems, business math and electronic calculator skills, management and supervisory concepts, business correspondence, presentations, customer service, personal finance, marketing and advanced office skills. Students are required to complete a practicum involving 50 hours of business or office experience in a local organization. This experience provides real world examples of what skills are expected in business or office positions.

In addition to the business and office courses, students are required to take general education courses in English Comp I & II, Speech, History of Indians in the U.S., and Humanities or Philosophy, as well as electives in Native American Studies.

Career Information

Graduates of the Business Technology AAS degree will be prepared for employment in entry-level business positions such as Accounting Technicians, Computer Applications Specialists or General Supervisors. In addition, they would be prepared for advanced office positions including Administrative Assistants, Office Managers or Executive Secretaries. These positions are expected to increase in demand both in Montana and nationally.

Student Learning Outcomes

- Students completing the AAS Business Technology will have the ability to:
- Set up and maintain an accounting system for a business.
 - Demonstrate skills in researching, writing, and delivering a business presentation.

- Supervise employees in a business environment.
- Create and format business documents.
- Demonstrate proficiency in advanced computer applications.
- Solve business math computations on an electronic calculator.
- Explore community service needs and citizenship issues as they relate to local organizations.

**Business Technology
Associate of Applied Science****CURRICULUM****Fall (First Year)**

BUMG 100	Intro to Business	3
CAPP 100	Computer Literacy	1
GNSD 102	Skills for College Success	2
ENGL 101	English Composition I	3
NASD 101	History of Indians in U.S.	3
OFED 114	Business Grammar & Usage	1
Total		13

Winter (First Year)

BUMG 150	Principles of Marketing	3
MATH 100	College Algebra	5
	or	
OFED 111	Business Math	4
OFED 113	Calculator Lab	1
CAPP 102	Document Processing	3
OFED 106	Keyboard Skill Building	1
SPCH 100	Basic Communications	3
Total		15-16

Spring (First Year)

ENGL 202	English Comp II	3
BUMG 160	Personal Finance	3
OFED 121	Human Relations	3
CAPP 161	Electronic Spreadsheets	3
CAPP 103	Advanced Document Processing	3
ELECTIVE	NASD	3
Total		18
Total Credits		46-47
First Year		

BUSINESS TECHNOLOGY

CURRICULUM

Fall (Second Year)

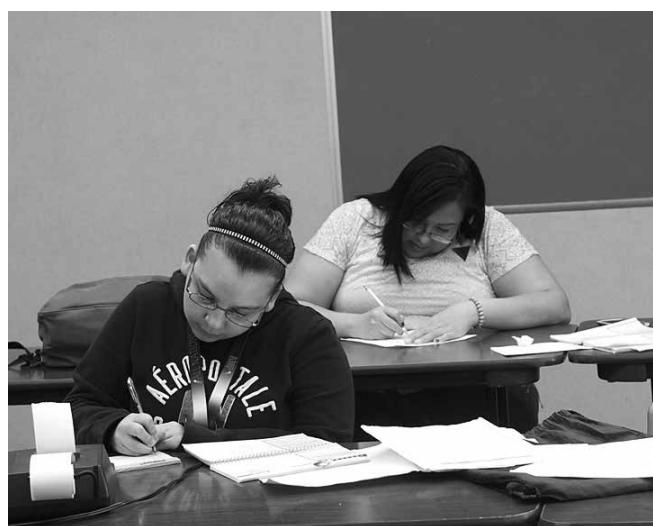
BUMG 101	Applied Accounting I OR	3
BUMG 201	Principles of Accounting I	
OFED 216	Business Writing	4
OFED 240	Business Presentations	3
GNSD 125	Job Seeking Skills	3
ELECTIVE	Elective (BUMG, OFED, HIEP, MEDA or ITEC)	3
Total		16

Winter (Second Year)

BUMG 102	Applied Accounting II OR	3
BUMG 202	Principles of Accounting II	
BUMG 220	Management & Supervision	3
CAPP 162	Database Management Systems	3
OFED 260	Office Procedures	3
OFED 290	Office Practicum	2
Total		14

Spring (Second Year)

BUMG 103	Applied Accounting III OR	3
BUMG 203	Principles of Accounting III	
BUMG 240	Computerized Accounting	3
OFED 271	Office Capstone	2
ELECTIVE	(OPEN)	3
HMNT 101	Introduction to Humanities OR	3
PHIL 100	Introduction to Philosophy OR	
ENGL 210	World Literature	
Total		14
Total Credits		44
Second Year		
Total Credits		90-91
A.A.S.		



CHEMICAL DEPENDENCY COUNSELING

CHEMICAL DEPENDENCY COUNSELING

Associate of Arts (A.A.) Degree (91 credits)

Program Description

The two-year Chemical Dependency Counseling Program is designed to prepare students for employment as chemical dependency counselors both on and off the Flathead Indian Reservation. The CDAR (Chemical Dependency/Addictions Recovery) courses assist students in developing competencies in the professional, legal, ethical, and cultural aspects of chemical dependency counseling, including clinical evaluation, treatment planning, documentation, referral, service coordination, counseling, client and community education, and professional ethical responsibility.

The curriculum is designed to meet the academic requirements for the State of Montana Licensed Addiction Counselors Program licensure and to align with the Addiction Counseling Competencies that are delineated in the Technical Assistance Publication Series #21. (DPHHS publication No. (SMA) 06-4171. Substance Abuse and Mental Health Services Administration, 2006.) However, as the licensing requirements vary by state and may change during the course of study, it is students' responsibility to check the current licensing requirements in the state in which they plan to seek employment after graduation.

State of Montana Licensed Addiction Counselors Program

According to the Montana Department of Labor and Industry, "Individuals who want to practice addiction counseling in Montana must apply to the Montana Licensed Addiction Counselors Program for licensure. The Program evaluates the applicant's fitness to practice and assures the basic requirements are met. Applicants for licensure must have an associate of arts degree in addiction studies or a Baccalaureate or advanced degree that meets the academic standards for addiction counselors."

For most up-to-date information about the licensing process and requirements please visit the Montana Department of Labor and Industry website at http://bsd.dli.mt.gov/license/bsd_boards/lac_board/board_page.asp

Career Outlook

Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors. Substance abuse and behavioral disorder counselors work in a wide variety of settings, such as mental health centers, community health centers, prisons, and private practice. Most work full time. Educational requirements range from a high school diploma to a master's degree, depending on the setting, type of work, state regulations, and level of responsibility. Workers with a high school diploma typically go through a period of on-the-job training.

The median annual wage for substance abuse and behavioral disorder counselors was \$38,520 in May 2012. Employment of substance abuse and behavioral disorder counselors is projected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth is expected as addiction and mental health counseling services are increasingly covered by insurance policies.

(Information retrieved on March 10, 2015 from the Bureau of Labor Statistics website, <http://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>)

Learning Outcomes

Upon the completion of the A.A. in Chemical Dependency Counseling degree, the graduates are expected to:

Demonstrate basic knowledge about substance abuse disorders.

1. Demonstrate an understanding of treatment models in behavior change and recovery.
2. Demonstrate the ability to apply intervention and recovery knowledge to practice.
3. Demonstrate professional readiness and an understanding of issues related to self-awareness, diversity, ethics, and continuing education.

CHEMICAL DEPENDENCY COUNSELING

CURRICULUM

CURRICULUM

Fall (First Year)

ENGL 101	English Composition I	3
SPCH 100	Basic Communications	3
NASD 101	History of Indians in the U.S.	3
HMNT 101	Introduction to Humanities	3
OR		
PHIL 100	Introduction to Philosophy	
ELECTIVE	NAS – FAH/NASL (List A)	3
CAPP 100	Computer Literacy	1
Total		16

Fall (Second Year)

SCWK 201	Introduction to Social Work	3
ELECTIVE	NASD Open	3
CDAR 259	CD Assessment and	3
	Case Management I	
CDAR 262	CD Counseling I	3
CDAR 245	Multi-Cultural Competency & Ethics in CD Counseling	3
Total		15

Winter (First Year)

ENGL 202	English Composition II	3
PSYC 110	Intro to Psychology	5
BIOS 101,102	General Biology & Lab	5
ELECTIVE	EXPR-ART-Open (List B)	3
Total		16

Winter (Second Year)

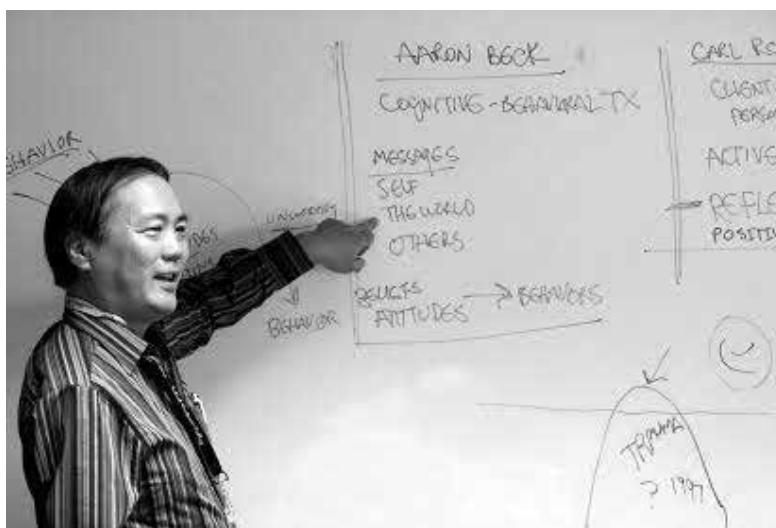
PSYC 230	Developmental Psychology	5
CDAR 260	CD Assessment and	3
	Case Management II	
CDAR 263	CD Counseling II	3
CDAR 261	Treatment Planning & Documentation in CD	3
Total		14

Spring (First Year)

ENGL 306	Writing Research Papers	3
SCLG 110	Intro to Sociology	5
MATH 100	College Algebra	5
OR		
MATH 101	Art of Math	
SCWK 160	Introduction to Addiction Studies	3
Total		16

Spring (Second Year)

PSYC 361	Abnormal Psychology	5
SCWK 263	Pharmacology of Psychoactive Substances	3
CDAR 264	CD Counseling III	3
CDAR 251	Co-Occurring Disorders in CD	3
Total		14
Total Credits		91
A.A.		



DENTAL ASSISTING TECHNOLOGY

DENTAL ASSISTING TECHNOLOGY DEPARTMENT

- Certificate of Completion (C.C.) (56 credits)
- Dental Assisting Endorsement (21 credits)

The Dental Assisting Technology program at SKC, initiated in 1990, is flexibly designed to meet the needs of individual students. The program may be completed in as little as 12 months or as long as 2 years. Students may enter the program at the beginning of fall, winter, spring, or summer quarters. The DAT program trains students to become dental assisting professionals, to become involved citizens, and to be an asset to and compliment the dental healthcare team. A unique feature of this program is an on-site dental clinic in which students gain experience working with dentists and patients; students begin clinical functions such as performing infection control procedures as soon as the second week of school. The program stresses skills such as patient communication, critical thinking, clinical charting, and job readiness including practice interviewing and preparing a dental assisting resume. In addition to on-site clinical training, 300 hours of clinical externships in private dental offices, IHS and tribal health clinics are integrated within the curriculum.

Although dental assistants may be trained on the job, employers prefer to hire a trained dental assistant. Every state has different requirements for dental assistants. State of Montana requires a dental assistant to be qualified in radiography. This can be obtained in two different ways:

- Graduate from a CODA accredited dental assisting program, such as ours.
- Take the examination in Radiation Health and Safety (RHS) offered by Dental Assisting National Board (DANB).

Degrees offered:

- Certificate of Completion. Upon completion of the certificate a student is **NOT** a Certified Dental Assistant, but is eligible to take the Dental Assisting National Board Exam to become a Certified Dental Assistant (CDA). Background checks are required.
- Dental Assisting Endorsement may be offered to students who successfully complete two quarters of training and meet the requirements as an entry-level dental assistant as defined by the US Department of Labor. This does not qualify a student to take the Dental Assisting National Board Exam to become a Certified Dental Assistant.

Accreditation

The program in dental assisting is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Education and by the United States Department of Labor. Policies concerning Bloodborne Pathogens may be obtained from the department.

Admission Requirements

Hepatitis B vaccine
TABE test
CPR (may be taken during first quarter of study)
HS diploma or GED
Dental Assisting Application
SKC Application
Background checks necessary for national exams

Expenses

Lab fees of **\$65** per lab credit
Two uniforms: high neck, long and cuffed sleeves (OSHA approved)
One lab coat
Closed toe clinic shoes (OSHA approved)
Textbooks \$250
Hepatitis B vaccine/immunizations

Other Requirements

Some externship or employment sites may require a background check prior to hire. For more information, consult with the department staff or faculty.

DENTAL ASSISTING TECHNOLOGY

Student Learning Outcomes:

The dental assistant will become proficient in all areas allowed and defined by the State of Montana Dental Practice Act. Upon completion of the program the student should be able to:

- Assist chair side, maintain proper asepsis, and utilize instruments, equipment, and moisture control in all aspects of dentistry. This includes assisting with anesthetic, performing rubber dam application, sealant, fluoride, coronal polish, and oral hygiene instruction.
- Identify and apply concepts of dental terminology, record patient medical and dental history.
- Identify and apply the concepts of dental ethics in relationship to the patient and the dental team culturally and professionally.
- Have the knowledge to schedule patients for various treatments, maintain a recall system, order and maintain supplies, complete patient insurance forms, and make financial arrangements.
- Perform laboratory procedures including taking impressions, pouring and trimming study models, constructing custom trays, bleaching trays, and mouth guards, temporary restorations, and manipulate intermediary materials using aseptic technique.
- Expose, develop, mount and critique radiographs including conventional, panoramic and digital radiographic images.



CURRICULUM

In order to take these courses a student must be accepted into the program:

DATD 100-1	Infection Control and Hazardous Materials	1
DATD 101-1	Infection Control and Hazardous Materials LAB	1
DATD 101-2	Infection Control and Hazardous Materials LAB	1
DATD 110-1	Intro to Chairside Assisting	1
DATD 111-1	Intro to Chairside Assisting LAB	1
DATD 111-2	Intro to Chairside Assisting LAB	1
DATD 112-2	Introduction to Dental Assisting	1
DATD 113-2	Oral Preventive Services	1
DATD 113-3	Oral Preventive Services LAB	1
DATD 118-1	Dental Anatomy	1
DATD 118-2	Dental Anatomy	1
DATD 120-1	Intermediate Chairside Assisting	1
DATD 121-1	Intermediate Chairside Assisting LAB	1
DATD 121-2	Intermediate Chairside Assisting LAB	1
DATD 122-1	Chairside Related Theory II	1
DATD 122-2	Chairside Related Theory II	1
DATD 124-1	Dental Radiography I	1
DATD 125-1	Dental Radiography I LAB	1
DATD 125-2	Dental Radiography I LAB	1
DATD 126-1	Dental Restorative Techniques I	1
DATD 127-1	Dental Restorative Techniques I LAB	1
DATD 127-2	Dental Restorative Techniques LAB	1
DATD 128-1	Dental Specialties	1
DATD 130-1	Advanced Chairside Techniques	1
DATD 131-1	Advanced Chairside Techniques LAB	1
DATD 131-2	Advanced Chairside Techniques LAB	1
DATD 133-1	Dental Radiography II	1
DATD 135-1	Dental Radiography II LAB	1
DATD 135-2	Dental Radiography II LAB	1
DATD 136-1	Dental Restorative Techniques II	1
DATD 137-1	Dental Restorative Techniques II LAB	1
DATD 137-2	Dental Restorative Techniques II LAB	1
DATD 138-1	Office Management	1
DATD 138-2	Office Management	1
DATD 140	Clinical Externship	10
DATD 150	Dental Service Learning	1
Total		45

DENTAL ASSISTING TECHNOLOGY

Non-dental assisting classes:

CAPP 100	Computer Literacy	1
GNSD 102	Skills for College Success	2
NASD 109	Native American Contributions or	
NASD 101	History of Indians in the U.S.	3
PSYC 110	Introduction to Psychology	5
	Certificate Total	56

Dental Assisting Endorsement

DATD 100-1	Infection Control and Hazardous Materials	1
DATD 101-1	Infection Control and Hazardous Materials LAB	1
DATD 101-2	Infection Control and Hazardous Materials LAB	1
DATD 110-1	Intro to Chairside Assisting	1
DATD 111-1	Intro to Chairside Assisting LAB	1
DATD 111-2	Intro to Chairside Assisting LAB	1
DATD 112-2	Introduction to Dental Assisting	1
DATD 113-2	Oral Preventive Services	1
DATD 118-1	Dental Anatomy	1
DATD 118-2	Dental Anatomy	1
DATD 120-1	Intermediate Chairside Assisting	1
DATD 121-1	Intermediate Chairside Assisting LAB	1
DATD 122-1	Chairside Related Theory II	1
DATD 122-2	Chairside Related Theory II	1
DATD 124-1	Dental Radiography I	1
DATD 125-1	Dental Radiography I LAB	1
DATD 125-2	Dental Radiography I LAB	1
DATD 126-1	Dental Restorative Techniques I	1
DATD 127-1	Dental Restorative Techniques I LAB	1
DATD 127-2	Dental Restorative Techniques LAB	1
DATD 128-1	Dental Specialties	1

Total Credits **21**



EDUCATION

EDUCATION DIVISION

Background Checks

Students pursuing a degree in Early Childhood, Elementary or Secondary Education at Salish Kootenai College are required to submit to state, federal and CPS background checks during their program of study. Candidates are required to submit a fingerprinted background check as soon as possible after enrolling in an education program, and maintain an updated background check every two years. Background checks are required by many school districts and early childhood programs before candidates may have contact with students, and before the Montana Office of Public Instruction will issue licensure.

Licensure

Licensure is the process of obtaining your teaching certificate.

Licensure is not automatic with College graduation, and students must initiate the process with forms available from the Montana Office of Public Instruction (online at www.opt.mt.gov).

To teach out-of-state, contact the specific state for appropriate procedures. Licensure requirements vary among states, but SKC graduates usually find they are initially qualified to teach in states other than Montana.

SKC offers degrees in Elementary Education, Early Childhood P:3, and Secondary Education leading to licensure. Students applying for Montana Elementary Licensure must have passed the Montana Assessment For Content Knowledge (MACK), including a passing score on the Praxis II. A copy of this licensure assessment is available on the Education Department's website at www.skc.edu.

Teacher Education Program (TEP) Portfolios and Interviews

The TEP portfolio is evidence to SKC faculty that a teacher candidate has achieved the requirements for successful completion of education program requirements. Candidates are assessed via portfolio review at three stages of their education program. Candidates' writing skills are assessed within the portfolio, as well as teaching knowledge, skills and dispositions. Evidence of accomplishment is linked to the artifacts that the candidate selects to highlight his or her development and performance in the Teacher Education Program. The portfolio is a continuous, performance-based process, and is the assessment tool for evaluat-

ing candidates' strengths and weaknesses throughout the program.

Near the end of **Stage I** of the TEP, when the student applying for TEP candidacy has completed the general and portfolio requirements, the candidate presents the portfolio during an interview with a 2-member faculty team. The program faculty and Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be formally admitted to the TEP.

Near the end of **Stage II** and completion of all coursework except those during student teaching, candidate progress is re-assessed by a 2-member faculty team. The candidate's progress will have been benchmarked throughout Stage II in designated professional education courses. Stage II also includes a variety of field experiences. As in Stage I, the program faculty and the Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be admitted to student teaching.

Stage III is the final phase and is closely linked to student teaching and the capstone course, EDUC 495. At the end of Stage III, the candidate will present his or her portfolio for review and final evaluation during EDUC 495. In addition to providing evidence of successful completion of program requirements at the end of Student Teaching, the Stage III portfolio includes self-reflections, action research, and lesson plans developed and taught during student teaching.

Professional Behavior

SKC teacher candidates must exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school settings will not be tolerated. Among these behaviors are the following:

- Substance abuse of any kind
- Inappropriate disclosure or breach of confidential information
- Inappropriate physical contact or communication including digital communication through social networks, texting or emailing with a student, peer, instructor, or school personnel
- Criminal activity

EARLY CHILDHOOD EDUCATION

- Associate of Arts Degree (A.A.) (92 credits)
- Bachelor of Science Degree (B.S.) (92 + 94 credits = 186 credits total)

Program Description

The mission of the Early Childhood Education Program is to graduate teacher candidates who demonstrate competency in professional knowledge, skills, attitudes, and values concerning: child development and the learning process; curriculum development and implementation; family and community relationships; assessment; and professionalism in order to effectively teach young children while involving the child's family and community.

Successful completion of specific coursework in the early childhood program can lead to a Specialized Permissive Competency in Early Childhood Education for those seeking Elementary licensure in Montana. This program is accredited by the Montana Board of Public Education.

Career Opportunities

Candidates who graduate with an Associate's Degree in Early Childhood Education are qualified to teach in programs for young children including Early Head Start, Head Start, childcare centers, family childcare homes, and in public schools as paraprofessionals. A.A. graduates often continue on to earn a Bachelor of Science Degree in Early Childhood Education preparing them to be professionals in the early childhood education field in such positions as lead educator, director or manager, and adult educator or trainer.

After meeting specified requirements as outlined in the Education Department Student Handbook, candidates may enroll in the Early Childhood Teacher Education Program (ECTEP) for third and fourth year courses.

Student Learning Outcomes

Early Childhood Education Associate of Arts Degree and Bachelor of Science Degree candidates will demonstrate skills, dispositions and knowledge in relationship to the below listed National Association for the Education of Young Children Professional Standards for Preparing Early Childhood Practitioners. Bachelor of Science candidates will build upon the foundation of skills, dispositions and knowledge developed during participation in the Associate of Arts Degree in Early Childhood Education.

Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance of complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families. Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as foundation for their work with young children and families. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

EDUCATION

Standard 5. Using Content Knowledge to Build Meaningful Curriculum. Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources that deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula and promote comprehensive developmental and learning outcomes for every young child.

Standard 6. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Requirements

Students must submit to a federal background check for the Early Childhood Education programs. Associate of Arts Degree: Students must receive a "C" or better in all required courses while maintaining an overall grade point average of 2.0 to graduate. Bachelor of Science Degree: Students must maintain a "B" average or better in all upper-level required education courses and a grade no lower than a "C" in all required courses. Students must maintain an overall 2.5 grade point average to graduate.



Associate of Arts Degree Early Childhood Education

CURRICULUM

Fall (First Year)

ECED 111	Safety Health and Nutrition in ECE	2
ECED 100	Introduction to Early Childhood Education	2
ELECTIVE	NAS-OPEN	3
HPED 125	First Aid & CPR	1
CAPP 100	Computer Literacy	1
ECED 230	Infant Toddler Caregiving	3
EDUC 193	Writing Essentials in Education	2
Total	14	

Winter (First Year)

ECED 103	Positive Guidance and Discipline	3
ECED 104	Positive Guidance and Discipline Lab	3
*ECED 235	Infant Toddler Caregiving II	3
ECED 117	Creating a Learning Environment	2
ENGL 101	English Composition I	3
ELECTIVE	NAS-FAH/NASL (List A)	3
Total	17	

Spring (First Year)

*ENGL 202	English Composition II	3
ELECTIVE	NAT-SCI-INTRO (List DS)	5
*ECED 130	Foundations of Development & Learning	3
*ECED 131	Foundations of Development & Learning Lab	1
*SPCH 100	Basic Communication	3
Total	15	

CURRICULUM

Fall (Second Year)

*ECED 112	Early Childhood Curriculum I	3
HMNT 101	Introduction to Humanities or	3
PHIL 100	Introduction to Philosophy or	
ENGL 210	World Literature	
NASD 101	History of Indians	3
ELECTIVE	MATH-OPEN (List DM)	5
Total		14

Winter (Second Year)

*ECED 209	Meeting the Needs of Families	3
EDUC 175	Community Service Learning in EDUC	2
ELECTIVE	SS-INTRO (List C)	5
*ECED 113	Early Childhood Curriculum II	3
*ECED 106	Early Childhood Lab	3
Total		16

Spring (Second Year)

*ECED 298	Early Childhood Practicum	6
*ECED 265	Leadership and Professionalism in ECED	4
**EDUC 115	Computers in Education	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
Total		16
Total Credits		92
A.A.		

EDUCATION**Bachelor of Science Degree
Early Childhood Education****CURRICULUM****Fall (Third Year)**

*EDUC 250	Educational Psychology	3
ELECTIVE	ECED or EDUC Elective	4
* ECED 330	Partnerships and Collaboration	3
ELECTIVE	NAT-SCI-OR-MATH (List I)	5
Total		15

Winter (Third Year)

*ECED 340	Social-Emotional Growth and Socialization of Young Children	5
*ECED 315	Literacy and Language in the Early Childhood Classroom	3
*ECED 316	Literacy and Language Lab	1
*ECED 345	ESOL: Educational Theory and Practice	3
EDUC 337	Introduction to Special Education	5
Total		17

Spring (Third Year)

*EDUC 311	Cultures Diversity and Ed Ethics	3
*EDUC 312	Diversity in Education	1
*ECED 370	Supporting Cognitive Development through Math and Science	5
*ECED 335	Technology and Early Childhood Education	3
EDUC 321	Research Writing in Education	3
Total		15

CURRICULUM**Fall (Fourth Year)**

*ECED 420	Observation Documentation and Assmt of Young Children	5
*ECED 375	Fostering Physical Development in Young Children	2
*ECED 305	Social Studies and Young Children	3
ELECTIVE	NASD	3
SCWK 470	Working with Children & Families at Risk	3
Total		16

Winter (Fourth Year)

*ECED 425	Mentoring and Coaching	4
*ECED 360	Creativity and Young Children	4
ELECTIVE	FA-OPEN/HUM-ADV (List G)	3
EDUC 235	Introduction to Indian Education	3
Total		14

Spring (Fourth Year)

*ECED 498	Early Childhood Advanced Practicum	15
*EDUC 495	Reflective Practice & Research in Education	2
Total		17
Total Credits		186
B.S.		
(92 from A.A. + 94)		

*Course has a prerequisite or corequisite

**This course may be challenged by passing a computer competency exam

EDUCATION/ EARLY CHILDHOOD EDUCATION: P:3

Associate of Arts Degree (A.A.) (106 credits)
Bachelor of Science Degree (B.S.) (102+ 93 credits = 199 credits total)

Program Description

The function of the Early Childhood Education: P-3 Program is to prepare and graduate teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015). Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who graduate with an Associate Degree in Early Childhood Education: P-3, are qualified to teach as paraprofessionals in public school districts and in early childhood programs, including Head Start, childcare centers, and family childcare homes. A.A. graduates often continue in their program to earn a Bachelor of Science Degree in ECE: P-3. Completion of this degree with the successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 classrooms. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a bachelor degree in ECE: P-3 is not a guarantee of licensure. This program is accredited by the Montana Board of Public Education.

Student Learning Outcomes

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles (based on the InTASC Model Core TeachingStandards):

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

EDUCATION

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Requirements

Students must submit to a federal background check and fingerprinting for the Elementary Education program.

Associate Degree: Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 2.0 to graduate.

Bachelor Degree: Students must earn a “C” or higher in all required education methods courses while maintaining a 3.0 GPA in these courses and an overall GPA of 2.5 to graduate.

Associate of Arts Degree

CURRICULUM

Fall (First Year)

ECED 100	Introduction to Early Childhood Education	2
ELECTIVE	NAS – OPEN	3
HPED 125	First Aid and CPR	1
**EDUC 193	Writing Essentials in Education	2
EDUC 240	Human Growth and Development	4
ENGL 101	English Composition I	3
HUM-INTRO	HMNT 100 or PHIL 100 or ENGL 210	3
	Total	18

Winter (First Year)

ECED 103	Positive Guidance and Discipline	3
ECED 104	Positive Guidance and Discipline Lab	3
ECED 117	Creating a Learning Environment	2
**MUSC 101	Music Fundamentals	3
SPCH 100	Basic Communication	3
*ENGL 202	English Composition II	3
	Total	17

Spring (First Year)

ELECTIVE	SS-INTRO (List C)	5
NASD 101	History of Indians	3
ECED 261	Social Science Content for Early Learning	3
EDUC 202	Elements of Expression	3
**EDUC 115	Computers in Education	3
	Total	17

CURRICULUM

Fall (Second Year)

*ECED 112	Early Childhood Curriculum I	3
SCID 210	Science for Ed. I	4
*MATH 132	Mathematics for K-8 Teachers I	5
ELECTIVE	NAS- FAH or NAS-LANG (List A)	3
*ECED 315	Literacy and Language in the Early Child Classroom	3
Total	18	

Winter (Second Year)

*ECED 209	Meeting the Needs of Families	3
*SCID 211	Science for Ed. II	4
*ECED 113	Early Childhood Curriculum II	3
*ECED 106	Early Childhood Lab (embed service learning)	3
*MATH 133	Mathematics for K-8 Teachers II	5
Total	18	

Spring (Second Year)

*ECED 299	Early Childhood Practicum	4
*ECED 265	Leadership and Professionalism in ECED	4
*MATH 134	Mathematics for K-8 Teachers III	5
*EDUC 203	Foundations in Education	5
Total	18	
Total Credits	106	
A.A.		

CURRICULUM

Fall (Third Year)

*EDUC 250	Educational Psychology	3
*ECED 330	Partnerships and Collaboration	3
*EDUC 307	Curriculum, Planning, and Assessment	4
ELECTIVE	Open Elective	3
*ECED 375	Fostering Physical Development in Young Children	2
Total		15

Winter (Third Year)

*ECED 340	Social-Emotional Growth and Socialization of Young Children	5
*EDUC 337	Introduction to Special Education	5
EDUC 235	Introduction to Indian Education	3
*ECED 335	Technology and Early Childhood Education	3
Total		16

Spring (Third Year)

*EDUC 311	Cultures, Diversity and Education Ethics	3
*EDUC 312	Diversity in Education	1
*EDUC 321	Research Writing in Education	3
*EDUC 340	Intro to Lit Assessment and Instruction	4
*EDUC 341	Intro to Lit Assessment Practicum	1
EDUC 207	Health, Safety and Drug Awareness in Education	3
Total		15

EDUCATION**CURRICULUM****Fall (Fourth Year)**

*ECED 420	Observation, Documentation and Assessment of Young Children	5
*EDUC 372	Teaching Math in the Early Grades	3
*ECED 421	Curriculum Integration & Application in ECE	3
*ECED 321	Teaching Reading & Communication Arts in the Early Grades	4
HPED 125	First Aide/CPR	1
Total		16

Winter (Fourth Year)

*EDUC 390	Teaching Science in the Elementary Classroom	4
*ECED 360	Creativity and Young Children	4
*ECED 305	Social Studies and Young Children	3
*EDUC 471	Action Research in Education	3
*ECED 451	Curriculum Integration and Application in ECE II	3
Total		17

Spring (Fourth Year)

*EDUC 490	Student Teaching	12
*EDUC 495	Reflective Practice & Research in Education	2
Total		14
Total Credits		199
A.A. + B.A.		

*Prereq or Coreq

**This course may be challenged by passing a competency exam

Declaring an Academic Minor

An academic minor requires at least 30 quarter credits of course work and at least 10 credits of upper-level courses. Students have the responsibility to know and satisfy all requirements for any declared minor.

The following policies are in place for students who wish to pursue an academic minor:

1. Students must be in good academic standing with an overall GPA of 2.0 to declare a minor.
2. A student must earn an overall GPA of at least 2.0 in the minor, including any departmental prerequisites necessary for the completion of the minor.
3. No course may be shared between the requirements of two minors, or between a minor and a certification or endorsement.
4. Courses that are part of a student's minor may meet the general education requirements for the student's major program requirements.
5. Students must be currently enrolled during the academic year in which a minor is awarded.
6. Students will have an advisor in both their academic major and academic minor.
7. Students who declare and complete an approved minor will receive a notation on their student transcript but the minor will not be listed on their transcript.

Procedures for Students:

1. Before declaring an academic minor, a student should meet with an advisor in the minor program to review requirements.
2. The "Declaration of Major and Minor Form" must be signed by the current major program advisor and a designated advisor from the minor program. The student submits the form to the registrar to have the minor entered on his or her record.
3. After completing the requirements for a minor, the student must complete a graduation application for both the Major and the Minor.

EARLY CHILDHOOD EDUCATION: P-3 MINOR

Program Description

The function of the Early Childhood Education: P-3 Minor for Early Childhood Majors Program is to prepare, graduate, and refer for a P-3 endorsement, those teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3).

The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015).

Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who complete all of the requirements for the Early Childhood Education: P-3 minor and successfully complete the licensure process for teaching P-3 are qualified to teach in Pre-K to Grade 3 classrooms. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a minor in ECE: P-3 is not a guarantee of licensure. *This program is accredited by the Montana Board of Public Education.*

Program Outcomes:

Upon completion of the minor in Early Childhood Education P:3, candidates will demonstrate the skills, dispositions and knowledge in relationship to the National Association for the Education of Young Children Professional Standards for Preparing Early Childhood Practitioners and the InTASC Standards as listed in the Early Childhood Education P:3 academic major. Refer to the Education Division website for the list of these competencies and the requirements for meeting them.

EDUCATION

Early Childhood Education: P-3 Minor for Early Childhood Majors (43 credits)

This minor is intended for those who are currently enrolled in the early childhood education program at SKC or have graduated from SKC with a bachelor degree in early childhood education and wish to become certified teachers for children ages 3 to grade 3.

Requirements

Students must submit to a federal background check for this program.

Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 3.0 to graduate with the minor.

CURRICULUM

Fall Quarter Courses

EDUC 307	Curriculum, Planning, and Assessment	4
MATH 132	Mathematics for K-8 Teachers 1	5
ECED 321	Teaching Reading & Comm. Arts in the Early Grades	4
ECED 421	Curriculum Integration & Application in ECE I	3
Total		16

Winter Quarter Courses

EDUC 390	Teaching Science in the Elementary Classroom	4
EDUC 372	Teaching Math in the Early Grades	3
ECED 451	Curriculum Integration and Application in ECE II	3
Total		10

Spring Quarter Courses

EDUC 490	Student Teaching	12
EDUC 340	Intro to Lit Assessment and Instruction	4
EDUC 341	Intro to Lit Assessment Practicum	1
Total		17

Total Credits for ECE P-3 Minor for Early Childhood Majors **43**

Early Childhood Education: P-3 Minor for Elementary Majors/K-8 Teachers (43 credits)

This minor is intended for those who are currently enrolled in the elementary education program at SKC or have graduated from SKC with a major in elementary education. This minor and endorsement add the early childhood or preschool component to the K-8 licensure.

Requirements

Students must submit to a federal background check for this program.

Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 3.0 to graduate with the minor.

Fall Quarter Courses

ECED 112	Early Childhood Curriculum I	3
ECED 315	Literacy and Language in the Early Child Classroom	3
ECED 330	Partnerships and Collaboration	3
ECED 420	Observation, Documentation and Assessment of Young Children	5
ECED 421	Curriculum Integration & Application in ECE I	3
ECED 375	Fostering Physical Development in Young Children	2
Total		19

Winter Quarter Courses

ECED 103	Positive Guidance and Discipline	3
ECED 104	Positive Guidance and Discipline Lab	3
ECED 117	Creating a Learning Environment	2
ECED 451	Curriculum Integration and Application in ECE II	3
ECED 340	Social-Emotional Growth and Socialization of Young Children	5
Total		16

Spring Quarter Courses

ECED 299	Early Childhood Practicum in ECED	4
ECED 265	Leadership and Professionalism in ECED	4
Total		8
Total Credits for ECE P-3 Minor for Elementary Majors		43

ELEMENTARY EDUCATION

- Associate of Science Degree (A.S.) (99 credits)
- Bachelor of Science Degree (B.S.) (193 credits)

Program Description

The Elementary Education Program was developed in response to a need for Native American representation in public schools locally and nationally. The critical areas of professional preparation that distinguish Salish Kootenai teacher education graduates include:

- Knowledge of Native American student context and best educational practices leading to developmentally and culturally appropriate pedagogy.
- Identification with Native American culture and community values imbedded in content and pedagogy.
- Commitment to meeting the needs of developmentally, ethnically and linguistically diverse learners.
- Commitment to reflective practices leading to personal and professional development,
- Development of collaborative relationships with mentoring teachers and peers organized into learning communities that promote application of knowledge, skills and dispositions in real settings.
- Strong evidence of effective communication, critical thinking, cultural understanding and citizenship.

Career Opportunities

Associate degree graduates are prepared to work as paraprofessionals in public school districts or continue on to receive a Bachelor's Degree in Elementary Education. Bachelor degree graduates who qualify for licensure are eligible to teach in K-8 classrooms. Elementary graduates also obtain jobs in developing curriculum, tutoring, and mentoring.

After meeting specified requirements, students may enroll in the Teacher Education Program (TEP) for third and fourth year courses. Requirements for acceptance into the TEP are outlined in the Education Department Student Handbook.

Bachelor Degree graduates are eligible for Elementary Education licensure in Montana after completion of specified requirements. See the Education Department Student Handbook for a description of these requirements. Graduation with a bachelor degree in elementary education is not a guarantee of licensure. The Elementary Education program is accredited by the Montana Board of Public Education.

Student Learning Outcomes

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles (based on the InTASC Model Core Teaching Standards):

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

EDUCATION

Standard #8: *Instructional Strategies.*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: *Professional Learning and Ethical Practice.*

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: *Leadership and Collaboration.*

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Requirements

Students must submit to a federal background check and fingerprinting for the Elementary Education program.

Associate Degree: Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 2.0 to graduate.

Bachelor Degree: Students must earn a “C” or higher in all required education methods courses while maintaining a 3.0 GPA in these courses and an overall GPA of 2.5.



Associate of Science and Bachelor of Science in Elementary Education

CURRICULUM

Fall (First Year)

ENGL 101	English Composition I	3
NASD 101	History of Indians in the U.S.	3
HMNT 101	HUM-Intro or	3
PHIL 100	or	
ENGL210		
HPED 125	First Aid and CPR	1
ELECTIVE	NASD /NASL/FAH (List A)	3
EDUC 193	Writing Essentials for Education	2
Total		15

Winter (First Year)

ENGL 202	English Composition II	3
MUSC 101	Music Fundamentals	3
	*may be challenged	
ELECTIVE	SS INTRO (List C)	5
POLS 100	American Government	5
Total		17

Spring (First Year)

EDUC 202	Elements of Expression	3
ARTD 111	Fundamentals of Art and Design	3
	or	
ARTD 140	Studio Arts	
GEOG 100	Intro to Geography	5
EDUC 115	Computers in Education	3
	* may be challenged	
SPCH 100	Basic Communication	3
Total		17

CURRICULUM

Fall (Second Year)

MATH 132	Math for Elementary Teachers I	5
ELECTIVE	History	3
SCID 210	Science for Educators 1: Life Science	4
EDUC 240	Human Growth & Development	5
Total		16

Winter (Second Year)

MATH 133	Math for Elementary Teachers II	5
SCID 211	Science for Educators 2: Earth & Sky	4
EDUC 235	Intro to Indian Education	3
EDUC 175	Community Service.- Learning in Education	2
ECED 209	Meeting the Needs of Families	3
Total		17

Spring (Second Year)

MATH 134	Math for Elementary Teachers III	5
SCID 212	Science for Educators 3: Our Physical World	4
EDUC 207	Health, Safety & Drug Awareness	3
EDUC 178	Exploratory Field Experience	1
EDUC 203	Foundations of Education	5
Total		18

EDUCATION

Bachelor of Science Degree Elementary Education

CURRICULUM

Fall (Third Year)

EDUC 250	Educational Psychology	3
EDUC 300	Language, Literacy & Texts	4
EDUC 305	Technology in the Elementary Class	4
EDUC 307	Curriculum, Planning and Assessment	4
Total		15

Winter (Third Year)

EDUC 309	Guiding Social Development and Class Management	4
EDUC 330	Teach Social Studies in the Elementary Class	4
EDUC 331	Teach Social Studies Practicum	1
ELECTIVE	Open Elective	3
EDUC 337	Introduction to Special Education	5
Total		17

Spring (Third Year)

EDUC 311	Cultures, Diversity and Education Ethics (List J)	3
EDUC 312	Diversity Practicum	1
EDUC 321	Research Writing in Education	3
EDUC 340	Intro to Literacy Assessment and Instruction	4
EDUC 341	Intro to Literacy Assessment Practicum	1
ELECTIVE	NAS Language (List A)	3
Total		15

CURRICULUM

Fall (Fourth Year)

EDUC 372	Teaching Math in the Early Grades	3
EDUC 371	Teaching Math Practicum	1
EDUC 360	Teaching the Arts in the Elementary Class	3
EDUC 361	Teaching the Arts Practicum	1
EDUC 365	Teaching Music in the Elementary Class	3
EDUC 344	Teaching Read and Lang. Arts	4
EDUC 345	Teach Read and Language Arts Practicum	1
Total		16

Winter (Fourth Year)

EDUC 350	PE Methods and Health Enhancement	4
EDUC 351	PE/Health Practicum	1
EDUC 397	Teaching Secondary Math – Middle Grades	3
EDUC 390	Teaching Science in the Elementary Class	4
EDUC 391	Teaching Science Practicum	1
HPED 125	First Aide/CPR	1
EDUC 471	Action Research in Education	3
Total		17

Spring (Fourth Year)

EDUC 490	Student Teaching	12
EDUC 495	Reflective Practice & Research in Education	2
Total		14
Total Credits		191
B.S.		
(99+94)		

SECONDARY EDUCATION SCIENCE

- Bachelor of Science (B.S.), Secondary Science-Education - Broadfield Science (199 credits)

Program Description

The goal of the Bachelor of Science in Secondary Science Education (BSSE) Broadfield Science degree is to prepare graduates for successful careers as science teachers at the middle and high school levels. Graduates of the BSSE are qualified to apply for licensure as secondary Broadfield Science teachers in the state of Montana. The majority of the BSSE required coursework is in the natural and physical sciences, with additional coursework required in advanced math and education courses, along with the general education course requirements. Graduates of the degree program will meet the state's academic requirements for highly qualified secondary broadfield science teachers, the most sought after science teaching license in Montana. Upon licensure, graduates are eligible to teach earth science, physics, physical science, biology, chemistry and environmental science in Montana's secondary schools. The program's design emphasizes the development of teachers prepared to effectively meet the needs of middle and high school learners, particularly rural and American Indian learners. A key strength of the program is students' participation in substantive clinical experiences in which they spend significant amounts of time observing and working in the schools to help prepare them as professional educators. Graduates will have a solid grounding in Western and Native science content and perspectives as well as knowledge of how to use effective instructional methods and classroom management for supporting science learners.

Teacher Licensure and Career Information

Currently there is a shortage of licensed secondary science teachers to fill the job vacancies in Montana and across the United States. Accredited schools in Montana are required to hire state licensed teachers in order to maintain their accreditation. Upon successful graduation from the BSSE degree program, graduates are eligible to apply for the Secondary Broadfield Science teaching license with the Montana Office of Public Instruction (www.opi.mt.gov). Once licensed

by the state of Montana, teachers may be hired as science teachers in any public middle or high school in Montana. Licensure requirements may differ in other states; graduates should contact individual states of interest to determine their licensing procedures and requirements.

Accreditation

The SKC BSSE is fully accredited by the Montana Board of Public Education.

Program Objectives

In alignment with the objectives of the SKC Education Department, the BSSE strives to meet the following program objectives.

1. Prepare teacher candidates to be culturally competent and effective professional educators and leaders
2. Form and maintain collaborative partnerships (relationships) with grades Pre K-20 providers and education professionals
3. Promote cultural competence to advance respectful educational practices for all learners, with a particular focus on American Indian learners
4. Collaborate with college, community, state, and tribal entities to share professional development opportunities and resources
5. Conduct and support research to contribute to the knowledge base, improve educational practice, and build individual and community capacity

Student Learning Outcomes

Upon completion of the BSSE, the graduate will possess the following knowledge, skills and dispositions appropriate for secondary science teachers, which are based on the InTASC standards for teacher preparation.

Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

EDUCATION

Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually eval-

uate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Requirements

Students may declare the BSSE as their major and may be conditionally accepted into the program at any time after their acceptance into SKC as a student. In order to be fully admitted to the BSSE and remain in good standing students must have:

- Successful completion, with a grade of "C" or above, of at least 60 college quarter credits (or 40 semester credits) that are part of the BSSE course program
- Successful completion, with a grade of "C" or above, of Math 100 or an equivalent course or test score as approved by the chair of the SKC Mathematics Department
- Minimum cumulative GPA of 2.5 with no less than a "C" in all courses that are required for the BSSE degree
- Minimum score of 588 on TABE Language and Language Mechanics Tests at the D9 level or above
- "Proficient" score or higher on the BSSE Writing Sample Assessment
- Approved federal background check, which is required for visiting or working in the K-12 schools.
- Completion of the Transition to Teacher Professional Dispositions Seminar

To graduate from the BSSE, students must attain at least a "B" in all secondary teaching methods courses and a minimum grade of "C" in all other BSSE required courses. Please contact the program director for more information.

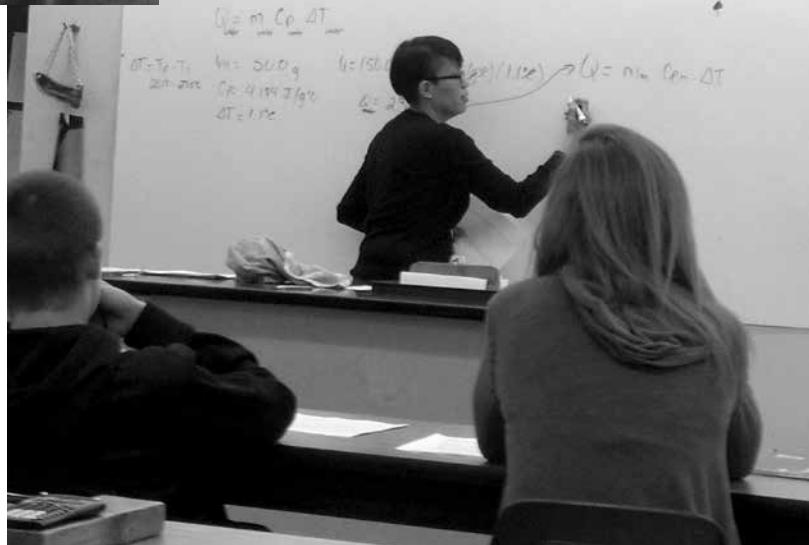
TEP Portfolio Process

A required product for all BSSE teacher candidates is the TEP portfolio, which provides evidence of the candidate's attainment of the skills, knowledge, and experiences necessary to be a successful professional educator. Candidates are assessed via portfolio review and interview at three stages in their education program. The faculty review team and the SKC BSSE Department chair must sign off on the portfolio in each stage of the process in order for candidates to move to the next stage. The portfolio is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators throughout the program.

Professional Behavior

SKC teacher candidates are required to exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school settings will not be tolerated. Among these behaviors are the following:

- Substance abuse of any kind
- Inappropriate disclosure or breach of confidential information
- Inappropriate physical contact or communication including digital communication through social networks, texting or emailing with a student, peer, instructor, or school personnel
- Criminal activity



EDUCATION**CURRICULUM****Fall (First Year)**

ENGL 101	English Composition I	3	MATH 241	Statistics	5
GEOL 101	Physical Geology	4	CHEM 150	Principles of General Chemistry	3
GEOL 102	Physical Geology Lab	1	CHEM 151	Principles of General Chemistry	2
BIOS 101	General Biology	4		Laboratory	
BIOS 102	Biology Lab	1	EDUC 240	Human Growth & Development	4
ELECTIVE	NAS-FAH/NASL (List A)	3	SPCH 100	Basic Communication	3
Total		16	Total		17

Winter (First Year)

ENGL 202	English Composition II	3	CHEM 152	Principles of Chemistry II	3
MATH 108	Advanced Functions & Modeling	3	CHEM 153	Principles of Chemistry II	2
ENVS 203	Weather and Climate	3		Laboratory	
HMNT 101	Introduction to Humanities	3	EDUC 235	Introduction to American Indian Education	3
ELECTIVE	SS-INTRO (List C) (SCID 101 recommended)	5	EDUC 206	Introduction to Secondary Science Teaching	3
Total		17	BIOS 130	Introduction to Microbiology	4
			BIOS 131	Introduction to Microbiology Lab	1

Spring (First Year)

NASD 101	History of Indians in the United States	3			
MATH 109	Trigonometry	3			
ASTR 110	Introduction to Astronomy	5			
BIOS 112	Introduction to Botany	3			
BIOS 113	Introduction to Botany Laboratory	2			
Total		16	Total		16

**CURRICULUM****Fall (Second Year)**

MATH 241	Statistics	5
CHEM 150	Principles of General Chemistry	3
CHEM 151	Principles of General Chemistry	2
	Laboratory	
EDUC 240	Human Growth & Development	4
SPCH 100	Basic Communication	3
Total		17

Winter (Second Year)

CHEM 152	Principles of Chemistry II	3
CHEM 153	Principles of Chemistry II	2
	Laboratory	
EDUC 235	Introduction to American Indian Education	3
EDUC 206	Introduction to Secondary Science Teaching	3
BIOS 130	Introduction to Microbiology	4
BIOS 131	Introduction to Microbiology Lab	1
Total		16

Spring (Second Year)

CHEM 140	Fundamental Organic/Biological Chemistry	5
BIOS 260	Principles of Ecology	3
BIOS 261	Principles of Ecology	2
	Laboratory	
EDUC 178	Exploratory Field Experience	1
EDUC 203	Foundations of Education	3
NASD 210	Introduction to Indigenous Science	3
Total		17

CURRICULUM

CURRICULUM

Fall (Third Year)

EDUC 250	Educational Psychology	3
EDUC 307	Curriculum, Planning and Assessment	4
PHYS 201	College Physics I	5
MATH 110	Calculus I	5
	Total	17

Winter (Third Year)

EDUC 342	Literacy Strategies in Secondary Education	3
EDUC 343	Literacy in Secondary Education Practicum	1
EDUC 337	Introduction to Special Education	5
EDUC 221	Parent Partners/Community Collaboration	2
PHYS 203	College Physics II	5
	Total	16

Spring (Third Year)

EDUC 207	Health, Safety and Drug Awareness	3
EDUC 392	Teaching Science in Secondary Ed. Classroom I	2
EDUC 311	Cultures, Diversity and Education Ethics	3
EDUC 312	Diversity Practicum	1
PHYS 205	College Physics III	5
ELECTIVE	EXPR-ART-OPEN (List B)	3
	Total	17

Fall (Fourth Year)

EDUC 313	Secondary Classroom Management	3
EDUC 308	Technology in Secondary Education	3
SCID 301	Conducting and Reporting Scientific Research	3
LFSC C 320	Mammalian Physiology	5
ELECTIVE	FA – OPEN/HUM-ADV (List G)	3
	Total	17

Winter (Fourth Year)

LFSC 330	Genetics and Adaptation	5
EDUC 395	Teaching Science in Secondary Education Classroom II	2
EDUC 393	Transition to Student Teaching	3
BIOS 410	Conservation of Biodiversity	3
HPED 125	First Aid and CPR	1
EDUC 471	Action Research in Education	3
	Total	17

Spring (Fourth Year)

EDUC 491	Student Teaching in Secondary Education	12
EDUC 495	Reflective Practice/Research in Education	2
	Total	14
	Total Credits	197
	B.S.	

EDUCATION

SECONDARY EDUCATION MATHEMATICAL

- Bachelor of Science (B.S.), Secondary Education – Mathematics (189 credits)

Program Description

The goal of the Bachelor of Science in Secondary Education – Mathematics (BSSEM) is to prepare graduates for successful careers as mathematics teachers in middle and high school levels. Graduates of the BSSEM will be eligible to apply for licensure as secondary mathematics teachers in the state of Montana. The majority of the BSSEM required coursework is advanced mathematics beginning with Calculus I. In addition to the mathematics course work additional courses are required in education as well as the general education course requirements. Graduates of the degree program will meet the state's academic requirements for highly qualified secondary mathematics teachers and become one of the most sought after teaching candidates in Montana secondary schools. The program design emphasizes the development of teachers prepared to effectively meet the needs of middle and high school learners, particularly rural and American Indian learners. A key strength of the program is the requirement for students to participate in numerous clinical experiences in which they spend significant amounts of time observing and working in classrooms to help with their preparation as professional educators.

Career Opportunities

There is currently a shortage in the supply of licensed secondary mathematics teachers in the state of Montana as well as elsewhere. Accredited schools in Montana are required to hire state licensed mathematics teachers. Upon completion of the BSSEM degree program, graduates can apply for the Montana Secondary Mathematic teaching license through the Montana Office of Public Instruction (OPI) at www.opi.mt.gov. In addition to successful completion of the BSSEM degree program, Montana requires prospective secondary mathematics teachers to successfully complete the PRAXIS II Mathematical Content Test (5161) before being granted a teaching license. Because the BSSEM program is accredited by the Montana Board of Public Education licensed graduates may be hired to teach mathematics in any Montana public middle or high school. Licensure in other states may carry different

or additional requirements. Graduates should contact the specific state to determine the process and requirements for obtaining a teaching license.

Program Objectives and Outcomes

The goal of the SKC BSSEM program, in alignment with the objectives of the SKC Division of Education, is to prepare professional mathematics educators who offer culturally responsive instruction and curriculum leading education to its promise of equity and opportunity. Additionally preparing professions who possess a reflective practice that leads to professional development and fosters learning communities for the construction of knowledge. And finally, creating future teachers who are effective communicators, critical thinkers and who possesses cultural understanding, citizenship and a strong understanding of mathematics. They recognize the unique contribution, learning style, and ability each learner brings to enrich the overall learning community.

Achievement of these goals is brought about by attention to the InTASC-based learner outcomes entrenched in SKC's teacher preparation that follow:

1. Learner Development

A math teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learner Differences

A math teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.

3. Learning Environments

A math teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

A math teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

A math teacher understands how to connect

concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

A math teacher understands and uses multiple methods of assessment to engage learners in their own growth to monitor learner progress, and to guide the teacher's and learner's decisions making.

7. Planning for Instruction

A math teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

8. Instructional Strategies

A math teacher understands and uses a variety of instructional strategies to encourage learners to development deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice

A math teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), adapts practice to meet the needs of each learner.

10. Leadership and Collaboration

A math teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Requirements

Students may declare the BSSEM as their major and may be conditionally accepted into the program any time after their acceptance into SKC as a student.

Before students can visit or work in K–12 classrooms they must submit to, and be approved through, a Federal Background Check and Fingerprinting. This should be completed immediately upon declaring the BSSEM as a major so it is complete before the first field experience. The first field experience typically occurs early in the program.

In addition to the background check, for students to be fully admitted to the BSSEM program and

remain students in good standing within the program they must:

- complete the mathematics content courses required for an Associate of Science in Mathematics degree with a 2.5 overall GPA in those courses and no single content course grade below 2.0,
- complete a minimum of 60 quarter credits (40 semester credits) with a minimum cumulative GPA in all courses of not less than 2.5 and no single course grade below 2.0,
- and complete the Transition to Teacher Professional Disposition Seminar.

To graduate with a BSSEM degree, students must attain at least a 2.5 GPA in all mathematics content courses (prefix MATH) with no less than 2.0 in any single mathematics course, at least a 3.0 GPA in all education courses (prefix EDUC) courses with no less than a 2.0 in any single education course, and at least a 3.0 in their student teaching course (EDUC 491). Additionally, graduates must successfully complete Stage III of the TEP Portfolio.

TEP Portfolio Process

All BSSEM graduates are required to have a complete Teacher Education Program (TEP) Portfolio. The portfolio is a continually updated and upgrade work that reflects student professional growth as they progress through the BSSEM program. Each portfolio is assessed in three stages, the last being Stage III. Graduates of the BSSEM program must have a TEP Portfolio that has received an average overall rating of at least 1.5 with no single item being rated below a 1.

Professional Behavior

SKC teacher candidates are required to exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children and adolescents or perform in a school setting will not be tolerated and may lead to removal from the BSSEM program. These behaviors include, but are not limited to:

- substance abuse of any type,
- inappropriate disclosure or breach of confidential information,
- inappropriate physical contact or communication including digital communication through social networks, texting or emailing with a student, peer, instructor, or school personnel,
- and criminal activity of any class.

EDUCATION**CURRICULUM****Fall (First Year)**

MATH 110	Calculus I	5
ENGL 101	English Composition 1	3
ELECTIVE	SS-INTRO (List C)	5
NASD 101	History of Indians in the United States	3
Total		16

Winter (First Year)

MATH 111	Calculus II	5
ENGL 202	English Composition	3
MATH 101	The Art of Math	5
ELECTIVE	NAS-FAH /NASL (List A) (even*)	(3)
or		
EDUC 221	Parent Partners/Community Collaboration (odd*)	2
Total		15 (16)

Spring (First Year)

MATH 112	Calculus III	5
SPCH 100	Basic Communication	3
ELECTIVE	HMNT101 or PHIL 100 or ENGL 210	3
MATH 202	Advanced Finite Mathematics	5
Total		16

**CURRICULUM****Fall (Second Year)**

MATH 235	Multivariable Calculus	5
EDUC 240	Human Growth and Development	4
MATH 201	Intro to Abstract Math	5
ELECTIVE*	Open (Emphasis)	3
Total		17

Winter (Second Year)

MATH 223	Linear Algebra (even*) or Differential Equations (odd*)	5
MATH 231	Introduction to American Indian Education	3
EDUC 235		
MATH 241	Statistics	5
ELECTIVE	NAS-FAH/NASL (List A) (even*) or Parent Partners/Community Collaboration (odd*)	3
EDUC 221		
Total		16 (15)

Spring (Second Year)

MATH 410	Geometry (even*) or Math Modeling with Technology (odd*)	5
MATH 350		(5)
EDUC 203	Foundations of Education	5
EDUC 178	Exploratory Field Experience	1
EDUC 210	Introduction to Teaching Secondary Math	3
EDUC 207	Health, Safety, and Drug Awareness	3
Total		17

EDUCATION

CURRICULUM

CURRICULUM

Fall (Third Year)

EDUC 250	Educational Psychology	3
EDUC 307	Curriculum, Planning, and Assessment	4
EDUC 308	Technology in Secondary Education (even*) or NAS-OPEN (odd*)	(3) 3
EDUC 313	Secondary Classroom Management (even*) or FA-OPEN/HUM-ADV (List G) (odd*)	(3) 3
ELECTIVE	SCI-OPEN (List DS)	5
	Total	18

Winter (Third Year)

MATH 223	Linear Algebra (even*) or	(5)
MATH 231	Differential Equations (odd*)	5
EDUC 337	Introduction to Special Education (even*) or	(5)
EDUC 342	Literacy Strategies in Secondary Education (odd*) and	3
EDUC 343	Literacy Strategies in Secondary Education Practicum (odd*)	1
EDUC 397	Teaching Secondary Math – Middle Grades	3
ELECTIVE*	Open Elective (emphasis)	3
	Total	15 (16)

Spring (Third Year)

MATH 410	Geometry (even*) or	(5)
MATH 350	Mathematical Modeling with Technology (odd*)	5
EDUC 321	Research Writing in Education	3
EDUC 311	Cultural Diversity and Educational Ethics	3
EDUC 312	Diversity Practicum	1
ELECTIVE*	Open Elective (emphasis)	3
	Total	15

Fall (Fourth Year)

EDUC 398	Teaching Secondary Math – High School	3
EDUC 399	Teaching Secondary Math – High School Practicum	1
EDUC 308	Technology in the Secondary Education (even*) or NAS-OPEN (odd*)	(3) 3
EDUC 313	Secondary Classroom Management (even*) or FA-OPEN/HUM-ADV (List G) (odd*)	(3) 3
ELECTIVE	EXPR-ART-OPEN (list B)	3
ELECTIVE *	Open (emphasis)	3
	Total	16

Winter (Fourth Year)

MATH 420	Higher Math for Teachers	5
EDUC 337	Introduction to Special Education (even*) or	5
EDUC 342	Literacy Strategies in Secondary Education (odd*) and	(3)
EDUC 343	Literacy Strategies in Sec. Ed. Practicum (odd*)	(1)
HPED 125	First Aid & CPR	1
EDUC 471	Action Research in Education	3
	Total	14 (13)

Spring (Fourth Year)

EDUC 491	Student Teaching in Secondary Education	12
EDUC 495	Reflective Practice and Research in Education	2
	Total	14
	Total Credits	189
	B.S.	

ELECTIVE *– Open (emphasis) Elective choices should center on a possible second teaching area.
Note: Licensure in a second teaching area will require coursework beyond this degree.

(even*) – indicates courses offered when the Fall Quarter is in an even numbered year

(odd*) – indicates courses offered when the Fall Quarter is in an odd numbered year

ENGINEERING

ENGINEERING DEPARTMENT

- Associate of Science (A.S.)
(104 credits)

Engineers use knowledge of science and mathematics to design and manufacture useful products and services. Electrical engineers design systems for generating and storing electrical energy, communications systems such as cell phone networks, and electronic devices. Computer engineers design software and hardware components of computing systems and computer controlled equipment. Mechanical engineers design mechanical and thermal devices such as turbines in power plants, refrigeration and air-conditioning equipment, and medical devices. Civil engineers design buildings, water supply and waste water treatment facilities, and roads and bridges.

The entry-level education required for employment as an engineer is a bachelor's degree. Students can begin their engineering education at SKC while benefitting from small class sizes and complete the last two years of the bachelor's degree at another college or university such as at Montana State University or Montana Tech.

Career Opportunities

Engineers have the opportunity to work in a wide variety of industries and work environments throughout the United States. Employers of engineers include tribally-owned engineering and technology businesses, other private sector businesses, and government agencies. The salary for engineers in the U.S. is high compared to most professions. In 2012 the median salary of electrical engineers was \$89,630.

Student Learning Outcomes

Upon the completion of the A.S. in Engineering degree, the graduate will:

- know how to apply the engineering design process;
- demonstrate the ability to apply analytic, laboratory, and computer-based tools;
- be able to communicate their work in written, oral, and graphical formats.

Students who are ready for calculus upon admission may complete the A.S. in Engineering degree in two years. The following degree plan is for students interested in electrical or computer engineering. Students interested in another area of engineering such as mechanical or civil engineering should meet with their advisor to develop their degree plan.

Curriculum for students ready for Calculus**CURRICULUM****CURRICULUM****Fall (First Year)**

ENGG 107	Engineering Laboratory I	2
ENGL 101	English Composition I	3
MATH 110	Calculus I	5
PHYS 201	College Physics I	5
Total		15

Fall (Second Year)

ENGG 207	Engineering Laboratory IV	2
ENGG 244	Digital Logic Circuits	5
MATH 235	Multivariable Calculus	5
ELECTIVE	NAS-FAH/NASL (List A)	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
Total		18

Winter (First Year)

ENGG 108	Engineering Laboratory II	2
ENGL 202	English Composition II	3
MATH 111	Calculus II	5
PHYS 203	College Physics II	5
NASD 101	History of Indians in the U.S.	3
Total		18

Winter (Second Year)

CSCD 219	Programming I	4
ENGG 208	Engineering Laboratory V	2
ENGG 241	Circuit Analysis I	5
ELECTIVE	SS-INTRO (List C)	5
Total		16

Spring (First Year)

ENGG 109	Engineering Laboratory III	2
MATH 112	Calculus III	5
PHYS 205	College Physics III	5
SPCH 100	Basic Communications	3
HMNT 101		3
	OR	
PHIL 100		
	OR	
ENGL 210		
Total		18

Spring (Second Year)

CSCD 220	Programming II	4
ENGG 209	Engineering Laboratory VI	2
ENGG 242	Circuit Analysis II	5
MATH 231	Differential Equations	5
ELECTIVE	NAS-OPEN	3
Total		19
Total Credits		104
A.S.		

ENGINEERING

Students who are not ready for calculus upon admission will likely require three years to complete the A.S. in Engineering degree. The following degree plan is for students interested in electrical or computer engineering. Students interested in another area of engineering such as mechanical or civil engineering should meet with their advisor to develop their degree plan.

Curriculum for students ready for Pre-calculus

CURRICULUM

Fall (First Year)

ENGG 107	Engineering Laboratory I	2
ENGL 101	English Composition I	3
MATH 100	College Algebra	5
NASD 101	History of Indians in the U.S.	3
Total		13

Winter (First Year)

ENGG 108	Engineering Laboratory II	2
ENGL 202	English Composition II	3
MATH 108	Advanced Functions and Modeling	3
ELECTIVE	SS-INTRO (List C)	5
Total		13

Spring (First Year)

ENGG 109	Engineering Laboratory III	2
MATH 109	Trigonometry	3
SPCH 100	Basic Communications	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
HMNT 101		3
OR		
PHIL 100		
OR		
ENGL 210		
Total		14

CURRICULUM

Fall (Second Year)

ENGG 207	Engineering Laboratory IV	2
MATH 110	Calculus I	5
PHYS 201	College Physics I	5
Total		12

Winter (Second Year)

ENGG 219	Engineering Laboratory V	2
MATH 111	Calculus II	5
PHYS 203	College Physics II	5
Total		12

Spring (Second Year)

ENGG 220	Engineering Laboratory VI	2
MATH 112	Calculus III	5
PHYS 205	College Physics III	5
ELECTIVE	NAS-OPEN	3
Total		15

CURRICULUM

Fall (Third Year)

CHEM 150	Principles of General Chemistry I	3
CHEM 151	Principles of General Chemistry Lab I	2
ENGG 244	Digital Logic Circuits	5
MATH 235	Multivariable Calculus	5
	Total	15

Winter (Third Year)

CSCD 219	Programming I	4
ENGG 241	Circuit Analysis I	5
ELECTIVE	NAS-FAH/NASL (List A)	3
	Total	12

Spring (Third Year)

CSCD 220	Programming II	4
ENGG 242	Circuit Analysis II	5
MATH 231	Differential Equations	5
	Total	14
	Total Credits	120
	A.S.	

FINE ARTS

FINE ARTS DEPARTMENT

- Associate of Arts Degree (A.A.)
(97-98 credits)

The SKC Art Department, embedded in an indigenous worldview, provides a solid foundation for students desiring to pursue a career in Fine Arts. The diversity of this unique program, with its rich cultural foundation and nationally and internationally recognized faculty, provides one of the most dynamic Native American and Studio Arts facilities in Montana. The Fine Arts Degree at Salish Kootenai College will provide a quality professional post-secondary art experience in fundamental skill development, appreciation, and creation of art in various art medias. Students will have the ability to develop their creative ideas into quality art forms, as they increase their technical and conceptual expertise. The traditional Native American Art classes will also provide students with the knowledge and techniques for building skills that will allow them to produce original art items, while promoting and encouraging the preservation of our rich Salish and Kootenai Traditional Arts.

Program Objectives

The Fine Arts Degree is designed to:

- Prepare students to enter into higher degree programs in their area of interest, including transfer into a Bachelor of Fine Arts Program.
- Perpetuate the arts of the Confederated Salish and Kootenai Tribes and other Native American tribes.
- Introduce students to a range of art media and creative techniques.
- Introduce Salish Kootenai and other indigenous arts through studio and lecture courses.
- Increase knowledge and awareness of art and its importance in world history.
- Prepare student to market their work or apply to other art programs through completion of an art portfolio.

Student Learning Outcomes

Upon completion of the Associate Degree, students will be prepared to:

- Investigate and apply a variety of art techniques in their creative work.
- Develop technical, conceptual, and design art skills.
- Communicate thoughtfully and knowledgeably about personal art and the art of others.
- Support, promote, and participate in community art.
- Understand expressive and conceptual uses of community and tribal art.
- Develop initial plans for marketing their work as artists.
- Achieve visual interpretation, development, and presentation of Native American art.



CURRICULUM

Fall (First Year)

MEDA 101	Introduction to Digital Arts & Design	5
ENGL 101	English Comp. I	3
ARTD 114	Beginning Drawing	3
ARTD 150	Introduction to Art History	3
ARTD 175	Introduction to Artist Portfolio	1
Total	15	

Winter (First Year)

ARTD 116	Introduction to Sculpture	3
ARTD 117	Drawing II	3
ENGL 202	English Comp II	3
MATH 100 or Math 101	College Algebra (List DM) Art of Math	5
ELECTIVE	NASD Art Elective	3
Total	17	

Spring (First Year)

ARTD 145	Beginning Printmaking or	3
ARTD 112	Watercolor	
ARTD 111	Fundamentals of Design or	3
FTVP 102	Introduction to Photography	
GEOG 100	Introduction to Geography or	5
GEOL 101/2	Physical Geology with lab (List DS)	
ELECTIVE	ARTD Elective	3
NASL 101	NASL Language I	3
Total	17	



CURRICULUM

Fall (Second Year)

ARTD	Elective (3-D Art)	3
SPCH 100	Basic Communications	3
ANTH 101	Introduction to Anthropology or	5
PSYC 100	Introduction to Psychology or	
SCLG 110	Introduction to Sociology	
ARTD	Elective (2-D Art)	3
NASD 101	History of Indians in the U.S.	3
Total		17

Winter (Second Year)

ELECTIVE	ARTD or NASD Art Elective	3
NASD 107	Coyote Stories	3
ARTD 255	Contemporary N.A. Art History	3
ELECTIVE	Art Elective	3
HMNT 101	Introduction to Humanities or	3
PHIL 100	Introduction to Philosophy or	
ENGL 210	World Literature	
Total		15

Spring (Second Year)

ARTD	Studio Art Electives	6
BUMG 152	Creative Marketing For Small Business	3
NASD 176	Traditional Tool Making or	3
NASD 292	Encampment	4
ELECTIVE	OPEN	3
ARTD 275	Artist Portfolio	1
Total		16-17
Total Credits		97-98
A.A.		

FORESTRY

FORESTRY DEPARTMENT

- Associate of Science Degree (A.S.) (94 credits)
- Bachelor of Science Degree (B.S.) (186 credits)

Program Description

The Forestry curriculum provides the opportunity to study forest management, forest measurement technology, wildfire management and related ecological studies. In this program, students may choose one of two options: Forest Management or Wildland Fire Science. The degrees are similar but contain important differences. Refer to each degree plan for specific components required for each degree.

Special Admissions Requirements

Students may need to strengthen math, writing and reading skills with additional coursework upon entering the program, depending on results of the Test of Adult Basic Education (TABE) and consultation with each student on an individual basis with their academic advisor.

Career Opportunities

Completion of the Associate of Science Degree will provide the student with the necessary skills to work as a forest technician within the Reservation area, the U. S. Forest Service, the Bureau of Indian Affairs, Division of Wildland Fire Management and other natural resource management organizations.

Student Learning Outcomes

Upon completion of the Associate of Science degree in Forestry, students will:

- Properly use special measurement instruments used by foresters and forestry technicians.
- Apply techniques of forest measurement and scientific principles of forestry for sound forest and land management.
- Correctly identify trees and forest plants.
- Conduct timber cruising, forest habitat typing, land surveying, and log scaling proficiently (Forest Management emphasis) and demonstrate a basic understanding of fuels measurement and fuel modeling (Wildlife Fire Science Emphasis)
- Use critical thinking methods in analyzing and responding to forestry resource issues.

Associate of Science, Forestry, Forest Management Emphasis

CURRICULUM

Fall (First Year)

ENGL 101	English Comp I	3
FORS 146	Dendrology	3
BIOS 101	General Biology	4
BIOS 102	General Biology Lab	1
MATH 100	College Algebra	5
Total		16

Winter (First Year)

SCID 101	Science, Culture, and Society	5
FORS 154	Survey of Forestry	3
MATH 241	Statistics	5
SCID 114	Scientific Literature	3
Total		16

Spring (First Year)

BIOS 112	Intro to Botany	3
BIOS 113	Intro to Botany Lab	2
BIOS 162	Forest Botany	4
NASD 101	History of Indians in the U.S.	3
SVLN 250	Service to the Environment I	1
ELECTIVE	NAS-FAH/NASL (List A)	3
Total		16



**Associate of Science, Forestry,
Wildland Fire Emphasis**

CURRICULUM

Fall (Second Year)

ENGL 202	English Comp II	3
ELECTIVE	NASD OPEN	3
FORS 210	Forest Measurements Lab I	2
SPCH 100	Basic Communications	3
GEOG 201	GIS I	3
Total	14	

Winter (Second Year)

GEOG 321	GIS II	3
CHEM 110	Fundamentals of General Chemistry	4
CHEM 111	Fundamentals of General Chemistry Lab	1
FORS 220	Forest Measurements Lab II	2
FORS 251	Silviculture	3
HMNT 101	Introduction to Humanities OR	3
PHIL 100	Introduction to Philosophy OR	
ENGL 210	World Literature	
Total	16	

Spring (Second Year)

GEOG 331	GIS III	3
BIOS 260	Principles of Ecology	3
BIOS 261	Principles of Ecology Lab	2
FORS 230	Forest Measurements Lab III	2
FORS 271	Forest Health and Disturbance	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
Total	16	
Total Credits	94	
A.S.		

CURRICULUM

Fall (First Year)

ENGL 101	English Composition I	3
FORS 146	Dendrology	3
BIOS 101	General Biology	4
BIOS 102	General Biology Lab	1
MATH 100	College Algebra	5
Total	16	

Winter (First Year)

SCID 101	Science, Culture & Society	5
FORS 110	Introduction to Wildland Management	3
MATH 241	Statistics	5
SCID 114	Scientific Literature	3
Total	16	

Spring (First Year)

BIOS 112	Introduction to Botany	3
BIOS 113	Introduction to Botany Lab	2
BIOS 162	Forest Botany	4
NASD 101	History of Indians in the US	3
SVLN 250	Service to the Environment I	1
ELECTIVE	NAS-FAH/NASL (List A)	3
Total	16	

FORESTRY

CURRICULUM

Fall (Second Year)

ENGL 202	English Composition II	3
ELECTIVE	NASD OPEN	3
FORS 210	Forest Measurements Lab I	2
SPCH 100	Basic Communications	3
GEOG 201	GIS I	3
Total		14

Winter (Second Year)

GEOG 321	GIS II	3
CHEM 110	Fundamentals of General Chemistry	4
CHEM 111	Fundamentals of General Chemistry Lab	1
FORS 220	Forest Measurements Lab II	2
FORS 251	Silviculture	3
HMNT 101	Introduction to Humanities OR	3
PHIL 100	Introduction to Philosophy OR	
ENGL 210	World Literature	
Total		16

Spring (Second Year)

FORS 341	Fire and GIS	3
BIOS 260	Principles of Ecology	3
BIOS 261	Principles of Ecology Lab	2
FORS 240	Fuels Measurements Lab	2
FORS 271	Forest Health and Disturbance	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
Total		16
Total Credits		94
A.S.		

Bachelor of Science, Forestry

Career Opportunities

Completion of the Bachelor of Science degree will prepare the student to enter graduate school and also provides the student with the credentials to seek employment as a professional forester.

Requirements

A student must receive a "C" or better in all required courses while maintaining an overall grade point average of 2.0 to graduate. Students transferring into the program after completing an Associate of Science from another college may substitute equivalent courses within the first two years of the degree plan. These students must have completed all basic math and science courses. New and transferring students should consult with an advisor to plan a program to meet their specific goals and requirements for this program.

Student Learning Outcomes

Upon completion of the Bachelor of Science in Forestry, a student, will, in addition to the goals listed for the A.S. in Forestry, be able to:

- Demonstrate broad-based theoretical and technical knowledge of forestry sciences or wildland fire sciences.
- Demonstrate cultural sensitivity and a knowledge base of the role of forestry in tribal life, and develop an approach to forest research and management or wildland fire research and management that honors a tribe's cultural values.
- Understand the economic and political systems of tribal governments and those agencies that interact with tribes.
- Apply techniques in communication that build support among tribal and non-tribal members for strong and sustainable forest and wildland fire management policies.
- Complete an individual research problem related to a forestry or wildland fire management issue.

**Bachelor of Science, Forestry,
Forest Management Emphasis**

CURRICULUM

Fall (Third Year)

ENVS 319	Introduction to Soil Science	3
ENVS 320	Introduction to Soil Science Lab	1
HYDR 101	Introduction to Hydrology	3
FORS 310	Forest Ecology	3
COOP 285	Advanced Internship	3
ELECTIVE	Math/Science	3
Total	16	

Winter (Third Year)

NASD 210	Introduction to Indigenous Science	3
WILD 202	Introduction to Wildlife Management	3
BIOS 312	Environmental Adaptations of Plants	3
ECON 211	Microeconomics	3
MATH 108	Advanced Functions & Modeling	3
Total	15	

Spring (Third Year)

HMNT 301	Social & Environmental Ethics	3
SPCH 360	Professional Presentation Skills	3
MATH 109	Trigonometry	3
FORS 330	Timber Harvest Systems	3
ELECTIVE	Math/Science	3
Total	15	

CURRICULUM

Fall (Fourth Year)

ENVS 413	Wildland Recreation Management	3
COOP 285	Advanced Internship	3
ECON 410	Economic Development on Indian Reservations	3
FORS 410	Advanced Silviculture/ES Management	3
ELECTIVE	Native Language I	3
Total		15

Winter (Fourth Year)

ENVS 404	Senior Seminar: Culture & Environment	2
ENVS 430	NEPA Process	3
BIOS 410	Conversation of Biodiversity	3
FORS 420	Fire Ecology	3
ENCS 415	Restoration Ecology	3
ELECTIVE	Native Language II	3
Total		17

Spring (Fourth Year)

BIOS 420	Disturbance Ecology	3
SVLN 450	Service to the Environment II	1
ENVS 408	Senior Thesis	4
FORS 430	Issues in Tribal Forest Management	3
ELECTIVE	OPEN	3
Total		14
Total Credits		186
B.S.		

FORESTRY

Bachelor of Science, Forestry, Wildland Fire Emphasis

CURRICULUM

Fall (Third Year)

ENVS 319	Introduction to Soil Science	3
ENVS 320	Introduction to Soil Science Lab	1
HYDR 101	Introduction to Hydrology	3
FORS 310	Forest Ecology	3
COOP 285	Advanced Internship	3
ELECTIVE	Math/Science	3
Total		16

CURRICULUM

Fall (Fourth Year)

ENVS 413	Wildland Recreation Management	3
COOP 285	Advanced Internship	3
ECON 410	Economic Development on Indian Reservations	3
FORS 442	Fire Behavior & Meteorology	3
ELECTIVE	Native Language I	3
Total		15

Winter (Third Year)

NASD 210	Introduction to Indigenous Science	3
WILD 202	Introduction to Wildlife Management	3
BIOS 312	Environmental Adaptations of Plants	3
FORS 340	Fire Management: Suppression	3
MATH 108	Advanced Functions & Modeling	3
Total		15

Winter (Fourth Year)

ENVS 404	Senior Seminar: Culture & Environment	2
ENVS 430	NEPA Process	3
BIOS 410	Conversation of Biodiversity	3
FORS 420	Fire Ecology	3
ENCS 415	Restoration Ecology	3
ELECTIVE	Native Language II	3
Total		17

Spring (Third Year)

HMNT 301	Social & Environmental Ethics	3
SPCH 360	Professional Presentation Skills	3
MATH 109	Trigonometry	3
FORS 342	Wildlands Fuels Management	3
ELECTIVE	Math/Science	3
Total		15

Spring (Fourth Year)

FORS 443	Fire, Fuels & Veg Models	3
SVLB 450	Service to the Environment II	1
ENVS 408	Senior Thesis	4
FORS 430	Issues in Tribal Forest Management	3
ELECTIVE	OPEN	3
Total		14
Total Credits		186
B.S.		

GENERAL SCIENCE

LIFE SCIENCES DEPARTMENT- GENERAL SCIENCE

- Associate of Science - General Science (A.S.)
(92 credits)

Program Description

The A.S. in General Science program has been structured to provide the greatest possible options for students coming to SKC with either an interest in Science, Technology, Engineering, and Math (STEM), but not knowing which area to pursue. The program is also designed as a “2+2” transfer program for individuals who wish to start their studies at SKC and then transfer to another institution.

Career Outlook

The knowledge gained within this program will prepare students for a wide range of career options in science. These include a research graduate track, as well as healthcare, industry and government. Depending on the choice of courses, you could go on to become a pharmacist, a medical doctor, dentist, research scientist, medical technologist, cell biologist, toxicologist, biochemist, or microbiologist.

Program Information

The general structure of the A.S. in General Science program is a common first year with the basics in math, biology and chemistry. The second year provides a “focus” or “track” by requiring the student to choose a particular area of interest as an approved “core” of 15 credits. Ideally, a 3-quarter sequence of 5-credit courses in the area of interest makes up the 15 credit “core.” The student will need to work in concert with an advisor to choose the sequence that best fits her/his need. Some example core sequences are given below.

Anatomy/Physiology:

BIOS 215/216; 217/218; 219/229

Biology (cellular/molecular):*

BIOS 230; 232; 234

Chemistry:

CHEM 150/151; 152/153; 154/155

Engineering:

ENGG 201; 202; 211

Math

MATH 111; 112; MATH 235

Physics

PHYS 201; 203; 205

Core sequences may also be in Forestry, Hydrology or Wildlife and Fisheries.

*Notes:

The BIOS 230 – 234 courses are 4-credit courses. This would require an additional 3-credit BIOS course to complete the core.

MATH 110 (Calculus I) is a required course in the AS program. It requires only two courses to complete the calculus sequence. Additional math course(s) would have to be selected, such as MATH 223, 231 or 235 to fill out the core.

Requirements

A student must earn a “C” or better in all required core courses and maintain an overall GPA of 2.0 in order to continue and graduate with the A.S. in General Science.

Students may need to strengthen math, English and writing skills with additional coursework prior to entering the program. Math and science courses that are more than five years old may need to be repeated within the General Science degree program. Your Academic Advisor will help you plan coursework that meets your specific needs and goals.

Student Learning Outcomes

At the end of the program, students will be able to:

- Understand the role of science in western and Native societies
- Present scientific information in written and oral presentations in a professional manner
- Demonstrate understanding of essential concepts in scientific field of choice
- Apply critical thinking to the essential concepts in an area of interest
- Assess and solve quantitative problems using appropriate mathematical tools

GENERAL SCIENCE

CURRICULUM

Fall (First Year)

ENGL 101	English Composition I	3	ELECTIVE	Math/Science Core	5
BIOS 101	General Biology	4	ELECTIVE	Math/Science Elective	3
BIOS 102	General Biology Laboratory	1	MATH 110	Calculus I	5
NASD 101	History of Indians in the U.S.	3	ELECTIVE	NAS-FAH/NASL (List A)	3
MATH 100	College Algebra	5			
	Total	16		Total	16

Winter (First Year)

ENGL 202	English Composition II	3	ELECTIVE	Math/Science Core	5
MATH 108	Advanced Functions	3	MATH 241	Statistics	5
CHEM 110	Fundamentals of General Chemistry	4	NASD 210	Introduction to Indigenous Science	3
CHEM 111	Fundamentals of General Chemistry Lab	1	ELECTIVE	Math/Science	3
ELECTIVE	SS-INTRO (List C)	5			
	Total	16		Total	16

Spring (First Year)

MATH 109	Trigonometry	3	ELECTIVE	Math/Science Core	5
SPCH 100	Basic Communication	3	ELECTIVE	Math/Science	3
HMNT 101	Introduction to Humanities	3	ELECTIVE	EXPR-ART-OPEN (List B)	3
CHEM 140	Fundamental Org & Bio Chemistry	5		Open Elective	3
	Total	14		Total	14

Fall (Second Year)

ELECTIVE	Math/Science Core	5
ELECTIVE	Math/Science Elective	3
MATH 110	Calculus I	5
ELECTIVE	NAS-FAH/NASL (List A)	3
	Total	16

Winter (Second Year)

ELECTIVE	Math/Science Core	5
MATH 241	Statistics	5
NASD 210	Introduction to Indigenous Science	3
ELECTIVE	Math/Science	3
	Total	16

Spring (Second Year)

ELECTIVE	Math/Science Core	5
ELECTIVE	Math/Science	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
	Open Elective	3
	Total	14
	Total Credits	92
	A.S.	



GENERAL SCIENCE**LIFE SCIENCES DEPARTMENT-
PRE-NURSING PROGRAM**

- Preparation for application to Nursing Program

The **Pre-Nursing Program** provides coursework required to apply for admission to the Nursing Program. Students receive academic advising through the Life Sciences Department.

Completion of pre-requisite courses does not guarantee acceptance to the Nursing Program. However, upon completion of the required courses, students are eligible to apply for acceptance to the Nursing Program by completing the Nursing Department application and entrance exam.

Nursing Program Pre-requisite Course Requirements

To be considered for the Nursing Program, a grade of B or better must be achieved for the following science and math prerequisites:

- BIOS 215 Anatomy and Physiology I
- BIOS 216 Anatomy and Physiology I Lab
- BIOS 217 Anatomy and Physiology II
- BIOS 218 Anatomy and Physiology II Lab
- MATH 100 College Algebra
- or approved transfer equivalents (see SKC enrollment services for approved transfer courses)
- Math and Science courses can be no more than five (5) years old when student is applying to the Nursing Program

To be considered for the Nursing Program, a grade of C or better must be achieved for the following additional courses:

- ENGL 101 English Composition I
- ENGL 202 English Composition II
- PSYC 230 Developmental Psychology or approved transfer equivalents (see SKC enrollment services for approved transfer courses)

Other courses in the A.S. General Science (Nursing Option) allow students to work toward a degree in General Science or a B.S. in Life Sciences.

**Additional information regarding the Nursing Department, including the application process and requirements, can be found on pages 104-106 of this catalog.

CURRICULUM**A.S. General Science (Pre-Nursing Option)****Fall (First Year)**

ENGL 101	English Composition I	3
BIOS 215	Anatomy & Physiology I	4
BIOS 216	Anatomy & Physiology I Lab	1
MATH 100	College Algebra	5
BIOS 101	General Biology	4
BIOS 102	General Biology Lab	1
Total		18

Winter (First Year)

BIOS 217	Anatomy & Physiology II	4
BIOS 218	Anatomy & Physiology II Lab	1
ENGL 202	English Composition II	3
MATH 108	Functions and Modeling	3
PSYC 110	Intro to Psyc (List C)	5
Total		16

Spring (First Year)

PSYC 230	Developmental Psychology (List H)	5
SPCH 100	Basic Communications	3
MATH 109	Trigonometry	3
BIOS 130	Intro to Microbiology	4
BIOS 131	Intro to Microbiology Lab OR	1
BIOS 219	Anatomy & Physiology III	4
BIOS 229	Anatomy & Physiology III Lab	1
Total		21

GENERAL SCIENCE

Following the first year, students may:
 Take the Entrance Exam and Application for the
 Nursing Department
 Move to Nursing Department IF accepted to program
OR
 Continue with the General Science (A.S.) program
OR
 Continue with Life Sciences (B.S.) program.

CURRICULUM

Fall (Second Year)

Elective	Math/Science Elective	3
NASD 101	History of Indians in the U.S.	3
MATH 110	Calculus I	5
Elective	NAS-FAH/NASL (List A)	3
Total	14	

Winter (Second Year)

CHEM 110	Fund. Gen. Chem	4
CHEM 111	Fund. Gen. Chem Lab	1
MATH 241	Statistics	5
NASD 210	Indigenous Science	3
Elective	Math/Science Elective	3
Total	16	

Spring (Second Year)

CHEM 140	Fund. Org. Bio. Chem	5
HMNT 101	Intro to Humanities	3
Elective	EXPR-ART-OPEN (List B)	3
Elective	Open Elective	3
Elective	Math/Science Elective	3
Total	17	
Total Credits		97
A.S.		



HIGHWAY CONSTRUCTION

HIGHWAY CONSTRUCTION TRAINING DEPARTMENT

- Certificate of Completion (C.C.) (47 credits)

Program Description

The Highway Construction Training Program (HCT) provides students with the necessary technical skills, knowledge, and credentials to obtain employment as entry-level heavy equipment operators and truck drivers. The curriculum is arranged for qualified students to meet the needs of employers in the highway construction industry, general road construction, and mining and related industries; and in tribal, city, county, state, and federal government road maintenance jobs. Students work in a positive learning environment under the supervision of qualified instructors who guide and advise them in conditions that duplicate actual work sites.

Program Objectives

The HCT certificate program will provide training for students to obtain the following credentials: a Class A Commercial Driver's License (CDL) with Tank, Double/triple, and Haz Mat endorsements; Montana LTAP flagger card; Heavy Equipment Operator certification from the National Center for Construction Education and Research (NCCER); and an OSHA (Occupational Safety and Health Administration) 10 Hour Safety Training card. Students take one quarter of truck driving and one quarter of heavy equipment operation during fall and winter quarters. During spring quarter, students gain field experience with emphasis in either truck driving or heavy equipment operation through community service activities that typically include work for tribal elders and other tribal departments, and projects for local youth sports organizations and other non-profit entities.

Students also gain skills and proficiency in areas such as basic surveying concepts, construction math and blueprint reading, work ethics, job applications, interviewing, verbal and written communication, and related educational skills. The heavy equipment operation component is accredited by the National Center for Construction Education and Research (NCCER). The NCCER has also certified each of the full-time HCT instructors.

Important Program Information

- Students must contact the Registrar's Office,

Financial Aid, and the Highway Construction Training Program prior to admittance to the program.

- A student must receive a "C" or better in all required courses to graduate.
- All students, faculty, and staff are subject to random drug and alcohol testing throughout the year.
- In addition to regular college admission requirements and prior to enrolling in the Highway Construction Training Program, students must provide HCT with the following:
 - Complete HCT admission application
 - A current Department of Transportation (DOT) Medical Examiner's Certificate (MEC) and wallet card
 - Copy of current Montana Driver's License
 - Social Security Card, non-laminated
 - Complete DOT Drug Analysis Screen
 - T.A.B.E. Test completed with minimum scores of: Reading - 484; Math - 473; Language - 505

The DOT Medical Examiner's Certificate will be completed by your health care provider on a long form and wallet card provided by their office and returned to the HCT office. The DOT drug screen is taken separately from the DOT physical and can be completed by the lab in a hospital where you live and mailed to the Personnel Director at Salish Kootenai College. Please be advised that this program will not accept a drug screen taken prior to 30 days before the first day of class.

Physical Requirements

- Must be able to lift 50 pounds to shoulder height.
- Must be able to perform safely in field operations.
- Must be able to communicate orally with a person 20 feet away.
- Must be able to climb, un-aided, onto and off of equipment using three points of contact.
- Must be able to stand for long periods of time.
- Must be able to visually read from a blueprint or drawing.
- Must be able to hear a backup warning alarm.

Note: Students should be advised that some companies that hire CDL drivers require the following: 23 years of age, no DUI's in the past 7 years, no more than 3 moving violations in the past 3 years, and a pre-employment drug screen.

Preference for admission is given to American

HIGHWAY CONSTRUCTION

Indians documenting tribal membership or dependency (traceable to second generation). Non-Indian students are admitted as space is available.

Expenses

In addition to the college tuition and fees, students will want to account for the following additional costs:

- Lab fees -\$250 per quarter;
- Books - up to \$200;
- CDL Test Fee - up to \$51
- DOT Physical Exam - up to \$80;
- DOT drug screen-up to \$80.

(Please note: costs other than lab fees are approximate. Students are encouraged to contact the HCT office for more details.)

Student Learning Outcomes

Upon successful completion of the Highway Construction Training Program, students will demonstrate the following technical skill and competency outcomes:

- Operate backhoes, bulldozers, compactors, excavators, loaders, road graders, and scrapers safely and efficiently.
- Have earned a Class “A” Commercial Driver’s License (CDL) and endorsements by demonstrating proficiencies based on Montana and USDOT requirements, and operate ten and eighteen wheel trucks safely and efficiently.
- Demonstrate competency in Temporary Traffic Control through training and testing based on requirements of the Montana Department of Transportation and the Manual for Uniform Traffic Control Devices from the USDOT of the Federal Highway Administration. Students will receive a Flagger Certificate upon successful completion.
- Use critical thinking to describe basic mechanical operations and implement preventative maintenance procedures, and to demonstrate knowledge of the laws, regulations, and safety requirements of the profession.
- Demonstrate proficiency in preventative maintenance and basic mechanical skills
- Attain the technical skills and knowledge necessary to earn credentials from NCCER in Heavy Equipment Operation
- Demonstrate knowledge of the laws, regulations and safety requirements of the profession, to include OSHA-10 hour safety training
- Demonstrate familiarity with the realities of employment in the truck driving/construction industry.

CURRICULUM

Fall

CAPP 102	Computer Lit. for HCT	1
GNSD 125	Job Seeking Skills	3
HPED 125	First Aid/CPR for HCT	1
HEOP 100	Introduction to Heavy Equipment Operation or Introduction to Truck Driving	10
TRUK 100		
	Total	15

Winter

MATH 096	Construction Math I	3
NASD 101	History of Indians for HCT	3
HEOP 100	Introduction to Heavy Equipment Operation or Introduction to Truck Driving	10
TRUK 100		
	Total	16

Spring

FLAG 101	Flagger Training	1
ENGL 107	Communication in the Workplace	3
* MATH 097	Construction Math II	2
* HEOP 110	Heavy Equipment Field Experience or Truck Driving Field Experience	10
*TRUK 110		
	Total	16
	Total Credits	47
	C.C.	

* = Course has a prerequisite



HYDROLOGY

NATURAL RESOURCES - HYDROLOGY

Hydrology

- Associate of Science Degree (A.S.) (96 credits)
- Bachelor of Science Degree (B.S.) (190 credits)

Program Description

The hydrology program provides the opportunity for interdisciplinary study of physical, chemical, and biological water resources and their management. Students will gain theoretical, conceptual, computational, and practical knowledge/experiences in qualifying, monitoring, quantifying, and managing today's water resource challenges with particular emphasis on facing Tribal lands.

Associate of Science, Hydrology

Career Opportunities

Completion of the Associate of Science Degree will provide the student with the necessary skills to work as a hydrology -water quality or geo -technician within the Reservation area, the U.S. Forest Service, the Environmental Protection Agency, the Bureau of Reclamation, the United States Geological Society, and other earth science disciplines.

Student Learning Outcomes

Students completing an Associates of Science in Hydrology will be able to:

- Explain the presence and distribution of water based on an understanding of physical and hydrological sciences.
- Employ basic technical skills required in assessing the physical, chemical, and biological health of water resources demonstrated through a proficiency in hydrological measuring and monitoring, data collection, organization and storage.
- Understand the importance of water to Tribal communities, traditions, culture and spirituality demonstrated through basic skills in writing and communicating hydrological data.
- Use critical thinking in analyzing and responding to major environmental and water resource issues among Tribal, State, National and International entities.



HYDROLOGY

Associate of Science, Hydrology

CURRICULUM

Fall (First Year)

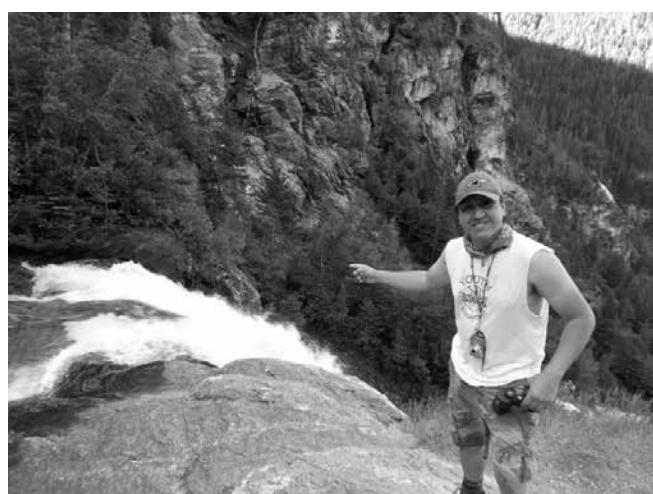
MATH 100	College Algebra	5
GEOG 201	GIS I	3
HYDR 101	Introduction to Hydrology	3
BIOS 101	General Biology	4
BIOS 102	General Biology Lab I	1
Total		16

Winter (First Year)

GEOG 321	GIS II	3
SCID 114	Scientific Literature	3
CHEM 110	Fundamentals of General Chemistry	4
CHEM 111	Fundamentals of General Chemistry Lab	1
MATH 241	Statistics	5
Total		16

Spring (First Year)

ENGL 101	English Comp I	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
SVLN 250	Service to the Environment I	1
GEOG 331	GIS III	3
HYDR 131	Intro to Water Qual Monitoring	3
ELECTIVE	Native or Second Language (Any NASL)	3
Total		16



CURRICULUM

Fall (Second Year)

SPCH 100	Basic Communications	3
GEOL 101	Physical Geology	4
GEOL 102	Physical Geology Lab	1
ENGL 202	English Composition II	3
HYDR 210	Physical Hydrology	3
ELECTIVE	(Math/Science)	3
Total		17

Winter (Second Year)

SCID 101	Science, Culture & Society	5
MATH 108	Advanced Functions & Modeling	3
HMNT 101	Introduction to Humanities	3
or		
PHIL 100	Introduction to Philosophy	
or		
ENGL 210	World Literature	
NASD 210	Introduction to Indigenous Science	3
NASD 101	History of Indians in the U.S.	3
Total		17

Spring (Second Year)

MATH 109	Trigonometry	3
HYDR 230	Field Hydrology	3
HYDR 370	Groundwater	3
BIOS 260	Principles of Ecology	3
BIOS 261	Principles of Ecology Lab	2
Total		14
Total Credits		96
A.S.		

Bachelor of Science, Hydrology

The Bachelor's Degree program provides students with a broad-based theoretical and technological understanding of environmental and physical sciences and prepares students to design and direct research programs related to water resources.

Career Opportunities

Graduates of the Bachelor Degree program are prepared to continue their education in graduate school or obtain employment as managers or directors of programs in industry, local, state, federal and tribal programs.

Student Learning Outcomes

In addition to the previous learning objectives, a student completing a Bachelor of Science in Hydrology should also be able to:

- Articulate interdisciplinary hydrological concepts that demonstrate broad-based theoretical and technological knowledge of water resources presence, distribution and health.
- Demonstrate and articulate culturally sensitive hydrological research and management practices that align with the natural world and values of tribal cultures and communities.
- Complete hydrological research using appropriate design, field collection, data analyses techniques and interpretation of hydrologic computer models.
- Apply techniques in communicating hydrological concepts and research that foster understanding of sustainable water resources practices and policies among Tribal, State, Federal and International stakeholders.



HYDROLOGY

Bachelor of Science, Hydrology

CURRICULUM

Fall (Third Year)

MATH 110	Calculus I	5
ELECTIVE	COMM-ADV (List F)	3
ENVS 319	Introduction to Soil Science	3
ENVS 320	Introduction to Soil Science Lab	1
HYDR 311	GIS App in Hydrology	3
Total		15

Winter (Third Year)

MATH 111	Calculus II	5
ENVS 311	Water Quality Monitoring	3
ENVS 203	Weather & Climate	3
HYDR 321	Applied Hydrology	4
Total		15

Spring (Third Year)

NASD 250	History of Federal Indian Policy	5
ELECTIVE	(Math/Science)	3
HYDR 410	Advanced Groundwater	3
SVLN 450	Service to the Environment II	1
BIOS 430	Fisheries Ecology	3
Total		15

CURRICULUM

Fall (Fourth Year)

PHYS 201	Physics I	5
COOP 285	Advanced Internship	3
GEOL 410	Fluvial Geomorphology	3
HYDR 411	Surface Water Groundwater Interactions	3
ECON 410	Economic Development on Indian Reservations	3
Total		17

Winter (Fourth Year)

ENVS 430	NEPA Process	3
ENVS 404	Senior Seminar: Culture and Environment	2
PHYS 203	Physics II	5
HYDR 422	Water Law	3
HYDR 425	Watershed Management	3
Total		16

Spring (Fourth Year)

HMNT 301	Social & Environmental Ethics	3
ENVS 408	Senior Thesis	4
HYDR 431	Tribal Waters	3
COOP 285	Advanced Internship	3
ELECTIVE	(Math/Science)	3

Total **16**

Total Credits **94**

Upper Division

Total Credits **190**
B.S.



INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY/ ENGINEERING DEPARTMENT

- Associate of Science Degree (A.S.) (94 credits)
- Bachelor of Science Degree (B.S.) (181 credits)

Program Description

The Associate and Bachelor of Science degrees in Information Technology (IT) provide students with broad and versatile skills to solve a wide range of problems in the field. The core of the curriculum introduces students to the fundamentals of IT with a focus on databases, networking, information security, and operating systems. Students will learn how to handle current and future IT business needs. Upper level courses prepare students to design, implement, and administer a complete IT infrastructure. Both IT programs prepare students for industry standard certifications, such as those from Cisco, Microsoft, and CompTIA.

Associate of Science Degree, Information Technology

Career Information

The Information Technology Associate degree program prepares students for entry level jobs such as network technician, help desk technician, or a computer support specialist.

Student Learning Outcomes

Upon completion of the Associate and Bachelor of Science degrees, students will:

- Apply the appropriate technical, legal standards and practices while analyzing, researching, developing, and deploying technology solutions.
- Communicate professional material in oral and written form with their peers and laypersons.
- Recognize the need for, and engage in, life-long learning to stay knowledgeable in a rapidly changing technological environment.
- Work, both individually and as part of a team, in different stages of information technology projects; and organize and lead projects.
- Understand the information technology needs of the Confederated Salish and Kootenai Tribes.
- Apply theory and concepts pertaining to the design, planning, deployment and management of various technology infrastructures and services in enterprise, medium, and small businesses.



INFORMATION TECHNOLOGY

Associate of Science, Information Technology

CURRICULUM

CURRICULUM

Fall (First Year)

ITEC 100	IT Fundamentals	4
ENGL 101	English Composition I	3
MATH 100	College Algebra	5
NASD 101	History of Indians in the U.S.	3
Total		15

Fall (Second Year)

ITEC 201	Databases I	4
ITEC 205	Networking Fundamentals	4
ITEC 210	Information Security Fundamentals	4
ITEC 215A	IT Seminar	1
ELECTIVE	NAS-FAH/NASL (List A)	3
Total		16

Winter (First Year)

ENGL 202	English Composition II	3
ITEC 130	Upgrading & Repairing Computers	3
ITEC 135	Desktop Operating Systems	3
MATH 108	Advanced Functions & Modeling	3
ELECTIVE	NAS-OPEN	3
Total		15

Winter (Second Year)

CSCD 219	Programming I	4
ITEC 215B	IT Seminar	1
ITEC 231	Databases II	4
ITEC 235	Network Infrastructure	4
ELECTIVE	NAT-SCI-INTRO (List DS)	5
Total		18

Spring (First Year)

ITEC 160	Web Programming	4
ITEC 165	Linux System Administration	3
SPCH 100	Basic Communications	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
HMNT 101	Introduction to Humanities or	3
PHIL 100	Introduction to Philosophy or	
ENGL 210	World Literature	
Total		16

Spring (Second Year)

CSCD 220	Programming II	4
ITEC 215C	IT Seminar	1
ITEC 265	Advanced Networking	4
ELECTIVE	SS-INTRO (List C)	5
Total		14
Total Credits		94
A.S.		

Bachelor of Science, Information Technology

Career Information

The Information Technology Bachelor degree program prepares students for junior level jobs such as system administrator, network administrator, database administrator, or network security analyst.

CURRICULUM

Fall (Third Year)

ITEC 301	CCNA Exam Preparation	4
ITEC 310	Linux Server Administration	3
ITEC 315A	IT Seminar	1
ITEC 320	Windows Server Administration	3
ELECTIVE	NAS-ADV (List E)	3
Total	14	

Winter (Third Year)

ITEC 315B	IT Seminar	1
ITEC 325	Data Storage	4
ITEC 330	Network Security Analysis	4
ITEC 335	Administering Network Services I	4
ELECTIVE	COMM-ADV (List F)	3
Total	16	

Spring (Third Year)

ITEC 315C	IT Seminar	1
ITEC 360	Relational Database Management	4
ITEC 365	Administering Network Services II	4
ELECTIVE or MATH (List I)	NAT-SCI	5
Total	14	

CURRICULUM

Fall (Fourth Year)

ITEC 405	Advanced Network Routing	4
ITEC410	Cloud Computing	4
ITEC 415A	IT Seminar	1
ELECTIVE	SS-OPEN (List H or J)	5
Total		14

Winter (Fourth Year)

ITEC 415B	IT Seminar	1
ITEC 430	Scripting for System Administrators	4
ITEC 435	Advanced Network Switching	4
ITEC 440	MCSA/MCSE Exam Preparation	4
ELECTIVE	FA-OPEN or HUM-ADV (List G)	3
Total		16

Spring (Fourth Year)

ITEC 415C	IT Seminar	1
ITEC 460	Advanced IT Internship	5
ITEC 465	Advanced Network Troubleshooting	4
ELECTIVE	SS-ADV (List J)	3
Total		13
Total Credits		181
B.S.		

LIBERAL ARTS

LIBERAL ARTS DEPARTMENT

- Liberal Arts (A.A.) (90 credits)

The Liberal Arts Department offers an enriching two-year program consisting of studies in a variety of academic fields including Social Science, Humanities, Communications, Native American Studies, and Fine Arts. Upon graduating with this degree, a student is better prepared with skills, knowledge, and perspectives needed to successfully enter the work force or transfer into a bachelor's degree program for further studies.

The Liberal Arts faculty believes that a good education empowers people, and that empowered individuals promote positive social change. We provide opportunities for our students to acquire academic skills paired with increased self-awareness. The department offers a variety of courses designed to create well-rounded learners and communicators, while sparking imagination, creativity, and curiosity. The faculty is also strongly committed to integrating Native American history, culture, and viewpoints into all classes and to providing tools for students to enhance and strengthen their Native American communities today and in the future. Liberal Arts majors graduate with a better understanding of themselves, their communities, and the world.

Career Opportunities

For graduates looking to immediately enter the workforce, the Liberal Arts A.A. degree provides marketable skills for entry-level job opportunities in a wide range of fields. Liberal Arts graduates possess skills desirable to employers including: effective written and oral communication; analytical thinking and reasoning; understanding of people, cultures, and societies; trainability, and flexibility.

Employment opportunities exist across the spectrum: public / private sector, government, and non-profit organizations. Specific job descriptions, opportunities, and wages vary due to location and career area of interest. Positions above entry level may require further on the job training, certifications, or education.

Common career areas: marketing, public relations, management, advertising, media, journalism, communications, public service, administrative support, museum work, historical preservation, and law.

For graduates looking to continue their education, the Liberal Arts A.A. degree provides the academic background and skills to successfully transfer into a more specified area of interest. The Liberal Arts program allows students to explore a wide range of fields, allowing for the exploration of personal interests, while completing general education requirements to transfer into a bachelor degree program.

Common areas of further study: education, communications, English, humanities (art, literature, music, philosophy), history, political science, public relations, historical preservation, law, business, social science, and psychology.

Liberal Arts Degree

The two year Liberal Arts degree program provides students with a broadbased, solid foundation of skills and knowledge in a wide range of areas. The two-year course plan focuses on many areas of study, which expose students to a wide variety of topics and fields. This may provide useful insight to students who are unsure about choosing a specific field of study or future career path. The Liberal Arts A.A. degree is designed to prepare students for entry into the workforce and/or pursuit of further educational opportunities.

Student Learning Outcomes

Upon completion of the Liberal Arts Program, students will be able to:

- Practice effective written and verbal communication skills through the creation of essays, reports, and oral presentations.
- Reflect understanding of the connection of people and place to language, ideas, and culture.
- Utilize critical thinking skills to analyze and synthesize ideas and information from a variety of sources with one's own ideas to create well thought out discussions, arguments, and ideas in written and oral work.
- Demonstrate recognition of differing American Indian values and traditions, and a respect for various tribal cultures through the integration of Native American cultural perspectives into coursework.
- Apply knowledge of the Liberal Arts to real-world situations, in meaningful ways, across multiple settings and conditions.

LIBERAL ARTS**CURRICULUM****Fall (First Year)**

HMNT 100	Orientation to Liberal Arts	1
NASD 109	Native American Contributions	3
NASD 101	History of Indians in the U.S.	3
ANTH 101	Introduction to Anthropology	5
ELECTIVE	OPEN	3
Total	15	

Winter (First Year)

ENGL 101	English Composition I	3
HIST 111/ 112/121/122	(any combination of two required)	3
HMNT 101	Introduction to Humanities	3
MATH 101	Art of Math	5
	OR	
MATH 100	College Algebra	
ELECTIVE	NASD OPEN	3
Total	17	

Spring (First Year)

ENGL 202	English Composition II	3
ELECTIVE	MS Electives (list DM or DS)	5
HIST 111/ 112/121/122	(any combination of two required)	3
PHIL 100	Introduction to Philosophy	3
Total	14	

CURRICULUM**Fall (Second Year)**

SPCH 100	Basic Communications	3
ENGL 201	Native American Literature	3
NASD 210	Intro to Indigenous Science	3
PSYC 110	Introduction to Psychology	5
ELECTIVE	NAS-FAH/NASL (List A)	3
Total	17	

Winter (Second Year)

ENGL 210	World Literature	3
HMNT 310	Advanced Humanities	3
PSYC 320	Cross Cultural Issues in Psychology	5
	OR	
SCID 101	Science, Society, and Culture	
ELECTIVE	EXPR-ART-OPEN (List B)	3
Total	14	

Spring (Second Year)

ENGL 306	Writing Research Papers	3
SCLG 110	Introduction to Sociology	5
	OR	
PSYC 230	Developmental Psychology	
NASD 301	Living in Two Worlds	3
HMNT 300	Liberal Arts Capstone Course	3
Total	14	
Total Credits		91
A.A.		



LIFE SCIENCES

LIFE SCIENCES DEPARTMENT

- Bachelor of Science Degree - Life Sciences (B.S.) (188-190 credits)

Program Description

The Life Sciences program at SKC is a four-year degree program that is designed to teach students about how molecules interact within living cells, through the study of molecular and cellular biology and chemistry. An active, hands-on research experience is an integral part of the program. This program offers paid laboratory internships, as well as academic credit for working in SKC's two research laboratories – the Environmental Chemistry Laboratory (SKC-ECL), and the Cellular and Molecular Biology Laboratory (SKC-CML). Students with productive research projects often travel to national meetings ranging from Hawaii to Washington D.C. to present their work.

The Life Sciences program offers two tracks that differ only in the classes taken in the senior year. One is the "Cellular Biology" track, which focuses this last year on a more in-depth study of molecular and cellular processes, and the other the "Environmental Health" track that focuses more on tribal environmental health issues, epidemiology, environmental chemistry and toxicology.

The Life Sciences Program welcomes students with Associate of Science degrees from other programs. Such students will need to work closely with an advisor to ensure that the course requirements of the Freshman and Sophomore years are met and students can progress.

Life Sciences Research Laboratories

Salish Kootenai College Cellular and Molecular Biology Laboratory (SKC-CMLB)

The Salish Kootenai College Cellular and Molecular Biology Laboratory (SKC-CMLB) is a student's link between class work and the latest instrumentation and discoveries in biology, medicine and biotechnology. The variety of instrumentation available within the SKC-CMLB allows students to pursue interests ranging from viruses to whole cells, tissues and organs. The SKC-CMLB utilizes PCR (Polymerase Chain Reaction) in combination with other techniques to study DNA, genomes, gene regulation, proteins and cells. Additionally, SKC-CMLB is hunting for new viruses, in hopes of discovering new anti-bacterial

agents (antibiotics) as well as gaining important insights into how living organisms, including man, adapt to their environments. SKC-CMLB's new microscopy facility allows students to view detailed structure and function of cells, tissues and organs as well as perform independent study and research relating to disease, diversity of species, and the environment.

The Salish Kootenai College Environmental Chemistry Laboratory (SKC-ECL)

The Salish Kootenai College Environmental Chemistry Laboratory (SKC-ECL) specializes in the analysis of environmental contaminants in water and soil, as well as plant and animal tissues. SKC-ECL serves as a student-centered training and research lab that offers full analytical chemistry capabilities for students in the General Science, Natural Resources and the Life Sciences Programs. Through laboratory internships, SKC-ECL allows students to gain valuable experience on state-of-the-art analytical instrumentation, such as high performance liquid chromatography (HPLC), gas chromatography/mass spectrometry (GCMS) and atomic absorption and atomic fluorescence spectroscopies (AAS, AFS). Current ongoing projects include investigations of the movement and adverse health effects of heavy metals, such as mercury, and organic contaminants, such as PCBs, in wildlife, and the environment.

Career Opportunities

The knowledge gained within this program will prepare students for a wide range of career options in science. These include a research graduate track, as well as healthcare, industry and government. Depending on the choice of tracks, you could go on to become a pharmacist, a medical doctor, dentist, research scientist, medical technologist, cellular biologist, toxicologist, biochemist, microbiologist, or tribal environmental health specialist.

Student Learning Outcomes

Students who complete the Bachelor Degree in Life Sciences will be able to:

- Apply the scientific process to study chemical and biological systems
- Apply appropriate quantitative analysis to scientific data

LIFE SCIENCES

- Communicate scientific information effectively in writing and oral presentations
- Work as part of a productive research group
- Demonstrate an understanding of ethical standards for the responsible conduct of scientific research
- Articulate the relevance of their research to tribal cultural values and indigenous scientific frameworks

Requirements

A student must earn a “C” or better in all required core courses and maintain an overall GPA of 2.0 in order to graduate with the B.S. (Life Sciences).

Students may need to strengthen math, English and writing skills with additional coursework prior to entering the Life Sciences program. Math and science courses that are more than five years old may need to be repeated within the Life Sciences degree program. Your Academic Advisor will help you plan coursework that meets your specific needs and goals.

**Bachelor of Science, Life Sciences****CURRICULUM****Fall (First Year)**

ENGL 101	English Composition I	3
BIOS 101	General Biology	4
BIOS 102	General Biology Laboratory	1
NASD 101	History of Indians in the U.S.	3
MATH 100	College Algebra	5
	Total	16

Winter (First Year)

ENGL 202	English Composition II	3
MATH 108	Advanced Functions	3
CHEM 110	Fundamentals of General Chemistry	4
CHEM 111	Fundamentals of General Chemistry Lab	1
BIOS 130	Introduction to Microbiology	4
BIOS 131	Introduction to Microbiology Lab	1
	Total	16

Spring (First Year)

MATH 109	Trigonometry	3
SPCH 100	Basic Communication	3
HMNT 101	Introduction to Humanities	3
CHEM 140	Fund Org and Bio Chemistry	5
	Total	14
	Total Credits	46
	First Year	

LIFE SCIENCES**CURRICULUM****Fall (Second Year)**

CHEM 150	General Chemistry I	3
CHEM 151	General Chemistry Lab I	2
MATH 110	Calculus I	5
BIOS 230	Molecular & Cellular Biology I	4
ELECTIVE	NAS-FAH/NASL (List A)	3
Total	17	

CURRICULUM**Fall (Third Year)**

CHEM 360	Organic Chemistry I	3
CHEM 361	Organic Chemistry I Lab	2
PHYS 201	Physics I	5
LFSC 320	Mammalian Physiology	5
LFSC 375A	Life Science Seminar I (List F)	1
Total	16	

Winter (Second Year)

CHEM 152	General Chemistry II	3
CHEM 153	General Chemistry Lab II	2
ELECTIVE	SS-INTRO (List C)	5
NASD 210	Introduction to Indigenous Science (NASD open)	3
BIOS 232	Molecular & Cellular Biology II	4
Total	17	

Winter (Third Year)

CHEM 362	Organic Chemistry II	3
CHEM 363	Organic Chemistry Lab II	2
PHYS 203	Physics II	5
LFSC 330	Genetics & Adaptation	5
LFSC 375B	Life Science Seminar I (List F)	1
Total	16	

Spring (Second Year)

CHEM 154	General Chemistry III	3
CHEM 155	General Chemistry Lab III	2
MATH 241	Statistics	5
ELECTIVE	EXPR-ART-OPEN (List B)	3
BIOS 234	Biochemistry of the Cell	4
Total	17	
Total Credits	51	
Second Year		

Spring (Third Year)

CHEM 364	Organic Chemistry III	3
CHEM 365	Organic Chemistry Lab III	2
PHYS 205	Physics III	5
MATH 342	Statistical Methods	3
LFSC 340	Biochemistry	3
LFSC 375C	Life Science Seminar I (List F)	1
Total	17	
Total Credits	49	
Third Year		



LIFE SCIENCES**CURRICULUM****Fall (Fourth Year) – Cellular Biology Track**

LFSC 420	Cellular Biology I: Cell Structure & Function	5
LFSC 485A	Life Science Internship	2
ELECTIVE	SS-ADV (List J)	3
ELECTIVE	FA-OPEN/HUM-ADV (List G)	3
LFSC 475A	Life Science Seminar II	1
Total	14	

Winter (Fourth Year)

LFSC 422	Cellular Biology II: Genomes	5
LFSC 485B	Life Science Internship	2
ELECTIVE	Approved Major Elective	3
ELECTIVE	SS-OPEN (List H)	5
LFSC 475B	Life Science Seminar II	1
Total	16	

Spring (Fourth Year)

LFSC 424	Cellular Biology III: Complex Cellular Systems	5
ELECTIVE	Approved Major Elective	3
ELECTIVE	NAS-ADV (List E)	3
LFSC 495	Senior Research Capstone	3
Total	14	
Total Credits	44	
Fourth Year		
Total Credits	190	
B.S.		

CURRICULUM**Fall (Fourth Year) – Environmental Health Track**

LFSC 485A	Life Science Internship	2
LFSC 310	Environmental Health (List H)	3
LFSC 475A	Life Science Seminar II	1
ELECTIVE	FA-OPEN/HUM-ADV (List G)	3
ELECTIVE	SS-OPEN (List H)	2
ELECTIVE	NAS-ADV (List E)	3
Total	14	

Winter (Fourth Year)

CHEM 420	Environmental Chemistry	4
LFSC 460	Environmental Toxicology I	3
LFSC 485B	Life Science Internship	2
ELECTIVE	Approved Major Elective	3
LFSC 430	Principles of Epidemiology	3
ELECTIVE	SS-ADV (List J)	
LFSC475B	Life Science Seminar II	1
Total	16	

Spring (Fourth Year)

LFSC 462	Environmental Toxicology II	3
LFSC 495	Senior Research Capstone	3
ELECTIVE	Approved Major Elective	3
ELECTIVE	OPEN	3
Total	12	
Total Credits	42	
Fourth Year		
Total Credits	188	
B.S.		

MATHEMATICS

- Associate of Science (A.S.) - Mathematical Sciences (92 credits)

Program Description

The goal of the Associate of Science in Mathematical Sciences (ASMS) degree is to prepare students interested in pursuing a Bachelor's degree in Science, Technology, Engineering, and Mathematics (STEM) related fields. Upon completion of the ASMS students will have completed the general (CORE) requirements set fourth by the Montana University System (MUS) as well as the mathematics requirements found in the first two years of the STEM-related degrees offered by MUS institutions.

Career Opportunities

The knowledge gained by completing this program will prepare students for a wide variety of career choices in STEM-related fields that require extensive mathematics background. Choice could include pure or applied mathematics, statistics, engineering, or mathematics teaching. Regardless of choice, mathematics is an excellent foundation for, and is usually a prerequisite to, study in all areas of science and engineering. Thus giving students leaving SKC with an ASMS degree numerous career opportunities.

Student Learning Outcomes

Upon completion of the ASMS degree a student will be able to:

- understand the role of mathematics in western and Native societies past, present, and future,
- model and analyze real-world phenomena mathematically,
- communicate mathematically ideas logically and to a wide variety of audiences both written and oral,
- think critically and problem solve using mathematical ideas,
- demonstrate understanding of essential concepts of mathematics and their interconnectedness,
- and access and solve quantitative problems using appropriate mathematical tools.

Program Requirements

For students in the ASMS degree program to remain in good standing they must:

- maintain a 2.5 or better cumulative GPA with no individual grade lower than 2.0,
- maintain a 2.5 or better GPA in all mathematical content courses with no individual grade lower than 2.0,
- complete the *MAP Mathematics Test* prior to beginning the program and complete the *Praxis II – Mathematics: Content Test* as a final requirement of the degree.

MATHEMATICS**CURRICULUM****Fall (First Year)**

MATH 110	Calculus I	5
ENGL 101	English Composition I	3
ELECTIVE	SS-INTRO (List C)	5
ELECTIVE	OPEN	3
	Total	16

Winter (First Year)

MATH 111	Calculus II	5
ENGL 202	English Composition II	3
ELECTIVE	NAT-SCI-INTRO (List DS)	5
ELECTIVE	OPEN	3
	Total	16

Spring (First Year)

MATH 112	Calculus III	5
SPCH 100	Basic Communications	3
ELECTIVE	HMNT 100 or PHIL 100 or ENGL 210	3
ELECTIVE	OPEN	3
	Total	14

Fall (Second Year)

MATH 235	Multivariable Calculus	5
EDUC 240	Human Growth and Development	4
MATH 201	Intro to Abstract Math	5
	Total	14

Winter (Second Year)

MATH 223	Linear Algebra (even*) or Differential Equations (odd*)	5
MATH 231	Statistics	5
MATH 241	EXPR-ART-OPEN (List B)	3
ELECTIVE	OPEN	3
	Total	16

Spring (Second Year)

NASD 101	History of Indians in the United States	3
MATH 231	Differential Equations (even*) or Linear Algebra (odd*)	5
MATH 223	ELECTIVE NAS-FAH/NASL (List A)	3
ELECTIVE	OPEN	5
	Total	16
	Total Credits	92
	A.S.	

ELECTIVE 1: Open Elective choices should be based on the program requirements at the institution to which the student intends to transfer.

(even*) - indicates courses offered when the Fall Quarter is in an even numbered year.

(odd*) - indicates courses offered when the Fall Quarter is in an odd numbered year.

MEDIA DESIGN

MEDIA DESIGN DEPARTMENT

- Associate of Arts (A.A.)
(95-96 credits)

Program Description

Upon completion of the Associate of Arts degree in Media Design, students will have knowledge and technical skills in graphic design, web design, and multimedia fields.

The Media Design Associate of Arts at SKC is considered a “hybrid” program - that is, while each course has set times on the schedule each term for students to meet as a class with their instructors, any and potentially all courses may additionally require online participation for some part of the schedule. Check your Media Design syllabi and speak with the instructor of record for each course.

Career Opportunities

SKC graduates in Media Design have successfully attained careers in the surrounding community. Currently, graduates create page layouts, ads and update company web pages. Graduates gaining entry level employment in this field can expect \$12 to \$20 per hour. Other graduates have freelance positions earning near \$25 per hour, completing photography, poster, and web designs. Local businesses include Total Screen Design, Charkoosta, and sign and printing businesses. Examples of job titles for graduates with a Media Design degree include:

Web Designer, Graphic Designer, Photographer & Photo Editor, Digital Illustrator and Videographer/Video Editor.



Student Learning Outcomes

At the end of the program, graduates will be able to demonstrate:

- **Creativity and Innovation**

Students demonstrate creative thinking, communicate ideas, and develop innovative products and processes using technology and art.

They can expect to combine prior knowledge of artistic processes and product-based projects with technological applications.

Students gain understanding and mastery of technological applications as related to media design, learn current technology and make commitments to being lifelong learners, with the expectation that the field of technology changes rapidly.

- **Digital Citizenship**

As leaders in visual literacy, the students of the Media Design program are expected to be information specialists and bear some responsibility to educate the general public in areas of media literacy. They can advocate and practice safe, legal, and responsible use of information and technology.

- **Communication Collaboration**

In our increasingly collaborative world, students can expect to utilize digital media to work and share ideas as well as products.

They can develop cultural understanding as well as global awareness by engaging with peers and professionals.

In accordance with the mission statement of Salish Kootenai College, the Media Design program will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.

MEDIA DESIGN**CURRICULUM****Fall (First Year)**

ENGL101	English Composition I	3
ARTD 114	Beginning Drawing (List B)	3
MEDA 101	Intro to Digital Arts & Design	5
FTVP 102/3	Intro to Photography/Lab	3
MEDA 190	Intro to Web Page Design	2
Total		15

Winter (First Year)

ARTD 111	Fundamentals of Art & Design	3
MEDA 143	Digital Storytelling & Social Media	4
FTVP 140	Fundamental Video Production	3
MEDA 120	Intro to Digital Illustration	3
ELECTIVE	NAS-FAH/NASL (List A)	3
Total		16

Spring (First Year)

ENGL 202	English Composition II	3
HMNT 101	Introduction to Humanities	3
	OR	
PHIL 100	Introduction to Philosophy	
MEDA 175	Interactive Web Development	2
ELECTIVE	SS-Intro (List C)	5
FTVP 141	Intermediate Video	3
	OR	
FTVP 202/203	Intermediate Photography	
	OR	
FTVP 191	New Directions in Indigenous Film	
Total		17

CURRICULUM**Fall (Second Year)**

ARTD 150	Introduction to Art History	3
	OR	
MEDA 109	Creativity, Culture, & Media	
SPCH 100	Basic Communications	3
	OR	
MEDA 255	Foundations of Digital Citizenship	
MATH 100	Algebra (List DM)	5
	OR	
MATH 101	Art of Math (List DM)	
NASD 101	History of Indians in the United States	3
MEDA 204	Media Project Development	3
Total		17

Winter (Second Year)

MEDA 225	Game Development & 3D Modeling	5
	OR	
MEDA 269	Intermediate Photoshop	4
MEDA 170	Page Layout & Design	3
ART 145	Beginning Printmaking	3
SCID 101	Science, Society & Culture	5
Total		15-16

Spring (Second Year)

PSYC 225	Psychology of Advertising & Propaganda	2
MEDA 205	Advd & Special Projects	3
	OR	
MEDA 171	Indigenous Storytelling	
ELECTIVE	NASD open	3
MEDA 212	Tomorrow's Media Seminar	3
MEDA 290	Design Portfolio & Presentation Cap	3
SVLN 100	Service Learning	1
Total		15
Total Credits		95-96
A.A.		

MEDICAL ASSISTANT

MEDICAL ASSISTANT

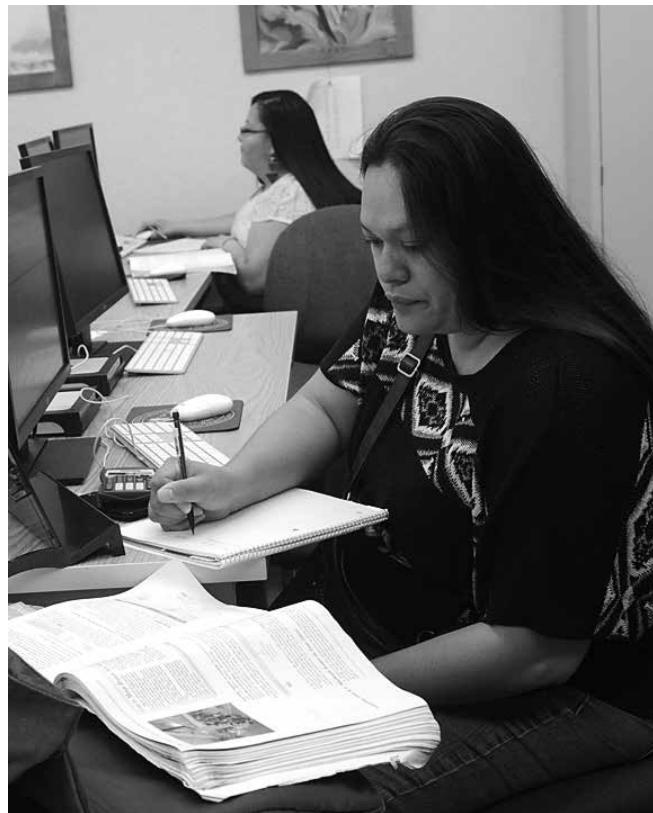
- Associate of Applied Science (A.A.S.)
(91 credits)

Program Description

The Medical Assistant AAS Degree prepares students for employment in healthcare facilities including clinics, hospitals, tribal health, etc. in both the front office and the clinical setting. This two-year AAS degree provides knowledge and skills in Medical Terminology, Anatomy and Physiology, patient in-take, billing and coding, law and ethics in the healthcare field, communication with patients, and software used for patient records. Clinical skills will include preparing patients for exams, taking patient histories, phlebotomy, lab specimen collection, medications, human diseases, and routine patient care.

Career Opportunities

Employment trends indicate that the Medical Assistant profession is expected to grow significantly both in Montana and nationally over the next 5-7 year period.



Student Learning Outcomes

Upon completion of the Medical Assistant A.A.S., students will be able to:

- Utilize correct medical terms and identify body systems and functions.
- Apply knowledge of the ethical/legal aspects of working in the healthcare field.
- Demonstrate effective skills in coding and billing in a healthcare facility.
- Input patient information into healthcare software for the purpose of coding, billing and maintaining patient records.
- Perform the routine clinical skills of an office or clinic.
- Administer routine medications.
- Assist Health Care Providers in various settings.
- Demonstrate appropriate methods of communication when dealing with patients, co-workers, and other healthcare providers.
- Include cultural considerations in all aspects of their position when interacting with clients.

Requirements:

- Must complete a background check by the second quarter of the program
- Must have all immunizations required by clinical agencies
- Must provide documentation of health insurance coverage
- Must earn a B or Better in all HIEP, BIOS and MAST Courses

MEDICAL ASSISTANT**CURRICULUM****Fall (First Year)**

CAPP 100	Computer Literacy	1
ENGL 101	English Comp I	3
OFED 106	Keyboard Skill Building	1
BIOS 215	Human Anatomy and Physiology I	4
BIOS 216	Human Anatomy and Physiology Lab	1
HIEP 117	Medical Terminology/Anatomy	4
HIEP 121	Medical Legal Aspects	2
Total		16

Winter (First Year)

MATH 100	College Algebra	5
CAPP 102	Document Processing	3
MAST 141	Human Disease	3
HIEP 130	Medical Office Billing I	2
BIOS 217	Anatomy and Physiology II	4
BIOS 218	Anatomy and Physiology Lab II	1
Total		18

Spring (First Year)

OFED 121	Human Relations	3
CAPP 161	Electronic Spreadsheets	3
HIEP 131	Medical Office Billing II	3
HIEP 133	Electronic Medical Records	3
MAST 143	Pharmacology for M.A.	3
Total		15

CURRICULUM**Fall (Second Year)**

HMNT 101	Intro to Humanities or PHIL 100	Intro to Philosophy or ENGL 210	3
MAST 235	Clinical Skills for M.A. I w/Lab	6	
HIEP 201	Medical Office Procedures	4	
NASD 101	History of Indians in U.S.	3	
Total			16

Winter (Second Year)

ELECTIVE	NASD	3
SPCH 100	Basic Communications	3
MAST 240	Clinical Skills for M.A.II w/ Lab	6
Total		12

Spring (Second Year)

MAST 271	Medical Assistant Externship	12
MAST 281	CMA Exam Prep	2
	Total	14
Total Credits		91
(A.A.S.)		

NATIVE AMERICAN STUDIES

NATIVE AMERICAN STUDIES DEPARTMENT

- Certificate of Completion, Native American Studies (C.C.) (45 credits)
- Associate of Arts, Native American Studies (A.A.) (94 credits)

The Native American Studies Program provides the opportunity to study the historic experience, the contributions, the culture, and the contemporary life of Native Peoples of North America. Course work spotlights the culture, language and traditions of the Peoples of the Flathead Nation, while studying Native history from tribes across the United States. The curriculum examines history, Native languages, art, sciences, literature and traditions of the Salish, Pend d'Orielle and Kootenai Peoples. It includes North American Native history, federal policy, and the contemporary issues that shape the lives of Native people throughout the United States. Students will have the ability to observe the integrity with which Native People led their lives in the past and today with cultural traditions that have sustained them for generations. Students will discover perspectives that significantly contrast with the modern Western worldview.

Career Opportunities

Students completing the Native American Studies Certificate or Associate degree program have a solid foundation that they can utilize when entering into or transferring to higher level degree programs in Native American Studies. This foundation is also very valuable in providing a solid historical and general cultural background to anyone living and working in Indian Country as a great companion program for any other degree program.

Certificate of Completion, Native American Studies

Student Learning Outcomes

- Upon completion of the Certificate, students will:
- Explain how the history of Indians post contact relates to the Flathead Indian Reservation;
 - Demonstrate basic traditional arts and technologies of the Salish and Kootenai cultures;
 - Recognize and pronounce basic vocabulary in the language of the Salish or Kootenai People;
 - Analyze how federal Indian Policy affected the Salish and Kootenai tribes.

CURRICULUM

Fall

NASD 100	Introduction to Native American Studies	3
NASD 156	Beading	3
NASD 162	Drumming & Singing	3
NASL 101	Basic Salish I or Basic Kootenai I	3
NASL 111	NAS OPEN	3
ELECTIVE		
	Total	15

Winter

CSCD 100	Computer Literacy	1
ENGL 101	English Composition I	3
NASD 101	History of Indians in the U.S.	3
NASD 107	Coyote Stories	3
*NASL 102	Basic Salish II or Basic Kootenai II	3
*NASL 112	(List DM or DS)	2
ELECTIVE		
	Total	15

Spring

NASD 103	Flathead Reservation History (1850-1910)	3
NASD 140	Flathead Reservation Indian Arts	3
NASD 150	Hide Tanning	3
*NASL 103	Basic Salish III or Basic Kootenai III	3
*NASL 113	(List DM or DS)	3
ELECTIVE		
	Total	15

Total Credits **45**
C.C.

* = Course has a Prerequisite

NATIVE AMERICAN STUDIES

Associate of Arts, Native American Studies

Student Learning Outcomes

Upon completion of the Associate of Arts, a student will:

- Analyze aspects of humanities as it relates to culture, history, and literature of American Indians;
- Communicate orally and through scholarly writing issues of federal Indian Policy and tribal government;
- Contextualize the effects that federal policy has on Native Americans;
- Investigate historic and contemporary interactions between native and non-native populations.
- Investigate the history and techniques used in indigenous science.

Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 2.0 to graduate.



CURRICULUM

Fall (First Year)

GNSD 102	Skills for College Success	2
NASD 100	Introduction to Native American Studies	3
NASD 101	History of Indians in the US	3
NASL 101	Basic Salish I or	3
NASL 111	Basic Kootnai I	
ELECTIVE	EXPR-ART-OPEN (List B)	3
	Total	14

Winter (First Year)

ENGL 101	English Composition I	3
NASD 102	Flathead Reservation History (before 1850)	3
NASD 104	Native American Images in Film	3
NASD 107	Coyote Stories	3
*NASL 102	Basic Salish II or	3
*NASL 112	Basic Kootenai II	
	Total	15

Spring (First Year)

CAPP 100	Computer Literacy	1
*ENGL 202	English Composition II	3
HMNT 101	Introduction to Humanities	3
*NASD 103	Flathead Reservation History (1850-1910)	3
*NASL 103	Basic Salish III or	3
*NASL 113	Basic Kootenai III (List DS)	3
ELECTIVE		
	Total	16
	Total Credits	45
	First Year	

NATIVE AMERICAN STUDIES

CURRICULUM

Fall (Second Year)

ANTH 101	Introduction to Anthropology	5
ENGL 201	Native American Literature	3
ELECTIVE	NAS-FAH/NASL (List A)	3
ELECTIVE	SS-INTRO (List C)	5
	Total	16

Winter (Second Year)

*NASD 252	History of Tribal Government	3
*NASD 262	Contemporary Issues	3
*SPCH 100	Basic Communications	3
ELECTIVE	SS-OPEN (List H)	3
NASD 210	Introduction to Indigenous Science (List DS)	3
	Total	15

Spring (Second Year)

NASD 140	Flathead Res. Indian Arts	3
*NASD 250	History of Federal Indian Policy	5
*NASD 292	Encampment	4
SVLN 100	Service Learning	1
ELECTIVE	MATH-OPEN (List DM)	5
	Total	18
	Total	49
	Total Credits Second Year A.A.	94

*=Course has Prerequisite



NURSING DEPARTMENT

- Associate of Science in Nursing Degree (ASN) (98 Credits)
- Bachelor of Science in Nursing Degree (RN/BSN) (180 Credits)

Program Description

The associate and baccalaureate degree programs provide the theoretical and clinical foundations for educational and career mobility in nursing. The programs prepare graduates to practice in a variety of rural and Native American health care settings. The core competencies integrate evidence-based practice with health promotion, acute, and chronic care of individuals across the lifespan, families, communities, and populations.

The nursing curricula are based in part on the underpinnings of Knowles Adult Learning Theory, Campinha-Bacote Cultural Competence Model, and Leininger Theory of Transcultural Nursing. The nursing curricula are designed for students to earn their ASN degree, pass the NCLEX-RN exam, and return for one/two years to complete a BSN degree. The philosophy and organizing framework for the programs are published in the ASN and RN/BSN Student Handbooks. Prospective applicants are encouraged to contact the Nursing Department (406-275-4909) for the most current admission requirements and program updates. Also, consult our website, www.nursing.skc.edu, for information.

Career Pathways

A graduate from SKC Nursing programs will be prepared to work as bedside nurses in a hospital setting or clinic setting. The beginning salary for a new graduate nurse is around \$28,000 to \$50,000 per year average. The beginning hourly wage of an RN is \$16-\$26 per hour. This number can increase over time, as the RN gains experience, certifications, or if the RN specializes in a specific area of nursing. The degree prepares the student for postgraduate studies and degrees in nursing or health-related fields. Students may continue going to school to receive an advanced degree at colleges or universities that offer bachelor, masters, DNP and PhD programs in nursing.

Accreditation

The ASN and RN/BSN programs are accredited by the Accreditation Commission for Education in Nurs-

ing, Inc. Nursing Program information is printed in this catalog, the ASN and RN/BSN program information guides, the ASN and RN/BSN Handbooks and at the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. 404-975-5000 (<http://acenursing.org/>).

Associate of Science Nursing (ASN) Program

The ASN program is designed to provide the entry-level skills and knowledge needed to obtain licensure and work as a Registered Nurse. The ASN program is approved by the Montana State Board of Nursing (301 South Park, 4th Floor P.O. Box 200513, Helena, MT 59620-0513 Phone: (406) 841-2340, <http://bsd.dli.mt.gov>)

ASN Program Admission Requirements

Students interested in apply for the ASN program, must notify their academic advisor early in their advising process to ensure that course sequencing meets prerequisites requirements.

- ASN Admission application deadline is May 1st annually.
- Nursing Department ASN application (send directly to Nursing Department).
- Students are eligible for admission after completion of all prerequisites.
- Transcript verification of all required prerequisite must be received in the Enrollment Services office by June 15th annually.

Prerequisites

- A grade of B or better must be achieved for the following science and math prerequisites:
 - BIOS 215 Anatomy and Physiology I
 - BIOS 216 Anatomy and Physiology I Lab
 - BIOS 217 Anatomy and Physiology II
 - BIOS 218 Anatomy and Physiology II Lab
 - MATH 100 College Algebra
 - or approved transfer equivalents (see SKC enrollment services for approved transfer courses)
 - Math and Science course can be no more than five (5) years old

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- Completion of the remaining course prerequisites must achieve a grade of C or better:
 - ENGL 101 English Composition I
 - ENGL 202 English Composition II
 - PSYC 230 Developmental Psychology
 - or approved transfer equivalents (see SKC enrollment services for approved transfer courses)

General Education Requirements

- The following courses can be taken in the ASN Program once the student is admitted.
 - SPCH 100 Basic Communication
 - HMNT 101 Introductions to Humanities, or PHIL 100 Introduction to Philosophy, or ENGL 210 World Literature
 - NAS-FAH (list A)
 - NASD 101 History of Indians in the United States
 - or approved transfer equivalents (see SKC enrollment services for approved transfer courses)

Completion of the application process and prerequisite coursework does not guarantee admission to the nursing program (see acceptance process).

- Completion of an admission test selected by SKC Nursing Department.
- The following Admission documentation must be received by Enrollment Services by June 15th annually.
 - The SKC application packet.
 - Official copy of high school transcript.
 - Official college transcripts.
- Selection of ASN Applicants will be completed by June 30th annually
- Current certification as a Certified Nurse Assistant is recommended but no longer required for admission into the ASN program.
- Computer literacy is strongly encouraged as nursing course material is presented online.

ASN Program Acceptance Process

- Incomplete application packets (missing required documents or prerequisites) will not be considered for admissions.

- The Nursing Department will begin screening all completed applications after June 15th, annually.
- Admission into the Nursing Department is based on grade point average (GPA), admission test, and Native American enrollment status (Native American preference refers to Tribal members and descendants traceable to the second generation).
- Enrollment in the nursing program is limited, based on availability of clinical facilities and faculty.
- Students are admitted into the nursing program once a year in fall quarter.
- Students receive written notification of acceptance status by **July 10th** annually.

Confirmation of Acceptance by Students

To confirm enrollment into the ASN Program and to be eligible to enroll in nursing courses, students must submit the following by **August 15th** annually, failure to comply will change acceptance status to non-acceptance status in the nursing program.

- A signed Admission Acceptance Disclaimer form that outlines student responsibilities.
- A completed Health Form, documenting health status, immunizations, skin tests, and ability to meet physical and mental essential abilities criteria for nursing practice.
- Immunizations are required by clinical agencies; therefore, strict adherence to immunization deadlines will be enforced.
- Documentation of health insurance, IHS beneficiary status, Medicaid, or Medicare coverage.
- A copy of a driver's license or a legal identification (must show photo) document such as a passport.
- Completion of nametag order form must be turned in by the deadline.
- Completion of CPR training.
- Attendance at Nursing Institute in September is mandatory.

Expenses

In addition to SKC tuition and fees, nursing students have significant costs including laboratory, program fees, textbooks, uniforms, nametag, health insurance, background checks, drug screens, and clinical travel. RN licensure expenses include the NCLEX-RN

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exam fee and travel to the testing site. A written list of nursing program expenses may be obtained at the Nursing Department.

Clinical Laboratories

Nursing coursework includes interactive learning activities in the classroom, independent study, campus practice lab, and clinical practice in a variety of institutional and community based health care settings. One lab credit hour represents three contact hours. Clinical facilities are located in Kalispell, Missoula, and other western Montana communities. Overnight stays in various communities may be necessary throughout the program. Clinical labs may be scheduled on days, evenings, nights, or on weekends. During the last quarter of the program, students participate in preceptorships, following the work schedules of RN preceptors. Students are responsible for housing and transportation to and from clinical facilities.

Nursing Department Policies

Due to the unique nature of the nursing profession, the Nursing Department maintains policies in addition to those of the college. The policies are available in the ASN Student Handbook. Examples include admission, progression, professional behavior, and grading policies.

Additional Requirements for Licensure as a Registered Nursing (RN)

Completion of the associate of science is not the sole criteria for obtaining a license to practice as a registered nurse. The National Council of State Boards of Nursing (ncsbn.org) publishes requirements by state. The Montana Nurse Practice Act authorizes the State Board of Nursing (<http://mt.gov/dli/nur/>) to set requirements for RN Licensure in Montana. Requirements for licensure include:

- Graduation from an approved school of nursing.
- A passing score on the NCLEX-RN, the national licensing exam.
- The capacity to maintain the professional code of nursing practice.
- Licensure may be denied to graduates/nurses who demonstrate:
 - Fraudulent information or misrepresentation in the licensing application or exam.
 - Active history of substance abuse/chemical dependency.
 - Failure to maintain the professional conduct of nurses.

- Conviction of a crime that relates adversely to the practice of nursing.

Student Learning Outcomes

The associate Degree Program encompasses the four competencies expected of students: critical thinking, communication, culturally congruent care, and citizenship.

Upon completion of the ASN program, graduates will be able to:

- Critical thinking- Utilize critical thinking and evidence-based interventions to coordinate holistic care.
- Communication- Utilize effective written and verbal communication and information technology to collaborate with health care members, patients and their families.
- Culturally Congruent Care- Provide culturally congruent care to reduce health disparities.
- Citizenship- Demonstrate citizenship, integrity, self-reflection, and life long learning in nursing practice.

All nursing program information can be accessed through the Nursing Department (406-275-4909), email: nursingadmissions@skc.edu, and the website (nursing.skc.edu).



NURSING

A.S.N. Degree Requirements

Fall (Level I Nursing)

SPCH 100	Basic Communication	3
NSGD 211	Health Assessment	3
NSGD 317	Pathophysiology I	3
NSGD 202	Introduction to Nursing	3
	Total	12

Winter (Level I Nursing)

NSGD 221	Foundations of Nursing	4
ELECTIVE	FAH Intro	3
NSGD 318	Pharmacology I	3
NSGD 337	Pathophysiology II	2
	Total	12

Spring (Level I Nursing)

NSGD 231	Medical/Surgical Nursing I	4
NSGD 328	Pharmacology II	2
NSGD 325	Maternal/Child Nursing	3
NSGD 324	Pediatrics Nursing	3
	Total	12

Fall (Level II Nursing)

NSGD 241	Medical Surgical Nursing II	6
NSGD 343	Mental Health Nursing	3
NAS	FAH List A	3
	Total	12

Winter (Level II Nursing)

NSGD 251	Medical/Surgical Nursing III	6
NSGD 353	Gerontology	3
NASD 101	History of Indians in the US	3
	Total	12

Spring (Level II Nursing)

NSGD 261	Critical Care	3
NSGD 363	Management of Care	6
NSGD 247	NCLEX Preparation	3
	Total	12

Associate of Science in Nursing Degree

Total General Education Credits: 38

Total Nursing Credits: 60

Total Degree Credits: 98

Bachelor of Science Nursing (RN/BSN) Program

The RN/BSN program is designed for RNs with an associate degree. Diploma certificate RNs may be accepted with approval. It builds upon associate degree coursework to expand the level, complexity, and scope of RN practice to provide clinical leadership and care for individuals, families, and populations. RN students are admitted to the program at the upper division level. Coursework may be completed with full-time or part-time enrollment.

The Admission Process

The RN/BSN application packet and all supporting documents must be received by the SKC Nursing Department on the following dates annually to be considered for enrollment in RN/BSN courses.

Fall admissions: June 15th
 Winter admissions: November 15th
 Spring Admissions: February 15th

Students may apply for:

- Full-time or part-time plans of study.
- For those students wishing to attend school part-time, courses (NSGD 418, NSGD 428, NSGD 438, NSGD 439) must be taken in sequence the final year. All other RN/BSN courses may be scheduled as desired in collaboration with the academic advisor.
- Admission to the program also possible with collaboration with the Academic Advisor
- Must have an unencumbered RN License.

Student Learning Outcomes

The RN/Baccalaureate of Science Degree Program encompasses the four competencies of critical thinking, communication, culturally congruent care, and citizenship.

Upon completion of the RN/BSN program, graduates will be able to:

- Critical thinking- Utilize critical thinking, nursing theory, and research to support decision making in nursing practice.
- Communication- Incorporate information literacy, effective communication strategies, and analysis of nursing knowledge to provide effective community based care.

- Culturally Congruent Care- Provide culturally congruent care to utilize advocacy in improving the effectiveness of health care systems.
- Citizenship- Demonstrate citizenship, leadership, social consciousness, and commitment to improve the quality of life for Native American and rural communities.

Admission Documents

Application documents include:

- Nursing Department application
- Official copy of high school and college transcripts, send directly to the Enrollment Services Department.

SKC Enrollment Services

PO Box 70

Pablo, MT 59855

- Copy of current unencumbered RN license
- BSN advisors are available throughout the academic year for assistance with the admission process. Please call 406-275-4909 for further information.
- A GPA of 2.5 or greater for lower division general education and nursing coursework.
- Application forms may be obtained from the Nursing Department or online at nursing.skc.edu.

The Acceptance Process

Enrollment into baccalaureate level courses is based on availability of clinical facilities and faculty. The RN/BSN admission committee reviews all applications. Tribal members and American Indian descendants traceable to the second generation receive first preference for admission. RN/BSN students will be sent written notification of acceptance status into the RN/BSN program postmarked by July 10th for Fall Admissions, December 1st for Winter Admissions and March 1st for Spring Admissions.

The following information must be turned in to the Nursing Department after acceptance into the RN/BSN Program

- A signed Admission Acceptance Disclaimer form that outlines colleague responsibilities.
- Documentation of health insurance, IHS beneficiary status, Medicaid, or Medicare coverage
- Documentation of current CPR certification

- A legal document containing photo such as driver's license or passport
- A current criminal background check, unless student has had one within the past year.
- RN/BSN students must attend a required orientation prior to the beginning of classes.
- A completed Health Form, documenting health status, immunizations, skin tests, and ability to meet physical and mental essential abilities criteria for nursing practice.
- Immunizations are required by clinical agencies; therefore, strict adherence to immunization deadlines will be enforced.

Expenses

In addition to SKC tuition and fees, RN/BSN nursing students have significant costs including laboratory, program fees, textbooks, lab coat, nametag, health insurance, background checks, drug screens, and clinical travel. A written list of nursing program expenses may be obtained at the Nursing Department.

Nursing Department Policies

Due to the unique nature of the nursing profession, the Nursing Department maintains policies in addition to those of the college. The policies are available in the RN/BSN Student Handbook. Examples include admission, progression, readmission, professional behavior, and grading policies.

Program Delivery

BSN courses are offered as hybrid campus/on-line or online classes. General education courses are available online or on campus. Hybrid courses require weekly online activities and mandatory all day campus or online sessions scheduled one to three times a quarter. Approximately 6 to 20 hours per week is required of the student to be participating in on-line activities. Students must have access to a computer and high-speed Internet service. Students may choose to access these services on SKC campus if desired.

Clinical Practicum

Two senior nursing courses include clinical preceptorships in institutional or community-based agencies. Students are expected to identify clinical goals, site preferences, clinical availability, and arrange their own preceptorships with faculty approval.

NURSING

One lab credit hour represents three contact hours. A total of 162 precepted clinical hours are required for the program.

General Education Requirements

General education requirements must be completed prior to admission into the RN/BSN Program or with Advisor consent.

- NAS-Open Elective
- NAS-Advanced Elective (List E)
- SPCH 360 Professional Presentations or ENGL 306 Writing Research Papers
- EXPR-Art-Open (list B)
- FA-Open or HUM-Advanced (List G)
- MATH 241 Statistics
- PSYC 110 Introduction to Psychology
- SS-Advanced (list J)

RN/BSN Course Requirements

Fall

NSGD 368	Transition into BSN	5
NSGD 406	Nursing Theory	4
NSGD 386	Health and Humanities	4
NSGD 408	Family Care	5
	Total	18

Winter

NSGD 417	Evidence-based Practice	4
NSGD 418	Health Promotion	5
NSGD 428	RN-BSN Practicum I	5
NSGD 349	Issues in American Indian Health	4
	Total	18

Spring

NSGD 434	Nursing Leadership	4
NSGD 439	Population Focused Care	4
NSGD 438	RN-BSN Practicum II	5
NSGD 390	Culture and Caring	5
	Total	18

**Students may wish to earn their BSN degree in nursing on a part time basis. In that case, students are encouraged to meet with their advisor to ensure appropriate sequence of taking their coursework.

Bachelor of Science in Nursing Degree

Total General Education Credits: 66

Total Nursing Credits: 114

Total Degree Credits: 180

OFFICE PROFESSIONS

OFFICE PROFESSIONS DEPARTMENT

- Certificate of Completion/Office Professions (45-46 credits)
- Certificate of Completion/Medical Office Clerk (47-48 credits)
- Business Technology (90-91 credits) (see page 37)

Program Description

The Office Professions Department provides two options for students seeking employment in a general or a medical office position. The Office Professions Certificate focuses on skills & knowledge needed for entry-level office employment including records management and filing, business math and calculator skills, word processing, database and spreadsheet applications, customer service skills, business writing skills, and general workplace competencies necessary for office employment.

The Medical Office Clerk Certificate includes additional courses to the Office Professions Certificate addressing medical terminology, medical legal issues, coding and billing, and electronic medical records in health care facilities. Both certificates require a 50-hour practicum where students gain real world experience in a local office or medical facility.

Students entering the certificate program(s) prepared to take the required courses can complete both certificates in one year providing they take (and successfully pass) the required courses each quarter. Upon completion of the OP or MOCC Certificate, students wanting to transition into the Business Tech AAS (2-year) degree would have a number of the required courses completed.

In addition to the office and medical office courses, students take general education courses as required by certificate programs at Salish Kootenai College.

Career Opportunities

Students who complete the Office Professions Certificate will be prepared for employment in entry-level general office positions which are expected to increase in number both in Montana and nationally.

Student Learning Outcomes:

- Students will manage records in an organization including the ability to file records alphabetically, numerically, geographically, and by subject.
- Students will exhibit competency in basic office skills and professionalism in a practicum setting.

- Students will demonstrate appropriate Human Relations skills in customer and co-worker interactions.
- Students will create and maintain spreadsheets, database and word processing documents commonly used in businesses.
- Students will staff and equip an office, along with completing a budget.
- Students will solve business math calculations using an electronic calculator.

Certificate of Completion, Office Professions

CURRICULUM

Fall

CAPP 100	Computer Literacy	1
GNSD 102	Skills for College Success	2
NASD 101	History of Indians in the U.S. or	3
NASD 109	Native American Contributions	3
OFED 213	Records Management/Filing	3
OFED 114	Business Grammar & Usage	1
ELECTIVE	OPEN	3
	Total	13

Winter

ENGL 101	English Composition I	3
MATH 100	College Algebra or	5
OFED 111	Business Math	4
OFED 113	Calculator Lab	1
CAPP 102	Document Processing	3
OFED 106	Keyboard Skill Building	1
CAPP 162	Data Management Systems	3
	Total	15/16

Spring

OFED 260	Office Procedures	3
CAPP 161	Electronic Spreadsheets	3
CAPP 103	Advanced Document Processing	3
OFED 121	Human Relations	3
OFED 290	Office Practicum	2
GNSD 125	Job Seeking Skills	3
	Total	17
	Total Credits	45/46
	C.C.	

OFFICE PROFESSIONS

Medical Office Clerk Certificate of Completion

Career Opportunities

Students completing the Medical Office Clerk Certificate will qualify for office positions in healthcare facilities including hospitals, tribal health facilities, health clinics, etc. These positions are also expected to increase significantly in Montana and nationally.

Student Learning Outcomes:

- Students will define medical terms and identify body systems and functions.
- Students will demonstrate knowledge of the ethical/legal aspects of medical office employment.
- Students will demonstrate skills in coding and billing for medical reimbursement.
- Students will manage electronic medical records via an online simulation.



CURRICULUM

Fall

CAPP 100	Computer Literacy	1
GNSD 102	Skills for College Success	2
HIEP 117	Medical Term.& Anatomy	4
HIEP 121	Medical Legal Aspects	2
OFED 106	Keyboard Skill Building	1
OFED 114	Business Grammar & Usage	1
OFED 213	Records Management/Filing	3

Total **14**

Winter

ENGL 101	English Composition I	3
HIEP 130	Medical Office Billing I	2
MATH 100	College Algebra	5
or		
OFED 111	Business Math	4
OFED 113	Calculator Lab	1
CAPP 102	Document Processing	3
NASD 101	History of Indians in the U.S.	3
NASD 109	or	
	Native American Contributions	3

Total **16/17**

Spring

OFED 260	Office Procedures	3
CAPP 161	Electronic Spreadsheets	3
HIEP 131	Medical Office Billing II	3
OFED 121	Human Relations	3
OFED 290	Office Practicum	2
HIEP 132	Electronic Medical Records	3

Total **17**

Total Credits **47/48**
C.C.

PSYCHOLOGY

PSYCHOLOGY DEPARTMENT

- Associate of Arts Degree (A.A.)
(94 credits)
- Bachelor of Arts Degree (B.A.)
(184 credits)

Program Description

The SKC Psychology department offers two degrees, the Associate of Arts degree and the Bachelor of Arts degree. These programs are offered in a *2-plus-2* format, which means that students complete the two-year Associate of Arts degree before entering the Bachelor of Arts program for two more years.

The **Psychology Associate of Arts** degree was developed through the Mental Health Careers Opportunity Program (MHCOP), a collaboration of Montana tribal colleges with the University of Montana Psychology Department. Created in response to the need for tribal mental health workers, its goal is to train students in a manner consistent with traditional culture, while meeting core requirements of structured degree programs in mental health.

The **Psychology Bachelor of Arts** program builds upon the skills developed at the Associate level. The goal of the BA curriculum is to provide coursework and training in psychology and counseling in the context of a broad understanding and appreciation of human behavior. The SKC Psychology program follows APA guidelines for psychology undergraduate degree programs.

The Psychology program integrates the 4C's (*Cultural competency, Citizenship, Communication, Critical/Clear thinking*) into the degree objectives, drawing upon Western and Indigenous models of learning. Goals of the 4C's are to:

- Improve written and spoken communication skills, active listening skills, and skills in communicating within and across cultures
- Develop skills in accessing, understanding and using written materials in psychology subject areas
- Increase awareness of how psychology is related to citizenship, both individually (exploring values, beliefs and actions that contribute to a sense of self) and collectively (exploring connections among family, community, culture and world)
- Increase awareness of own cultural values, beliefs, norms, history and attitudes

- Gain understanding of psychological dimensions across which cultures vary (and tend to misunderstand one another), and identify how specific cultures fit these patterns
- Develop the ability to function flexibly across multiple cultural settings, with respect for differences and openness to new ways
- Increase knowledge of S&K cultures and apply the dimensions of culture to interactions among Native American and other U.S. cultures

Career Outlook

A Bachelor's degree in Psychology leads to graduate school, or to a variety of careers that involve interpersonal, analytical, writing and/or research skills. A psychology AA or BA is an excellent background for Administration, Management, Human Resources, Law Enforcement, Social Services, Advocacy, Coordination of Services, or Chemical Dependency counseling. At the Master's or PhD level, psychology graduates specialize in areas such as Adult or Child Counseling, Clinical Psychology, Forensics, School Psychology, Research or Law. Entry into graduate programs is competitive, but because of the need for mental health practitioners in Indian Country, there are many opportunities for Native American students who obtain a degree in psychology.

Special Admissions Requirements

1. *Students may need to strengthen math, English and writing skills with additional coursework prior to entering the Psychology program.*
2. *Entry into the Junior Year of the Psychology Bachelor of Arts program includes submitting a Placement Application and completing two writing placement activities.*
3. *Students may need to take psychology coursework in the A.A. program before entering the Junior Year of the B.A. Program.*
4. *Students should be aware that some careers in psychology require a Federal Background Check.*

Psychology Associate of Arts Degree

The Psychology AA curriculum provides a foundation of essential knowledge in core subject areas of psychology as well as basic competency in writing, communication and math skills. Students take a variety of elective courses in Native American

PSYCHOLOGY

Studies, Expressive Arts, Health and Fitness, Math, Science and other subject areas as they explore their educational interests. Completion of the AA program leads to junior-level entry into a four-year degree program.

Associate of Arts Degree Objectives

The curriculum of the Psychology AA is designed to:

- Provide basic competence in psychology subject areas for students seeking a degree in psychology or mental health field
- Provide a transfer program with core courses in psychology, math, science and liberal arts for students pursuing a bachelor's degree at a four-year institution
- Encourage interest in psychology as a study of basic human experience and as a general background for other majors
- Increase awareness of the interface of psychology with different cultures and disciplines, such as Native American studies, sociology, anthropology and cross-cultural studies
- Enable students to apply basic math and research skills to the study of psychology
- Provide support courses in psychology for other SKC degree programs

Student Learning Outcomes

Through completion of the Psychology A.A. curriculum, students will:

- Be familiar with the main subject areas in the field of psychology, including core concepts and major theories
- Be aware of basic types of research methodology used in psychology and how psychological knowledge in different subject areas is acquired through use of these methods
- Gain practical experience in the application of psychological principles to everyday life situations, and be able to relate these to classroom materials
- Gain an understanding of how psychological principles function cross-culturally and be able to apply them to cross-cultural issues, generally and to specific tribal cultures

Requirements

- A student must earn a "C" or better in all required courses and maintain an overall GPA of 2.0 in order to graduate with the Associate of Arts degree.
- See Course Descriptions for specific course prerequisites.

CURRICULUM

Fall (First Year)

GNSD 102	Skills for College Success or ELECTIVE	2
ENGL 101	English Composition I	3
PSYC 105	Human Potential Seminar	2
ELECTIVE	OPEN	3
PSYC 110	Introduction to Psychology (List C)	5
	Total	15

Winter (First Year)

ENGL 202	English Composition II	3
NASD 101	History of Indians in the United States	3
PSYC 230	Developmental Psychology	5
ELECTIVE	NAS/FAH or NASL (List A)	3
ELECTIVE	OPEN	2
	Total	16

Spring (First Year)

MATH 100	College Algebra or Art of Math (List DM)	5
MATH 101	Abnormal Psychology	5
PSYC 361	NASD	3
ELECTIVE	Introduction to Humanities or Introduction to Philosophy	3
HMNT 101	World Literature	3
PHIL 100		
ENGL 210		
	Total	16

CURRICULUM

Fall (Second year)

PSYC 210	Psychological Literature	3
PSYC 341	Gender Differences	5
SPCH 100	Basic Communications	3
ELECTIVE	NAT-SCI-OPEN (List DS)	5
	Total	16

Winter (Second Year)

PSYC 120	Research Methods in Psychology	5
PSYC 320	Cross Cultural Issues in Psychology	5
PSYC 151	Career Explorations in Psychology	2
ELECTIVE	OPEN	3
	Total	15

Spring (Second Year)

PSYC 351	Introduction to Personality	5
SCLG 308	Social Psychology	5
ELECTIVE	EXPR-ART or NAS/FA (List B)	3
ELECTIVE	OPEN	3
	Total	16
	Total Credits	94
	A.A.	

**Psychology Bachelor of Arts Degree**

Students who earn a bachelor's degree in psychology may pursue graduate studies, or work in a field where a solid grounding in human behavior is needed. Students focus on areas of particular interest through coursework in various subject areas, including adult or child counseling, Indigenous research, biological psychology, school-based counseling, administration/management, human relations, or law enforcement. Coursework in the BA program draws from multiple academic departments at Salish Kootenai College.

Bachelor of Arts Degree Objectives

The curriculum of the Psychology Bachelor of Arts program is intended to:

- Provide a generalist degree with coursework across a broad range of subject areas in psychology and other disciplines
- Train students in a variety of skills, including computer applications, written communication, speaking and presentations, and interpersonal relations
- Address the educational needs of Tribal College students who live and work in a reservation setting
- Provide coursework that helps prepare the student to use psychology in a multicultural context, with specific emphasis on Native American cultures and values
- Increase skills in understanding and applying research methodology using both Western and Indigenous styles of research
- Offer upper division psychology courses in preparation for graduate studies
- Offer a broad-based program for careers requiring knowledge and understanding of human behavior.

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Student Learning Outcomes

In addition to the Learning Outcomes for the Associate of Arts, upon completion of the Bachelor of Arts degree, students will:

- Show development of a broad knowledge base in psychology subject areas, including an awareness of ethical issues in the fields of psychology and counseling
- Develop baccalaureate level skills in psychological writing, public speaking, computer applications and interpersonal communication
- Demonstrate understanding and application of research methodology as applied to Western and Indigenous styles of research, including use of psychological literature to find, review, understand and keep current in the subject areas of psychology
- Apply knowledge of psychology to real-world situations in meaningful ways across multiple settings and conditions
- Continue to develop self-knowledge and its application to interpersonal psychology, including the ability to understand and assess the influence of one's own perspectives, abilities, strengths and weaknesses
- Develop flexibility in working within and across cultures by building upon cultural knowledge and awareness
- Integrate Native American cultural perspectives into knowledge and application of psychology and counseling theory and be able to apply this knowledge to issues, perspectives and situations encountered in a reservation setting

The **Bachelor of Arts in Psychology** curriculum is organized to serve two general purposes. It is an appropriate degree for students who plan to go to graduate school in *Psychology, Counseling, Mental Health, School Counseling, or Law*. The curriculum is designed for students who may pursue either a Master's Degree or a Ph.D.

The degree also serves as a broad-based program for students who want to enter the workforce after earning a Bachelor's degree. Students may enter psychology fields such as *Mental Health or Case Management* or non-psychology fields such as *Personnel, Human Resources, Administration, Corrections, Law Enforcement*, or any field requiring an understanding of human behavior.

The Psychology degree balances psychology course work with coursework in concentration areas

of the student's choice. The concentration area is made up of Focus Electives selected by the student in consultation with their advisor and in pursuit of their educational/career goals. In Focus Courses, students may learn practical skills that are helpful in a variety of careers, such as electronic data management, grant writing, conflict resolution, Native American policy, public presentation, and so on.

Students select **9 Focus Credits** covering a range of skills related to their career goals, in addition to **9 credits in Psychology** and **6 credits in Native American Studies**.

Senior Capstone: All students develop a *Senior Capstone* project, in which they deeply explore a topic in psychology, while demonstrating and refining their investigative and written communication skills. Projects include perspectives related to Indigenous psychology. Format may be a literature review or a small empirical study. The Capstone project culminates in an APA-style paper and formal presentation during spring quarter of the 4th year.

Junior Year Entry

Upon completion of the AA Psychology degree or equivalent AA degree, students may apply to the Bachelor of Arts program. The Junior Year Placement Application helps determine the student's writing proficiency at time of entry into the BA program, and informs the student of behavioral and professional expectations for upper division psychology students. The Placement Application includes: *Completed Application, TABE Writing test scores (current), Psychology writing proficiency exercise; and Signed statement of understanding and willingness to follow guidelines set out in the SKC Psychology Student Conduct Code and Guidelines for Professional Development.*

Requirements:

- A student must maintain an overall GPA of 2.75 in the upper two years of the psychology program in order to graduate with the Bachelor of Arts degree
- Students are expected to comply with campus conduct codes as delineated in the SKC Student Handbook and the SKC Psychology Student Conduct Code and Guidelines for Professional Development (see Psychology page of the SKC website)
- See SKC Catalog Course Descriptions for specific prerequisites
- A student must maintain a 3.0 in the **Writing Sequence** classes (see below), and must attain a grade of B in ENGL 306

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Writing Sequence: Successful completion (3.0) in the following 3 courses:

ENGL 306	Writing Research Papers	3
SPCH 360	Professional Presentation Skills	3
OR		
OFED 240	Business Presentations	
SCWK 306	APA Writing Style	2



Psychology Bachelor of Arts

CURRICULUM

Fall (Third Year)

PSYC 301	Seminar in Upper Division Ψ*	1
MEDA 101	Digital Arts & Design	5
ENGL 306	Writing Research Papers (LIST F)	3
SCWK 203	Breaking the Cycle of Violence	2
SCWK 160	Introduction to Addiction Studies	3
Total		14

Winter (Third Year)

PSYC 301	Seminar in Upper Division Ψ	1
PSYC 315	Biological Psychology (LIST H/J)	5
SPCH 360	Professional Presentation Skills	3
ELECTIVE	FOCUS	3
Ψ ELECTIVE		3
Total		15

Spring (Third Year)

SCWK 306	APA Writing Style	2
HMNT 301	Social & Environmental Ethics (LIST G)	3
MATH 241	Statistics	5
NASD 301	Living in 2 Worlds (LIST H/J)	3
Ψ ELECTIVE		3
Total		16

CURRICULUM

Fall (Fourth Year)

PSYC 372	Advanced Research Methods in Ψ	3
PSYC 415	Counseling Methods	5
PSYC 472	Indigenous Research Methods in Ψ	5
ELECTIVE	(Studio Arts)	3
Total		16

Winter (Fourth Year)

PSYC 450	Capstone I	3
PSYC 405	Community Networking	1
NASD 210	Intro to Indigenous Science (LIST E)	3
ELECTIVE	FOCUS	3
Ψ ELECTIVE		3
ELECTIVE	NASD (from List)	3
Total		16

Spring (Fourth Year)

PSYC 451	Capstone II	3
ELECTIVE	FOCUS	3
ELECTIVE	NASD (from List)	3
ELECTIVES	OPEN	4
Total		13
Total Credits		184
B.A.		

*Ψ indicates PSYCHOLOGY

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Bachelor of Arts NASD CREDITS (6 required; selected from list, or by advisor consent)

NAS courses are selected from the following list in consultation with advisor, according to student educational goals:

EDUC 235	Introduction to Indian Education	3
NASD 102	Reservation History before 1850	3
NASD 103	Reservation History 1850-1910	3
NASD 106	Peoples of North America before 1500	3
NASD 176	Introduction to Traditional Tool Making	3
NASD 215	NA Archaeology: Indigenous Perspectives	3
NASD 225	American Indian Ed and Federal Policy	3
NASD 250	History of Federal Indian Policy	3
NASD 252	History of Tribal Government on Flathead Reservation	3
NASD 262	Contemporary Issues in American Indian Life	3
NASD 270	Native American Wellness	3
NASD 305	Native American Women	3
NASD 306	Gender and Identity in Indian Country	3
NASD 307	Tribal Leaders After 1900	3
NASD 308	Ethnobotany	3
NASD 310	Museum Science & Application in Indian Country	3
NASD 320	Federal Indian Law	3
NASD 330	History of Native Economics	3
NASD 450	Environmental Science and Indigenous Religions	4
NASL	any Native American Language course	3



Bachelor of Arts FOCUS CREDITS (9 required; selected from list, or by advisor consent)

Focus courses are selected from the following list in consultation with advisor, according to student educational goals. *Italics indicate that the course is also on NASD B.A. List; can be used for EITHER (but not both) Focus or NASD course.* Additional Upper Division Psychology courses can be used as Focus courses when Psychology electives are completed.

ARTD 109	Self-Expression through the Arts	3
ARTD 225	Contemporary Native American Art History	3
BUMG 220	Management and Supervision	3
BUMG 257/258	Business Law I/Lab	3/1
BUMG 302	Advanced Mgt: Leadership	3
BUMG 305	Conflict Resolution	3
BUMG 325	Business Law II	3
BUMG 360	Advanced Business Writing	3
CAPP 105	Word Processing	3
CAPP 161	Electronic Spreadsheets	3
CAPP 162	Data Management Systems	3
CDAR 245	Multicultural Competence and Ethics in CD	3
CDAR 251	Co-occurring Disorders in CD	3
CDAR 259	CD Assessment and Case Management I	3
CDAR 260	CD Assessment and Case Management II	3
CDAR 261	Treatment Planning & Documentation in CD	3
CDAR 262	Chemical Dependency Counseling I	3
CDAR 263	Chemical Dependency Counseling II	3
CDAR 264	Chemical Dependency Counseling III	3
ECON 410	Economic Development in Indian Country	3
ECED 100	Intro to Early Childhood Education	3
ECED 325	Brain-Based Learning	3
EDUC 220	Parent Partnerships and Community Collaboration	3
EDUC 315	Health, Safety & Drug Awareness in Education	3
EDUC 235	Introduction to Indian Education	3

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ENGL 107	Communication in the Workplace	3
GNSD 350	Grant Writing	3
OFED 121	Human Relations	3
NASD 102	<i>Flathead Reservation History <1850</i>	3
NASD 103	<i>Flathead Reservation History <1850</i>	3
NASD 105	<i>Indians of Montana</i>	3
NASD 106	<i>Peoples of North America before 1500 (3)</i>	
NASD 215	<i>North Am Archaeology: Indigenous Perspectives</i>	3
NASD 225	<i>American Indian Education and Federal Policy</i>	3
NASD 250	<i>History of Federal Indian Policy</i>	5
NASD 252	<i>History of Tribal Government</i>	3
NASD 262	<i>Contemporary Issues in American Indian Life</i>	3
NASD 270	<i>Native American Wellness</i>	3
NASD 305	<i>DR Native American Women</i>	3
NASD 306	<i>DR Gender and Identity in Indian Country</i>	3
NASD 307	<i>DR Tribal Leaders after 1900</i>	3
NASD 320	<i>Federal Indian Law</i>	3
NASD 330	<i>History of Native Economics</i>	3
SCWK 200	Story Keepers	2
SCWK 263	Pharmacology of Psychoactive Substances	3
SCWK 470	Working with Children and Families at Risk	3



SOCIAL WORK

SOCIAL WORK DEPARTMENT

The SKC Social Work department offers two degrees: the Associate of Arts in Chemical Dependency Counseling (A.A. in CDC; see page 39) and the Bachelor of Social Work (B.S.W.).

- Bachelor of Social Work Degree (B.S.W.) Degree (180 credits)

Program Description

The mission of the Bachelor of Social Work Program is to prepare students for generalist social work practice with diverse populations and to cultivate community leaders who will implement humane social policies, services, and programs that restore social and economic justice for at-risk children and their families. The cornerstone of the program is commitment to personal and community well-being and the cultural integrity of Native American communities.

The B.S.W. curriculum has been developed according to the educational standards established by the Council on Social Work Education and is based on a solid liberal arts foundation that emphasizes cultural understanding, critical thinking, communication, and citizenship. The upper-level Social Work courses provide a sound knowledge base for social work practice; promote growth in self-awareness, cultural competence, and professional ethics; and prepare students for graduate-level social work education. Supervised field experience in either tribal or non-tribal social service agencies is an integral part of the program.

Accreditation

The SKC Bachelor of Social Work Program is accredited by the Council on Social Work Education, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation.

Career Outlook

Social workers help people solve and cope with problems in their everyday lives. One group of social workers, clinical social workers, also diagnose and treat mental, behavioral, and emotional issues. Social workers are employed in a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, and private practices. They generally work full time and may need to work evenings, weekends, and holidays. Although most social workers need a bachelor's degree in social

work, clinical social workers must have a master's degree and two years of post-master experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

The median annual wage for social workers was \$44,200 in May 2012. Employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

(Information retrieved on March 10, 2015 from the Bureau of Labor Statistics website, <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>)

Admission Criteria

A. Application and admission to SKC is a separate process from application and admission to the Social Work Program. All applicants must be admitted to SKC and meet the admission criteria listed below prior to applying to Social Work Program.

1. Completion of all B.S.W. pre-requisite courses OR an A.A. in Human Service degree OR an A.A. in Chemical Dependency Counseling degree.
2. Minimum cumulative GPA of 2.5.
3. Demonstration of well-developed writing and language skills.
 - a. Minimum score of 630 on TABE Language and Language Mechanics sections at D9 level or above **OR**
 - b. A minimum score of 70% on the General Education Essay Assessment **OR**
 - c. A grade B or higher in ENGL 306, Writing Research Papers.
4. Ability to pass the mandatory background check.
5. Completion of the Social Work Program application materials.

Applicants who do not demonstrate well-developed writing and language skills as specified above may be required to participate in a Writing Improvement Plan as a condition of acceptance. Students, in conjunction with the Social Work Writing Mentor, will develop the plan, and their progress will be monitored by Social Work faculty members.

Applicants who have not completed the MATH 241 and/or ENGL 306 and took the MATH 100/101

SOCIAL WORK

and/or ENGL 202, or an equivalent course more than five (5) years ago will be required to complete the SKC placement testing in math and English and follow the placement recommendations issued by the respective departments.

Human Service and Social Work professional core courses that were completed more than eight (8) years ago will be subject to departmental review and may not be counted towards the degree.

- Please note that all students, including the A.A. in Chemical Dependency Counseling or Human Service program graduates, must complete the B.S.W. course requirements as specified in the catalog for the year for which they are accepted into the program as juniors, regardless of when they started their studies at SKC. In an event that a student discontinues his or her studies for any length of time after being accepted and subsequently returns to finish the program, he/she will have to complete the graduation requirements as per catalog year in which the re-entry occurs.

Application Process

Students pursuing a B.S.W. degree at SKC are required to complete a background check prior to starting the Social Work Program. Criminal history and Child Protection Services background that may prevent a student from being admitted into the Social Work Program include:

- A felony conviction for child abuse or neglect, for a crime against children (including pornography), for spousal abuse, or for a crime involving violence, including rape, sexual assault, or homicide, but not including other physical assault or battery.
- A felony conviction for physical assault, battery, or a drug-related offense in the past five (5) years.
- Child Protective Services history that includes substantiation of any type of child abuse and/or neglect within the past five (5) years.
- A conviction for a crime including abuse, sexual abuse, neglect, or exploitation of an elderly person or a person with a developmental disability.
- Evidence of criminal activity and/or convictions during the time of enrollment in the B.S.W. Program.
- Knowingly withholding information of prior criminal convictions.

Background check instructions will be mailed to successful applicants. Applicants must make an appointment with an Admission Coordinator to complete the online background check before September 15th. An additional background check will be required if the previous one is more than two (2) years old at the time of internship placement.

Other Behavioral Expectations

B.S.W. students are subject to all provisions of the SKC Student Handbook, Social Work Department Code of Conduct, and Social Work Internship Manual during their program of study. They are expected to adhere to the NASW Code of Ethics and to exhibit behavior appropriate to someone pursuing a career as a professional social worker. Violation of the stated codes may result in the dismissal from the B.S.W. program. Program and college personnel are available to advise students who feel they are in a situation that may require outside assistance, and designated college personnel may suggest counseling or other such assistance as deemed necessary. Problems affecting the B.S.W. candidate's ability to perform the functions of a professional social worker may delay or terminate the student's progression through the Social Work Program.

Title IV-E Stipend

The Montana Child Welfare Training Program is federally funded by Title IV-E grant from the Department of Health and Human Services (DHHS). The program is designed to enhance social service delivery to children and families in Montana. Students who have been admitted into the Social Work Program as juniors and are committed to working in the field of child welfare upon graduation are eligible to apply for the Title IV-E stipend. Please contact the SKC Title IV-E Coordinator at the Social Work Department for more information and/or an application packet.

SOCIAL WORK

Student Learning Outcomes

Upon the completion of the B.S.W. degree, the graduates are expected to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PRE-B.S.W. CURRICULUM

Please note that no course credit will be given for previous life and work experience.

Fall (First Year)

CAPP 100	Computer Literacy	1
ENGL 101	English Composition I	3
HMNT 101	Introduction to Humanities	
	OR	
PHIL 100	Introduction to Philosophy	3
NASD 101	History of Indians in the US	3
SPCH 100	Basic Communications	3
ELECTIVE	List A- NAS-FAH	3
	Total	16

Winter (First Year)

BIOS 101	General Biology	4
BIOS 102	General Biology Lab	1
ENGL 202	English Composition II	3
PSYC 110	Introduction to Psychology	5
ELECTIVE	LIST B – EXPR-ART	3
	Total	16

Spring (First Year)

MATH 100	College Algebra	5
	OR	
MATH 101	Art of Math	
SCLG 110	Introduction to Sociology	5
SCWK 160	Introduction to Addiction Studies	3
ELECTIVE	NASD open	3
	Total	16



SOCIAL WORK**PRE-B.S.W. CURRICULUM****Fall (Second Year)**

MATH 241	Statistics	5
PSYC 210	Psychological Literature	3
SCWK 201	Introduction to Social Work	3
ELECTIVE	Open	3
	Total	14

Winter (Second Year)

ELECTIVE	HPED open	1
PSYC 120	Research Methods in Psychology	
5		
PSYC 230	Developmental Psychology	5
ELECTIVE	Open	3
	Total	14

Spring (Second Year)

ENGL 306	Writing Research Papers	3
HIST 112	American History since 1877	3
PSYC 361	Abnormal Psychology	5
	OR	
ELECTIVE	LIST J – SS-ADVANCED	
SCWK 203	DV: Breaking the Cycle	2
SCWK 174	ASIST	2
	OR	
SCWK	Elective	
	Total	15
	Total Credits	91
	First and Second Year	

B.S.W. CURRICULUM

Students must be admitted into the B.S.W. Program before they can enroll in 300 and 400 level SCWK core professional courses.

Fall (Third Year)

SCWK 300	HBSE I	3
SCWK 307	Social Work Writing Lab I	2
SCWK 310	Social Work Practice I	3
SCWK 320	Social Work Values & Ethics	3
SCWK 355	Technical Writing for Social Work	
ELECTIVE	Open	1
	Total	14

Winter (Third Year)

SCWK 301	HBSE II	3
SCWK 308	Social Work Writing Lab II	2
SCWK 311	Social Work Practice II	3
SCWK 315	Welfare Policy and Services	3
SCWK 330	Race, Gender, Ethnicity and Class	
5		
	Total	16

Spring (Third Year)

GNSD 350	Intro to Grant Writing	3
SCWK 306	APA Writing Style	2
SCWK 309	Social Work Writing Lab III	2
SCWK 312	Social Work Practice III	3
SCWK 352	Internship Seminar	3
SCWK 360	Fundamentals of Politics and Management in Social Work	
	Total	16

SOCIAL WORK**B.S.W. CURRICULUM****Fall (Fourth Year)**

SCWK 400	Internship I	5
SCWK 420	Advanced Research Methods in Social Work	3
ELECTIVE	SCWK	3
	OR	
ELECTIVE	CDAR	
ELECTIVE	List G – FA-OPEN	3
	Total	14

Winter (Fourth Year)

SCWK 401	Internship II	5
SCWK 421	Social Work Capstone I	3
SCWK 471	Foster Care/Child Abuse and Neglect	5
	OR	
ELECTIVE	SCWK	
	OR	
ELECTIVE	CDAR	
NASD 412	Protection of Human Subjects in Indigenous Research	2
	Total	15

Spring (Fourth Year)

SCWK 402	Internship III	5
SCWK 422	Social Work Capstone II	3
SPCH 360	Professional Presentation Skills	3
ELECTIVE	List E – NAS ADVANCED	3
	Total	14
	Total	89
Third and Fourth Years		
Total Credits		180
B.S.W		



TRIBAL GOVERNANCE AND ADMINISTRATION

TRIBAL GOVERNANCE AND ADMINISTRATION

- Associate of Arts Degree (A.A.) 93-97 credits
- Bachelor of Arts Degree (B.A.) 187-193 credits

The Tribal Governance and Administration program focuses on structures, processes and issues specific to Tribal Governments and Tribal Operations. Coursework provides the knowledge and skills needed to work successfully within Tribal organizations, governments and schools as well as to navigate state, federal and other non-Tribal organizations. The program is also appropriate for those working with governmental or other organizations in a liaison role with Tribal Governments and programs.

Currently, there are no other Bachelor of Arts Degree Programs in any of the tribal colleges in the U.S. in the area of Tribal Governance and Tribal Administration. The Tribal Governance and Administration curriculum has been developed to meet the needs of emerging leaders who are interested in entering in the field of Tribal government and Tribal administration. The curriculum reflects the diversity of issues addressed by the Tribes, including: health, natural and cultural resources, education, federal Indian law, strategic planning, human resources, fiscal policy and economic development.

A survey of the membership of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation in 2014 indicated that Tribal Governance and Tribal Administration were significant areas of need and interest. The survey data identified the need for higher education in the area of Tribal Governance and Tribal Administration in order to equip emerging leaders with the skills necessary for the increasingly complex work of Tribal Government and Tribal Administration.

Career Opportunities

Students who complete the Associate of Arts and Bachelor Of Arts Degrees in Tribal Governance and Administration have a solid foundation that prepares emerging leaders in the profession of Tribal Governance and Administration. Graduates are prepared for positions including elected governmental positions, school educators, program managers, health educators, law enforcement personnel, health care providers and those who desire a career working with youth and family. This degree program is appropriate for those who aspire to pursue an advanced degree.

Student Learning Outcomes

Upon completion of the Associate of Arts Degree in Tribal Governance and Administration, students will be prepared to:

- Describe the inter-relationship between tribal, federal, state and local governments.
- Apply an understanding of the history of tribal governments and Flathead Reservation history to current topics and issues.
- Demonstrate effective written and verbal communication skills.
- Describe foundational concepts of ethical leadership principals.

TRIBAL GOVERNANCE AND ADMINISTRATION

CURRICULUM

CURRICULUM

Fall (First Year)

ENGL 101	English Comp I	3
NASD 101	History of Indians in the U.S.	3
SCLG 110	Introduction to Sociology	5
NASL 101	Basic Salish I or Basic Kootenai I	3
ELECTIVE	Open	1-3
Total		15-17

Fall (Second Year)

Math 100	College Algebra or Art of Math	5
MATH 101	Introduction to Philosophy	3
PHIL 100	Introduction to Tribal Heritage	3
TRHP 110	Preservation	
NASL 201	Intermediate Salish I or Intermediate Kootenai I	3
NASL 211	Expressive Art (List B)	3
Total		17

Winter (First Year)

NASD 250	Federal Indian Policy	5
NASL 102	Basic Salish II or Basic Kootenai II	3
ENGL 202	English Comp II	3
NASD 140	Flathead Reservation Arts	3
ELECTIVE	Open	1-3
Total		15-17

Winter (Second Year)

NASD 225	Federal Indian Policy and Education	3
NASD 252	History of Tribal Government on the Flathead Reservation	3
NASD 102	Flathead Reservation History before 1850	3
NASL 202	Intermediate Salish II or Intermediate Kootenai II	3
NASL 212	Natural Science (List DS)	5
Total		17

Spring (First Year)

SPCH 100	Basic Communications	3
NASL 103	Basic Salish III or Basic Kootenai III	3
NASD 262	Contemporary Issues Facing Tribes	3
ELECTIVE	Advanced FA or Humanities (List G)	3
NASD 108	Tribal Uses of Wild Plants	3
Total		15

Spring (Second Year)

MATH 241	Statistics	5
NASD 271	Foundations of Leadership and Ethics	3
NASD 103	Flathead Reservation History (1850-1910)	3
NASL 203	Intermediate Salish III or Intermediate Kootenai III	3
NASL 213	Total	14
Total Credits		93-97
A.A.		

TRIBAL GOVERNANCE AND ADMINISTRATION

Bachelor of Arts in Tribal Governance and Administration

Upon completion of the Bachelor Of Arts Degree in Tribal Governance and Administration the student will be able to:

- Analyze the impact of federal law and regulation of tribal funding through compacting, contracting, tribal enterprise and economic development.
- Describe the impact of federal Indian policies on opportunities and services for Indian people in the areas of education, health, child welfare, natural resources and economic development.
- Demonstrate skills in business management, grant writing, finance, and managing federal funds.
- Apply knowledge of tribal administration in an internship setting.
- Demonstrate effective written and verbal communication skills.
- Understand the role that Tribal Government and program managers have in cultural and natural resource management.

CURRICULUM

Fall (Third Year)

NASD 339	Tribal Finance, Accounting and Budget I	5
NASD 321	Tribal Administration and Governance	3
NASD 323	Native American Perspectives in Natural Resource Management	3
NASD 325	Indian Child Welfare—Special	3
NASD 380B	Special Topics in Tribal Governance	1-3
	Total	15-17

Winter (Third Year)

NASD 320	Federal Indian Law	3
NASD 349	Tribal Finance, Accounting and Budgeting II	5
NASD 341	Principals of Tribal Sovereignty	3
GNSD 350	Grant Writing	3
ELECTIVE	OPEN	3
	Total	17

Spring (Third Year)

HMNT 301	Social and Environmental Ethics	3
ENVS 322	Environmental Law	3
ENGL 306	Writing Research Papers	3
NASD 371	Tribal Gaming	3
ELECTIVE	OPEN	3
	Total	15

TRIBAL GOVERNANCE AND ADMINISTRATION

CURRICULUM

Fall (Fourth Year)

NASD 402	Indigenous Research Methodologies and Ethics	5
NASD 415	Human Resources Management	3
NASD 413	638 Contracts and Compacts	3
NASD 425	Internship I	3
NASD 403	Indian Education – Finance and Administration	3
Total		17

Winter (Fourth Year)

SPCH 360	Professional Presentation Skills	3
NASD 445	Intergovernmental Relations	3
NASD 455	Internship II	3
NASD 443	Tribal Courts	3
NASD 441	Tribal Health and Wellness	3
Total		15

Spring (Fourth Year)

HYDR 422	Water Law	3
NASD 485	Internship III	3
NASD 471	Cultural Resource Management	3
NASD 433	Contemporary Tribal Economics	3
NASD 475	Strategic Planning for Tribal Organizations	3
Total		15

Total Credits 187 - 193

Total Credits A.A. 93-97

Total Credits B.A. 94-96

TRIBAL HISTORIC PRESERVATION

NATIVE AMERICAN STUDIES DEPARTMENT

- Associate of Arts Degree (A.A.)
(90 credits)
- Bachelor of Arts Degree (B.A.)
(181 credits)

Program Description

The Tribal Historic Preservation major is committed to training resourceful, skilled, multi-disciplinary preservationists and promoting the involvement of tribal people and governments in cultural resource management that respects and values indigenous ways of knowing, oral tradition and Native ideologies. The THP curriculum is grounded in a unique combination of Native American Studies, History, Anthropology, Natural Resources, Museum Studies and Native Language Studies. It emphasizes the ways in which indigenous groups, archaeologists and museums have successfully integrated Native philosophies and principles into preservation programs, including approaches to consultation, interpretation and representation, field techniques and archaeological methodologies. This course of study also examines the range of historic preservation programs that have fostered mutually beneficial and culturally appropriate collaborative research while empowering and contributing to Native communities and institution. Course work highlights Native American perspectives in history, anthropology, representation, ethics, state and federal law and policy as well as contemporary issues.

The Tribal Historic Preservation Associates of Arts Degree is intended to fulfill the needs of students who seek basic knowledge of historic preservation and approaches to cultural resource management through coursework in Native American Studies, history, Native language and anthropology.

The Tribal Historic Preservation program incorporates the 4C's (*Cultural competency, Citizenship, Communication, Clear thinking*) in both the Associate of Arts and the Bachelor of Arts degree programs. The tribal Historic Preservation curriculum emphasizes the following competencies:

- Strong written and verbal communication skills, active listening skills, technical and professional writing and cultural appropriate communication abilities.
- Well-developed skills in locating, understanding and making use of written materials in historic

preservation and cultural resource management.

- Increasing awareness of how tribal historic preservation contributes to the Native community, both as individuals (through exploring values, beliefs, ethics and actions that contribute to Native identity) and collectively (through exploring the ways tribal governments, museums and other institutions help native communities thrive and prosper).
- Increasing awareness of one's own cultural values, beliefs, norms, history and attitudes and how these contribute to a preservation ethic and worldview.
- Gaining an understanding of the cultural dimensions human diversity and specifically how and why an understanding and appreciation of the past can contribute to contemporary society.
- Developing the ability to navigate multiple cultural situations and to deal in an effective and professional manner in pursuing the goals of historic preservation in tribal and non-tribal settings.
- Increase knowledge of Salish and Kootenai cultures as well as the understanding other Native American societies and other cultural groups in the United States.

Tribal Historic Preservation Associate of Arts Degree

Career Opportunities

Graduates with the Associates of Arts degree in Tribal Historic Preservation will be qualified for entry level positions in tribal historic preservation offices, tribal cultural departments, tribal museums as well as employment as archaeological technicians with private cultural resource management firms and government agencies.

TRIBAL HISTORIC PRESERVATION

Student Learning Outcomes

Through completion of the Tribal Historic Preservation AA curriculum, students will:

1. Be familiar with the main subject areas in the field of historic preservation and cultural resource management, including core concepts and major theories
2. Be aware of basic types of methodologies and approaches used in historic preservation and how these different methods are applied by tribes as well as state and federal governments
3. Gain practical experience in the application of tribal historic preservation methodologies and be able to relate this experience to course content.
4. Gain an understanding of how historic preservation principles are practiced in a variety of tribal settings.

Requirements

A student must earn a “C” or better in all required courses and maintain an overall GPA of 2.0 in order to graduate with the A.A.



Associate of Arts, Tribal Historic Preservation

CURRICULUM

Fall (First Year)

CAPP 100	Computer Literacy	1
GNSD 102	Skills for College Success	2
NASD 100	Introduction to Native American Studies	3
NASL 101	Basic Salish I* or Basic Kootenai I*	3
NASL 111	EXPR-ART-OPEN (List B)	3
ELECTIVE		
	TOTAL	12

Winter (First Year)

ENGL 101	English Composition I	3
NASD 102	Flathead Reservation History before 1850	3
NASD 101	History of Indians in the U.S.	3
TRHP 110	Introduction to Tribal Heritage	3
	Preservation	
NASL 102	Basic Salish II* or Basic Kootenai II*	3
NASL 112		
	Total	15

Spring (First Year)

NASD 106	Pre-European Contact	3
ENGL 202	English Composition II	3
NASD 103	Flathead Reservation History from 1850-1910	3
NASL 103	Basic Salish III* or Basic Kootenai III*	3
NASL 113	MATH-OPEN (List D)	5
ELECTIVE		
	Total	17

* Three quarters of either Basic Salish or Basic Kootenai language are required. Another accredited Native language college courses may be used to substitute for this requirement with approval.

TRIBAL HISTORIC PRESERVATION

CURRICULUM

Fall (Second Year)

ANTH 101	Introduction to Anthropology	5
ANTH 210	Introduction to Archaeology	3
Elective	EXPR-ART-OPEN (List B)	3
ELECTIVE	SCI-OPEN (List D)	5
	Total	16

Winter (Second Year)

HIST 111	American History to 1877	3
HMNT 101	Introduction to Humanities	3
NASD 215	North American Archaeology: Indigenous Perspectives	3
NASD 210	Introduction to Indigenous Science	3
SPCH 100	Basic Communications	3
	Total	15

Spring (Second Year)

GEOG 100	Introduction to Geography	5
HIST 112	American History Since 1877	3
ANTH 290	Indigenous Archaeology Field School or Tribal/Government Internship	6
NASD 291	Service Learning	1
	Total	15
	Total Credits	46
	Second Year	
	Total Credits	90
	A.A.	

Bachelors of Arts, Tribal Historic Preservation

The Tribal Historic Preservation Bachelor of Arts Degree curriculum builds upon the knowledge and skills of the Associate of Arts Program, providing students with a broad-based knowledge of historic preservation strategies, archeological and historical methodologies, historic preservation field techniques, Native American civilization, language, material culture, arts and science. Students will become familiar with the application of the social sciences, humanities, technology and law in pursuit of historic preservation goals as articulated by elected tribal governments, elders and communities.

Career Opportunities

Graduates with the Bachelor of Arts degree will be prepared to obtain employment as managers or directors of tribal historic preservation programs, cultural departments, or tribal museums as well as mid-level positions in historic preservation programs in state or federal agencies as well as private cultural resource management firms and museums. Graduates with the Bachelor of Arts degree will also be qualified to continue their education in graduate school and earn their Masters or Doctorate. Having done so, these candidates can look forward to employment in senior positions in tribal historic preservation programs, state or federal agencies, private cultural resource management firms and academia.

TRIBAL HISTORIC PRESERVATION

Student Learning Outcomes

Upon completion of the Bachelor of Arts degree, students will:

1. Demonstrate a broad base of knowledge in tribal historic preservation and cultural resource management subject areas, including methodologies, ethics, Native culture, Native language and anthropology.
2. Develop baccalaureate level skills in writing, public speaking, computer applications and interpersonal communication.
3. Demonstrate understanding and application of research methodology in historic preservation and cultural resource management as applied in the tribal setting
4. Develop the ability to conduct original research including literature review, fieldwork and professional reporting.
5. Develop flexibility in working within and across cultures by building upon cultural knowledge and awareness.
6. Integrate Native American cultural perspectives into knowledge and application of tribal historic preservation and cultural resource management theory and be able to apply this knowledge to issues, perspectives and situations encountered in professional settings both on and off the reservation.

Bachelor of Arts Degree, Tribal Historic Preservation

CURRICULUM

Fall (Third Year)

NASD 176	Introduction to Traditional Tool Making	3
NASD 250	History of Federal Indian Policy	5
NASL 201	Intermediate Salish I*	3
	or	
NASL 211	Intermediate Kootenai I*	
	or	
NASL 120	Native American Language I	
ELECTIVE	EXPR-ART-OPEN (List B)	3
	Total	14

Winter (Third Year)

WILD 202	Introduction to Wildlife and Fisheries	3
	or	
GNSD 350	Introduction to Grant Writing	
GEOG 201	GIS I	3
NASD 108	Tribal Uses of Wild Plants	3
NASL 202	Intermediate Salish II*	3
	or	
NASL 212	Intermediate Kootenai II*	
	or	
NASL 121	Native American Language II*	
ANTH 201	Cultural Anthropology	3
	Total	15

Spring (Third Year)

NASD 310	Museum Science and its Application in Indian Country	3
ENGL 306	Writing Research Papers	3
GEOG 321	GIS II	3
SPCH 360	Professional Presentation Skills	3
Elective	(See list of recommended electives below)	3
	Total	15
	Total Third Year	44

TRIBAL HISTORIC PRESERVATION

CURRICULUM

Fall (Fourth Year)

ANTH 410	Advanced Archaeological Field Methods	3
GEOG 331	GIS III	3
NASL 203	Intermediate Salish III	*
		OR
NASL 113	Intermediate Kootenai III*	3
	OR	
NASL 122	Native American Language III*	
NASD 320	Federal Indian Law (List J: SS-ADVANCED)	3
ELECTIVE	(See list of recommended electives below)	3
	Total	15

Winter (Fourth Year)

ANTH 420	Archaeology Laboratory Techniques and Analyses	4
ANTH 421	Cultural Resource Management and Law	3
ANTH 422	Current Issues in North American Archeology	3
ENVS 430	NEPA Process	3
ELECTIVE	(See list of recommended electives below)	3
	Total	16

Spring (Fourth Year)

TRHP 495	Capstone in Tribal Historic Preservation	4
ANTH 490	Indigenous Archaeology Field School	6
OR		
NASD 491	Tribal/Government Internship	
ELECTIVE	(See list of recommended electives below)	3
ELECTIVE	(See list of recommended electives below)	3
	Total	16
	Total Fourth Year	47
	Total Credits	181
	B.S.	

* At the Bachelors level, three additional quarters of either Intermediate Salish or Intermediate Kootenai language or another accredited Native language college course are required.

Recommended Electives:

ARTD 150	Introduction to Art History	3
BIOS 101/2	General Biology and Laboratory	5
BIOS 112/3	Introduction to Botany and Laboratory	5
BIOS 114/5	Introduction to Zoology and Laboratory	5
FORS 146	Dendrology	3
FORS 154	Survey of Forests	3
FTVP 102	Introduction to Photography	3
GEOL 101/2	Physical Geology and Laboratory	5
HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HMNT 301	Social and Environmental Ethics	3
HMNT 310	Advanced Studies in Humanities	3
MATH 241	Statistics	5
POLS 100	American Government	5
NASD 308	Ethnobotany	3
NASD 140	Flathead Reservation Indian Arts	3
NASD 145	Tipi Construction	3
NASD 146	Tipi Setup	3
NASD 150	Hide Tanning	3
NASD 156	Beading	3
NASD 157	Intermediate Beading	3
SCID 101	Science, Culture, and Society	5
SCID 301	Conducting and Reporting Scientific Research	3
SCLG 110	Introduction to Sociology	5
SCLG 310	Intercultural Communication	3



WILDLIFE AND FISHERIES

NATURAL RESOURCES DEPARTMENT

Wildlife and Fisheries

- Associate of Science Degree (A.S.) (90 credits)
- Bachelor of Science Degree (B.S.) (182 credits)

Program Description

The Wildlife and Fisheries curriculum provides the opportunity to study the biology, ecology, management and conservation of wildlife, fish and their habitats. In this program students may choose to emphasize in wildlife or fisheries based on electives. Students will gain a basic and technical understanding of biology, ecology and natural resource management issues at the two-year level. Students that proceed on to the 4-year degree will achieve a greater theoretical and conceptual understanding of biology, ecology, management and research. Students completing the bachelor's degree are required to complete an undergraduate senior thesis that demonstrates the knowledge they have gained in their undergraduate education. Upon completion of the Bachelor of Science Degree, students are prepared for a variety of natural resource careers or for graduate school.

Special Admissions Requirements

Students may need to strengthen math, writing and reading skills with additional coursework upon entering the program, depending on results of the Test of Adult Basic Education (TABE) and consultation with each student on an individual basis with their academic advisor.

Career Outlook

Completion of the Associate of Science Degree will provide students a basic background in biological sciences. Students will have the knowledge and skills required for a variety of entry-level positions in natural resources. Students will also have a strong foundation for continuing on to a Bachelor of Science Degree.

Student Learning Outcomes

- Upon completion of the Associate of Science degree in Wildlife and Fisheries, students will be able to:
- Explain the distribution of plants and animals based on a basic understanding of biological and physical sciences.
- Understand wildlife and fish populations, habitats, communities and ecosystems.
- Demonstrate basic knowledge of methods and techniques used for biological and physical field measurements and monitoring.
- Communicate information about natural resource issues within cultural, regional and global contexts.
- Use critical thinking methods to analyze and respond to fish, wildlife and habitat conservation issues.



WILDLIFE AND FISHERIES

CURRICULUM

CURRICULUM

Fall (First Year)

BIOS 101	General Biology	4
BIOS 102	General Biology Lab	1
MATH 100	College Algebra	5
ENVS 110	Physical Field Methods	3
ENGL 101	English Comp I	3
Total		16

Winter (First Year)

BIOS 114	Intro to Zoology	4
BIOS 115	Intro to Zoology Lab	1
MATH 108	Advanced Functions and Modeling	3
SCID 114	Scientific Literature	3
WILD 202	Intro to Fisheries & Wildlife	3
Total		17

Spring (First Year)

BIOS 112	Introduction to Botany	3
BIOS 113	Introduction to Botany Lab	2
ENVS 112	Biological Field Methods	3
ELECTIVE	EXPR-ART-OPEN (List B)	3
SVLN 250	Service to the Environment I	1
MATH 109	Trigonometry	3
Total		15

Fall (Second Year)

ENGL 202	English Comp II	3
ELECTIVE	Introduction to Humanities OR Philosophy OR World Literature	3
HYDR 101	Introduction to Hydrology	3
ELECTIVE	Emphasis List I (Habitat)*	3
NASD 101	History of Indians in the US	3
Total		15

Winter (Second Year)

SCID 101	Science, Culture & Society	5
MATH 241	Statistics and Lab	5
NASD 210	Intro to Indigenous Science	3
ELECTIVE	NASL – Language 1	3
Total		16

Spring (Second Year)

BIOS 260	Principles of Ecology	3
BIOS 261	Principles of Ecology Lab	2
SPCH 100	Basic Communications	3
ELECTIVE	NAS/FAH Elective List A	3
ELECTIVE	Emphasis List I*	3
Total		14
Total Credits		90
A.S.		

WILDLIFE AND FISHERIES

*Emphasis Electives List I - Associate of Science

(must have at least 3 habitat emphasis credits and an additional 6 emphasis elective credits from this list or courses approved by your advisor)

BIOS 162	Forest Botany	4
ENVS 203	Weather and Climate	3
FORS 102	Fire and Human Cultures	3
FORS 110	Introduction to Wildfire Management	3
FORS 154	Survey of Forestry	3
GEOG 100	Geography	5
GEOL 101/102	Geology	4
GEOL 130	Geology of the Flathead Indian Reservation	1-4
HYDR 131	Introduction to Water Quality Monitoring	3
HYDR 210	Physical Hydrology	3
HYDR 211	Natural Hazards	3
HYDR 232	Surveying and Maps	3
NASD 108	Tribal Uses of Wild Plants	3
SCID 280	Science Research Project	1-5
Habitat emphasis:		
ENVS 220	Range Management	4
FORS 146	Dendrology	3
WILD 210	Wetland and Riparian Habitats	3

Bachelor of Science in Wildlife and Fisheries

Requirements

A student must receive a "C" or better in all required courses while maintaining an overall grade point average of 2.0 to graduate. Students transferring to the B.S. program after completing an Associate of Science degree in resource-related program at another college may substitute equivalent courses within the first two years of the degree plan. Students must have completed all basic math and science courses. Although students will be introduced to a broad range of techniques and concepts, each student may specialize through his/her choice of electives offered, field problems and internships.

Career Opportunities

Completion of the Bachelor of Science Degree will prepare the student to enter graduate school. This degree program will also provide the student with the skills necessary to work for Native American, federal, and state governments, non-profit organizations, consultants and other employers in natural resource fields. Students following this degree program can meet the federal agency hiring standards for biology, ecology, zoology, fish and wildlife job series; as well as the educational requirements for certification by The Wildlife Society.

Student Learning Outcomes

Upon completion of the Bachelor of Science Degree in Wildlife and Fisheries, a student will, in addition to the goals listed for the Associate of Science, be able to:

- Demonstrate broad-based theoretical, technological and practical knowledge of biological and ecological sciences, taxonomy and conservation.
- Construct and conduct wildlife, fish and habitat monitoring and research projects using a variety of techniques.
- Use quantitative and communication skills to analyze and report on wildlife, fish and habitat data.
- Compare and contrast the economic and political systems of Native American governments with those agencies that interact with reservations.
- Understand the laws and policies that influence natural resource management and conservation.
- Complete an individual research project related to a wildlife, fish or habitat management issue.

WILDLIFE AND FISHERIES

CURRICULUM

CURRICULUM

Fall (Third Year)

WILD 325	Entomology	3
WILD 326	Entomology Laboratory	1
WILD 341	Ichthyology & Herpetology	4
WILD 342	Ichthyology & Herpetology Laboratory	1
GEOG 201	GIS I	3
ELECTIVE	Emphasis List II*	3
Total	15	

Fall (Fourth Year)

COOP 285	Advanced Internship	3
ECON 410	Economic Development on Indian Reservations	3
SPCH 360	Professional Development Skills	3
WILD 402	Wildlife & Fisheries Techniques	4
Elective	Emphasis List II*	3
Total		16

Winter (Third Year)

WILD 330	Mammalogy	4
WILD 331	Mammalogy Laboratory	1
CHEM 110	Fundamentals of General Chemistry	4
CHEM 111	Fundamentals of General Chemistry Lab	1
GEOG 321	GIS II	3
ELECTIVE	Emphasis List II*	3
Total	16	

Winter (Fourth Year)

BIOS 410	Conservation of Biodiversity	3
ENVS 404	Senior Seminar	2
ENVS 415	Restoration Ecology	3
ENVS 430	NEPA Process	3
NASD 250	History of Federal Indian Policies	
5		
Total		16

Spring (Third Year)

WILD 332	Ornithology	3
WILD 333	Ornithology Laboratory	1
GEOG 331	GIS III	3
CHEM 140	Fund of Organic and Biochemistry	5
MATH 342	Statistical Methods	3
Total	15	

Spring (Fourth Year)

WILD 430	Fish Ecology	3
ENVS 322	Environmental Law	3
SVLN 450	Service to the Environment II	1
ENVS 408	Senior Thesis	4
HMNT 301	Social and Environmental Ethics	3
Total		14
Total Credits		182
B.S.		

***Emphasis Electives List II - Bachelor of Science**
 (must have at least 9 emphasis elective credits from
 this list of courses approved by your advisor)

BIOS 312	Environmental Adaptation of Plants	3
BIOS 420	Disturbance Ecology	3
CHEM 326	Environmental Chemistry I	3
ENGL 306	Writing Research Papers	3
ENVS 311	Water Quality Monitoring	3
ENVS 319	Introduction to Soil Science	3
ENVS 413	Wildland Recreation Management	3

FORS 310	Forest Ecology	3
GNSD 350	Grant Writing	3
HYDR 311	GIS Applications in Hydrology	3
HYDR 312	River Restoration	3
HYDR 331	Climate Change	3
HYDR 332	Hydrology of Dams	3
HYDR 422	Water Law	3
NASD 308	Ethnobotany	3
NASD 440	International Issues of Salmon	3

WORKFORCE DEVELOPMENT

Short Term Certifications – Continuing Education and Workforce Development

Salish Kootenai College offers community and workforce development programs that are designed to meet the training needs of employers and individuals. Courses and programs also offer opportunities to expand workforce skills of current SKC students.

Some educational offerings are provided as Continuing Education Courses through the Lifelong Learning Center as one-time courses or continuing education. Continuing Education courses do not earn college credit. However, Continuing Education credits are recorded on college transcripts.

Some academic programs offer workforce development courses or series of courses. Students can earn college credit which may count toward degree requirements. Students completing the course(s) earn a certification or credential, which is a document stating the student has achieved specified workforce skills and competencies. Approved certifications are included on transcripts of students graduating with college Certificates of Completion or Degrees. However, students who complete only short term certifications will not receive an official degree and will not be eligible to participate in college graduation ceremonies.

Certifications may be based on industry standards and accreditation requirements, or may be designed to prepare students with other workforce skills. Certifications which are eligible for placement on student transcripts are approved by the Curriculum Committee and the Vice President of Academic Affairs.

Students taking workforce development courses are admitted and register through regular college processes.



INDIGENOUS RESEARCH METHODS

Certification in Indigenous Research Methods

Program Description

The Certification in Indigenous Research Methods is offered jointly through Salish Kootenai College (SKC) and the American Indigenous Research Association.

The Certification in Indigenous Research Methods and Methodologies is designed for researchers who wish to conduct research in Indigenous communities. The classes focus on the cultural aspect of Indigenous research methods as they relate to all sciences. Included are current theories of Indigenous research, explorations of the purpose of Indigenous research, both historical and contemporary; roles and responsibilities of an Indigenous researcher; oral and recorded traditions and sources of information; and other important issues that face Indigenous researchers, both now and in future. Students will learn to apply the Indigenous paradigm to their research proposal.

Students who wish to earn the certification do not need to be full-time SKC students. Students may take the courses as credit-bearing classes that may count toward electives in their academic major. Students may also take the courses as Continuing Education courses. All courses are online and taken through the SKC online learning platform, Moodle.

Learning Objectives

After completing the Certification, learners will be able to:

- Apply Indigenous research methods to gather data in tribal communities.
- Use ethical theories to reduce methodological discrimination.
- Improve relevance in policy and practice within Indigenous contexts.
- Enhance skills in critical reflection, including self-awareness and art-based research in relation to research with Indigenous groups.
- Understand the unique components of protection of human subjects and communities in indigenous research.
- Use indigenous research methods to write a research proposal relevant to the student's professional or academic interest.

Required Courses

NASD 402	Indigenous Research Methodologies and Methods (5 credits)
NASD 411	Implementing the Indigenous Paradigm in the Research Proposal (5 credits)
NASD 412	Protection of Human Subjects in Indigenous Research (2 credits)
ELECTIVE	(3 credits)

Choose from one of the following.

NASD 270	Native American Wellness (3 credits)
NASD 210	Introduction to Indigenous Science (3 credits)
NASD 401	Art-based Research (3 credits)

GEOSPACIAL SCIENCE

Certificate In Geospatial Science

Program Description

The Certificate in Geospatial Science program will provide students with a solid foundation in the theory and application of geographic information. GIS (Geographic Information System) is a computer-based mapping tool for understanding spatial data—it involves gathering, storing, manipulating, analyzing, and displaying spatial information. Smipúlexwtn is the Salish word for GIS and translates to “an instrument used on the land”. GIS technology is new and evolving, yet it is traditional in spirit and thousands of years old. For example, searching for a campsite requires knowledge of many aspects of the landscape and an analytical mind—basically a geographic information system.

The US Department of Labor has identified GIS to be one of the three leading areas of employment in the near future—skilled geospatial technicians are highly sought after in careers such as Natural Resources, Earth Sciences, and Cultural Resource Management & Preservation, as well as Urban/Community Planning, Agriculture, Public Health, Marketing, Business, Transportation, and Law Enforcement.

This Certification program complements any major at the Salish Kootenai College, especially Forestry, Wildlife Biology, Hydrology, and Tribal Historic Preservation. The program also provides continuing education opportunities for professionals currently in the workforce, interested in expanding or maintaining their skill level in geospatial science.

Required Core Courses (3-credits each):

The Certificate requires 15 credits—12 credits of core courses and 3 elective credits.

GEOG 201 -	Cartography, data & sources,
GIS I	GIS basics
GEOG 321 -	Digitizing, database
GIS II	management, spatial analysis
GEOG 331 -	Overlay analysis, advanced spatial analysis
GIS III	
GEOG 341	Remote Sensing - image processing theory & practice

Elective Courses (choose an 3 additional credits):

FORS 343	Fire and GIS (3 credits)
HYDR 311	GIS Applications in Hydrology (3 credits)
HYDR 420	Groundwater Monitoring (3 credits)
ANTH 210	Introduction to Archaeology (3 credits)
ANTH 410	Advanced Archaeological Field Methods (3 credits)

Independent Studies or Special Topics courses in Geospatial Science (0-3 credits)

We periodically offer 1-credit workshops on various topics, presented by guest speakers from government agencies or visiting professors. Also, geospatial internships or independent study research projects may count toward elective credit.

Learning Objectives

- Understand cartography theory and practice, the use of coordinate systems, map symbology, and map layout.
- Understand where spatial data comes from, and how to acquire & manage datasets. Be familiar with types of spatial data.
- Know how GPS systems operate. Be able to collect and incorporate GPS data into GIS.
- Gain a theoretical and practicing knowledge of digitizing, geoprocessing, and raster analysis—tools for creating and manipulating spatial data.
- Understand the theory and practical uses of Remote Sensing and image analysis.
- Develop skills for designing and implementing real-world GIS applications in your profession.

Material directly relating to indigenous traditional knowledge and current issues in tribal natural resource management will be sought out and incorporated into all geospatial classes in the form of project-based exercises and course content. These courses will be open to students in any academic department, and available to current professionals in the workforce wishing to expand their geospatial skill base.

PROGRAM AND COURSE DESCRIPTION KEY

How to Read Program and Course Descriptions

EXAMPLE:

ANTH 101 5 cr (FWS) [List ...]

Introduction to Anthropology is a survey of physical and cultural anthropology...

Prereq: ENGL101 or instructor consent

Coreq:

Challengeable course

ANTH: This letter code indicates the particular area of study.

101: This number provides two separate pieces of information.

1 _ _ = The general class level
(1 or 2 = lower division)
(3 or 4 = upper division)

_20 = The placement of this class within a sequence of other classes.

5 cr: Refers to academic credit. Academic credit is usually calculated as the number of hours of classroom instruction per week/per quarter.

5 cr = 5 hours per week X 10 weeks = 50 hours

(FWS): Refers to the term the course is offered.

(F) = The course is offered fall quarter

(W) = The course is offered winter quarter

(S) = The course is offered spring quarter

[List...] This letter code indicates the course is included in a General education requirement list (see Section 3, General Education.)

Introduction to Anthropology: The bolded words indicate the title of the course.

Description: A short explanation of the course content.

Prereq: Refers to another course that must be taken before the course.

Coreq: Refers to another course that must be taken at the same time as the course.

Challengeable course: Refers to a course that can be challenged by special examination. A list of challengeable courses is available from the office of the Vice President of Academic Affairs.

Instructor consent: An instructor may disregard a prerequisite if the student provides documented evidence of similar coursework or experience.

COURSE ABBREVIATION KEY

Course Abbreviation Key

ACSC	=	Academic Success
ANTH	=	Anthropology
ARTD	=	Art
ASTR	=	Astronomy
BIOS	=	Biology
BUMG	=	Business
CDAR	=	Chemical Dependency
CHEM	=	Chemistry
COOP	=	Cooperative Education
CSCD	=	Computer Science
DANC	=	Dance
DATD	=	Dental Assisting Tech.
DRMA	=	Drama
DVSP	=	Developmental Studies
ECED	=	Early Childhood Ed.
ECON	=	Economics
EDUC	=	Education
ENGG	=	Engineering
ENGL	=	English
ENVS	=	Environmental Science
FLAG	=	Flagger Training
FORS	=	Forestry
FTVP	=	Film, Photography, & Television
GEOG	=	Geography
GEOL	=	Geology
GNSD	=	General Studies

HEOP	=	Heavy Equipment
HIEP	=	Medical Clerk
HIST	=	History
HMNT	=	Humanities
HPED	=	Health & Physical Ed.
HYDR	=	Hydrology
ITEC	=	Information Technology
LFSC	=	Life Sciences
MAST	=	Medical Assistant
MATH	=	Mathematics
MEDA	=	Media Design
MUSC	=	Music
NASD	=	Native American Studies
NASL	=	Native American Language
NSGD	=	Nursing
NUTR	=	Nutrition
OFED	=	Office Professions
PHIL	=	Philosophy
PHYS	=	Physics
POLS	=	Political Science
PSYC	=	Psychology
SCID	=	Science
SCLG	=	Sociology
SCWK	=	Social Work
SPAN	=	Spanish
SPCH	=	Speech
SVLN	=	Service Learning
TRHP	=	Tribal Historic Preservation
TRUK	=	Truck Driving
WILD	=	Wildlife and Fisheries

COURSE DESCRIPTIONS ACSC 101-ACSC 112

ACSC 101 3 cr (FWS)

Academic Success focuses on fundamentals of being a successful student; exploring study habits, learning strengths, resource barriers, and college preparedness. Students will learn valuable study, life, and soft skills to become responsible and successful students.

Prereq: none
Coreq: none

ACSC 102 2 cr (FWS)

Creating your Personal Employment Plan will help students in the process of creating an employment plan by using the PEP Talk Blueprint and the Montana Career Information System. (MCIS) Students will gain awareness of their skills, interests, and life issues. They will explore possible careers that match their skills and interests, research job availability and workforce demand in those fields around Montana & country.

Prereq: none
Coreq: none

ACSC 103 1 cr (FWS)

Writing Scholarship Essays will focus on the process of completing and submitting a scholarship essay with emphasis on the preparation of the SKC Scholarship.

Prereq: none
Coreq: none

ACSC 104 1 cr (FWS)

Understanding and Utilizing your Learning Strengths. In this course, students will take different learning and personal assessments and will integrate the information generated into their individualized plan of success for their college studies.

Prereq: none
Coreq: none

ACSC 105 1 cr (FWS)

Effective Note Taking Strategies will focus on learning multiple note taking techniques for college level courses. The course will emphasize the difference between effective textbook notes and lecture notes to ensure academic success.

Prereq: none
Coreq: none

ACSC 106 1 cr (FWS)

Test Anxiety & Test Taking Strategies is a class where participants will identify, reflect on and explore test anxiety triggers. They will then identify the most context appropriate and agreeable strategies and techniques to ensure greater success on college exams.

Prereq: none
Coreq: none

ACSC 107 1 cr (FWS)

Financial Aid, Financial Literacy and Budgeting will help students understand and fill out the FAFSA form for the upcoming school year. The course will also focus on developing a budget for today's students and will help them understand their credit score. This class will focus on being a good consumer and making the best of college resources.

Prereq: none
Coreq: none

ACSC 108 1 cr (FWS)

Understanding Learning Difficulties with Power Path. This course utilizes the Power Path learning tool to assess student vision and hearing. Students will receive Scotopic Sensitivity Filters as needed, determine how they can access hearing and vision services beyond Power Path, and learn the basis of information processing in the brain.

Prereq: none
Coreq: none

ACSC 109 1 cr (FWS)

Interpersonal Communication will provide an in-depth look at the communication cycle and the many dynamics of communication-- with special emphasis placed on identifying types of distortion, employing active listening skills, and effective conflict management strategies.

Prereq: none
Coreq: none

ACSC 110 1 cr (FWS)

Tribal Leaders Seminar will provide a forum for students to hear from and engage with several cultural, elected and administrative leaders from the Confederated Salish and Kootenai Tribes. The speakers will also participate in a moderated panel that will allow students to ask questions and further engage with the Tribal leaders.

Prereq: none
Coreq: none

ACSC 111 variable

1-3 cr (FWS)

Building Reading Skills On-Line will allow students to realistically assess and improve their basic reading skills with the assistance of the Skills Tutor on-line curriculum. Students will take a series of short, on-line assessments to assist and improve vocabulary, words in context, recall information, and evaluation of meaning.

Prereq: none
Coreq: none

ACSC 112 variable

1-3 cr (FWS)

Building Math Skills On-Line will allow students to learn and improve upon their area of strengths or deficits in math with the assistance of the Skills Tutor on-line curriculum. Students will work independently in on line lessons and activities to gradually build their skills and achieve their goals in mathematics.

Prereq: none
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS ACSC 113-ANTH 410

ACSC 113 variable 1-3 cr. (FWS)

Building Language Skills On-line will allow students to assess and improve upon their areas of strengths or deficits in language with the assistance of the Skills Tutor on line curriculum. Students will take a series of short on-line assessments to assist in determining their skill area focus and will work independently in on-line lessons and activities to gradually build those skills and achieve their goals related to language.

Prereq: none

Coreq: none

ANTH 101 5 cr (F) [List C, H]

Introduction to Anthropology is a survey of physical and cultural anthropology, including comparative studies of language, economical life, social groupings, government, art, religion, and the life cycle and cultural change among tribal and peasant people.

Prereq: none

Coreq: none

ANTH 201 4 cr (OD) [List H]

Cultural Anthropology studies the social life and social organization of humans, groups and institutions, economic life, religion, political forms, education, and arts.

Prereq: none

Coreq: none

ANTH 210 3 cr (W) [List H]

Introduction to Archaeology examines the anthropological study of ancient human societies. Archaeological methods and their theoretical underpinnings will be explored with emphasis on archaeological practice and fieldwork. In addition, we will examine the long and complex interaction between the human culture and the environment which gave rise to diverse ancient civilizations. The political dimensions of archaeology, ethics and contemporary tribal historic preservation in the United States will also be explored.

Prereq: none

Coreq: none

ANTH 290 6 cr (OD)

Indigenous Archaeology Field School

I provides experience in current archaeological field methods and practice in archaeology and offers an introduction to the practical skills of site survey, excavation, recording, and laboratory procedures. Students will actively participate in ongoing archaeological site studies which may include pre-European or post-European contact sites, Native or non-Native sites investigation, surface reconnaissance, systematic subsurface testing, block excavations and artifact processing at the level of field technician.

Prereq: Instructor consent

Coreq: none

ANTH 310 3 cr (S)

Museum Science and its Application in Indian Country introduces the student to a wide range of topics and challenges in the museum field such as governance, ethics, collections management, exhibition design, research, education, marketing and development with special emphases on how these skills and procedures have been applied by Indian tribes and public institutions. Students will gain basic knowledge and useful skills for managing museum collections including methods and techniques used in administration, collections registration and documentation, risk management, disaster planning, packing/shipping and preventive conservation.

Prereq: ANTH 101, ANTH 210

Coreq: none

ANTH 410 3 cr (F)

Advanced Archaeological Field

Methods will critically examine the techniques, methods and approaches to archaeological investigation. Students will receive advanced instruction in archaeological survey methodology, excavation techniques as well as non-intrusive remote sensing technologies. There will be particular emphasis on the development of research design, project protocol, logistics, record keeping and supervising field projects as well as the detection, treatment, analysis and interpretation of archaeological materials.

Prereq: Instructor consent

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS ANTH 420-ARTD 114

ANTH 420 4 cr (W)

Archaeology Laboratory Techniques and Analyses will provide students with independent, supervised training in a variety of archaeological laboratory methods including database development and management, artifact identification, description and classification, archeological analyses and interpretation as well as curation and storage procedures. The course provides hands-on experience with a range of both pre-contact and post-contact artifacts and assemblages and the student will gain practical experience using common laboratory equipment and instrumentation. The importance of archaeological collections, processing and curation and how significance is determined will be discussed.

Prereq: ANTH 101, ANTH 210

Coreq: none

ANTH 421 3 cr (W)

Cultural Resource Management and Law examines important issues and procedures in cultural heritage policy emphasizing the legal and ethical basis for federal cultural resource management, public archaeology and tribal historic preservation. The design and production of federal planning documents, common procedural conventions and trends in best practice and approaches to CRM will be discussed. Heritage resources, including prehistoric and historic archaeological sites, historic buildings and structures, traditional cultural properties (TCPs), historic landscapes, archaeological artifacts, archival materials and Native American sacred sites, sacred objects, and human remains will be discussed. Case studies are emphasized to illustrate key issues in historic preservation and cultural resource management encompassing diverse fields such as archaeology, ethnology, history, conservation architecture and landscape architecture.

Prereq: ANTH 101, ANTH 210

Coreq: none

ANTH 422 3 cr (W)

Current Issues in North American Archaeology looks at recent trends and events in archaeology and historic preservation in North America. Specifically, we will discuss issues relating to ethics and values, stewardship, stakeholders and interest groups, social relevance, regulation, policy and real world problem solving as exemplified in contemporary practice. The course will cover a wide variety of regions and circumstances; however, an emphasis will be placed on Native American archaeology and indigenous archaeology.

Prereq: ANTH 101, ANTH 202

Coreq: none

ANTH 490 6 cr (OD)

Indigenous Archaeology Field School II provides additional experience in current method and practice in archaeology and offers students an opportunity to take part in the planning, research design, analysis and interpretation phases of fieldwork. Students will actively participate in ongoing archaeological site studies which may include pre-European or post-European contact sites, Native or non-Native sites investigation, surface reconnaissance, systematic subsurface testing, block excavations, and artifact processing at the level of field assistant to the principle investigator.

Prereq: Consent of instructor

Coreq: ANTH 420

ARTD 103 1 cr (OD)

Matting for Art Classes is an introduction to matting for students entering the SKC Student art show. This course is to support all students in Art classes and to provide time to mat and frame artwork for personal and professional purposes.

Prereq: none

Coreq: none

ARTD 109 3 cr (W) [List B, G]

Self-Expression Through the Arts is intended for non-art majors and those who are unfamiliar with studio arts. The activities in this class will help students gain an understanding of how art can be used to explore meaning and express oneself in non-verbal ways, while familiarizing them with various artistic materials and processes.

Prereq: none

Coreq: none

ARTD 111 3 cr (WS) [List B, G]

Fundamentals of Art and Design

focuses on the design, and composition of images using a variety of creative medias. Students can expect to gain an understanding of how and what makes a picture ‘work’. This course will emphasize the primary elements of art and the principles of design in the creative process. How these have been integrated in the art of different cultures and historical periods will be considered.

Prereq: none

Coreq: none

ARTD 112 3 cr (FS) [List B, G]

Beginning Water Color is designed to give students a basic understanding of watercolor painting techniques including: the preparation of watercolor paper, paint mixing for value and hue, and the presentation of finished work. Students will be presented concepts for understanding composition and design in watercolor media.

Prereq: none

Coreq: none

ARTD 114 3 cr (FS) [List B, G]

Beginning Drawing introduces students to basics drawing techniques such as line, shading, and crosshatching. Fundamentals such as composition, perspective, and values will be explored through a variety of in and out of class drawing exercises and assignments.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ARTD 115-ARTD 140

ARTD 115 3 cr (FW) [List B, G]

Painting introduces students to the materials, tools, and techniques of painting. Various paint and surface preparations will be introduced. Composition, color, and design will be considered through progressive steps utilizing various techniques.

Prereq: none
Coreq: none

ARTD 116 3 cr (W) [List B, G]

Sculpture introduces students to basic Three Dimensional concerns of sculpture through creative problem solving in a variety of materials. Various tools and sculptural techniques will be introduced. Both technical and conceptual skills will be developed through individual projects.

Prereq: none
Coreq: none

ARTD 117 3 cr (W) [List B, G]

Drawing II is designed to further develop students understanding of drawing techniques explored in Drawing I. Fundamental rules of composition, perspective, and value will be advanced. Through both in class and out of class assignments students will further develop their technical skills and personal expression.

Prereq: ARTD 114, or consent of instructor
Coreq: none

ARTD 118 3 cr (FS) [List B, G]

Welded Metal Sculpture is designed for students interested in learning metal sculpture welding techniques. Students will learn how to cut, shape, and weld metal into significant forms of expressive personal statement.

Prereq: none
Coreq: none

ARTD 123 1 cr (F,S)

Welding Skills & Techniques will introduce students to various welding techniques necessary for producing artworks in Welded Metal Sculpture. It provides time necessary for students to develop technical skills to be able to create metal works of art. Students in Welded Metal Sculpture will have priority, but other students may register for class.

Prereq: none
Coreq: ARTD 118

ARTD 129 3 cr (F)

Basic Lapidary provides the basis of safety and shop usage of lapidary work. Participants will be given knowledge of equipment types, usage, safety requirements, rock selection and preparation, and the lapidary skills required to complete cabochons. This is primarily a hands-on course and students must have reasonable hand strength and coordination.

Prereq: none
Coreq: none

ARTD 130 3 cr (FWS) [List B, G]

Beginning Silversmithing introduces students to the basic techniques of silversmithing and lapidary art. Students will develop technical skills such as shaping, hammering, engraving, and soldering milled sheet and wire sterling silver. Polishing techniques and setting stones to complete a piece of jewelry are also taught.

Prereq: none
Coreq: none
Challengeable course

ARTD 131 3 cr (S) [List B, G]

Intermediate Silversmithing applies the skills and techniques learned in Beginning Silversmithing to create more involved pieces of jewelry. Using the same fabrication methods, jewelry will be produced with the overlay, inlay, and channel work style. Personal design concepts will be developed.

Prereq: ARTD 130
Coreq: none

ARTD 135 3 cr (W) [List B, G]

Introduction to Stained Glass provides students the beginning techniques in building stained glass art with copper foil type construction in mind. This course will provide an introduction to a variety of stained glass construction possibilities, using various tools and techniques.

Prereq: none
Coreq: none

ARTD 140 3 cr (FS) [List B, G]

Introduction to Studio Arts is an introduction to hands-on studio art processes. It is for both art majors and non-art majors who would like to learn about the different art courses taught at SKC. Students will explore options in sculpture, painting, drawing, sandblasting, and or printmaking techniques. One or two weeks will be devoted to various studio arts and instruction will be given by the different SKC instructors who teach in these areas.

Prereq: none
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ARTD 145-ARTD 175

ARTD 145 3 cr (WS)
List B, G]

Beginning Printmaking introduces students to basic printmaking techniques used in relief, embossing, etching and collagraph processes. Students will learn various ways to transfer their art images from plates onto paper. Students will develop skills to print dynamic compositions of line, shape, texture, color, and design.

Prereq: none
Coreq: none

ARTD 150 3 cr (F) [List B, G]

Introduction to Art History examines the history of art from different cultures and time periods with an indigenous perspective included. Video and slides will provide a visual guide to many important aspects of art and its essential connection to culture and the understanding of the people that created it.

Prereq: none
Coreq: none

ARTD 156 3 cr (OD)

Handloom Weaving: The Gift of Spider Woman is “All Around Us Beautiful” study of weaving throughout history. Modern techniques and tools will be introduced and researched. Students will select from the various looms available to produce individual projects.

Prereq: none
Coreq: none

ARTD 158 3 cr (OD)

Intro to Off Loom Weaving introduces non-loom techniques such as finger weaving sashes, tablet weaving, and Salish two-bar weaving. The traditional and cultural context of these weaving methods will be shared. Students will select colors and designs for completing individual projects.

Prereq: none
Coreq: none

ARTD 160 3 cr (FWS)
[List B, G]

Introduction to Ceramic Arts will expose students to the working properties of clay, its basic tools and equipment using hand –built methods. Students also have the option of learning the proper use of the potter’s wheel. They will incorporate these properties to create a variety of pottery pieces that will demonstrate their skill, and express their understanding and personal interpretations of the medium.

Prereq: none
Coreq: none

ARTD 163 3 cr (WS)

Ceramic Arts Intermediate is the second quarter of ceramic arts. Students will expand their previous learning to create at least 6 pottery pieces that will demonstrate their intermediate skill, express his/her understanding and personal interpretation of the medium. Students will also focus on surface treatment that includes exploration of glazes.

Prereq: ARTD 160
Coreq: none

ARTD 165 3 cr (FS)
[List B, G]

Sandblast Etching introduces students to the elements and techniques of sandblasting images into glass and stone. Students will learn basic design and composition principles as they apply to the art of sandblasting images into both two and three-dimensional objects.

Prereq: none
Coreq: none

ARTD 169 2 cr (F,W,S)

Intro to Sewing introduces students to basic sewing and pressing equipment, textiles, and techniques for basic construction, while also preparing them for the more advanced cultural arts sewing courses such as Star Quilt Making, Dance Dress Construction, and Tipi Construction.

Prereq: none
Coreq: none

ARTD 170 3 cr (FWS)
[List B, G]

Star Quilt Making introduces students to fundamentals of the making of a Star Quilt. Students will be taken through the steps of designing, basic stripping methods, and various sewing and quilting techniques. Students will complete one quilt by the end of the quarter.

Prereq: none
Coreq: none

ARTD 171 3-5 cr (OD)
[List B, G]

Introduction to Papermaking offers a broad spectrum of ways to make handmade paper. Working with a variety of different fibers, various pulps, pigments and other materials, students will explore a variety of techniques. This class will aid students in design, conceptual thinking, problem solving, as well as devoting time to the development of personal ideas into paper art forms.

Prereq: None
Coreq: None

ARTD 172 3-5 cr (F) [List G]

Textile and Fiber Arts is an introduction to the physical and aesthetic properties of fiber, yarn, and fabric, and to the fundamentals of fiber art design. Lectures and studio projects explore the interrelationship of fabric, design, and construction. Structural enrichment of textiles will be explored through various hands on projects.

Prereq: None
Coreq: None

ARTD 175 1 cr (F)

Artist Portfolio I Art Majors will establish an electronic artist portfolio, which they will build and maintain during the course of obtaining their AA Degree. Students will be informed of the various content required for graduation, such as images, artist statement, and sample writing.

Prereq: none
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ARTD 213-ARTD 275

ARTD 213 3 cr (S)

Intermediate Painting includes identification of ideas and technical abilities in painting by students. Examining the context of modern and contemporary works, Native American painters in particular will be included. The course emphasizes conceptual inquiry as well as the role of quality studio practices in reaching student determined painting goals.

Prereq: ARTD115

Coreq: none

ARTD 215 3-5 cr (OD)

Introduction to Mixed Media Art is an advanced class is for students to take the concepts and techniques learned in Introductory 2D and 3D courses and apply them to working with mixed media materials. Students will have opportunity to try a variety of techniques as the approach their work to evolve their conceptual thinking. 3-5 credits.

Prereq: Any 100 level Fine Arts class

Coreq: none

ARTD 230 3 cr (S)

Intermediate Silversmithing applies the skills and techniques learned in Beginning Silversmithing to create more involved pieces of jewelry. Using the same fabrication methods, jewelry will be produced with the overlay, inlay, and channel work style. Personal design concepts will be developed.

Prereq: ARTD 130

Coreq: none

ARTD 255 3 cr (W)

[List B, E, G, H]

Contemporary Native American Art History gives an overview of the arts of the Indigenous Americas within a global context. Students will examine the integral connections found between ancient, traditional, and contemporary Indigenous Art. Formal analysis and critical thinking about Native American creativity in the context of a continuing history will be emphasized. Course instruction will include viewing artwork, reading artist essays, interviews, lectures and individual projects.

Prereq: none

Coreq: none

ARTD 256 3 cr (OD)

Intermediate Loom Weaving is a continuation and advancement of weaving skills and techniques. More complex patterns, weave structures and ethnic traditions from time immemorial on a variety of fine weaving looms, and non-loom presentations, such as Salish and tablet weaving. Course workshops in yarn dyeing and spinning will be included.

Prereq: ARTD 156

Coreq: none

ARTD 259 3 cr (OD)

Intermediate Ceramics is the second quarter of Ceramics Arts. Students will expand their previous learning to create at least 6 pottery pieces that will demonstrate their intermediate skill, express his/her understanding and personal interpretation of the medium. Students will also focus on surface treatment that includes exploration of glazes.

Prereq: ARTD160

Coreq: none

ARTD 260 variable credits (OD) [List G]

Ceramic Arts Advanced Students choosing to take Ceramic Arts Advanced are declaring that they have an advanced desire and skill toward the ceramic arts. They will clearly define the area or areas they intend to focus on and will also create a description of the minimum number of pieces they intend to create. Students will submit a final 300-word paper that will discuss the successes and failures they have experienced during the quarter.

Prereq: ARTD163

Coreq: None

ARTD 261 3 cr (OD)

Bookmaking provides and introduction to the basic skills and problems of designing, assembling, and binding books by hand. You will learn many new techniques and approaches and you are encouraged to include any other materials that you have experience with into the work that you do. Creative design and craft quality will be emphasized.

Prereq: none

Coreq: none

ARTD 275 1 cr (S)

Artist Portfolio II Students will have opportunity to document work, explore various work samples, complete an artist statement and resume for their graduation portfolio.

Prereq: ARTD190

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ARTD 380-BIOS 207

ARTD 380 4-5 cr (OD)

Advanced Studio is an open studio class that allows students who have completed an intermediate course to work in a more advanced capacity in a selected media. Course requirements will be determined by instructor and student, and tailored to identify specific goals for the quarter. This course will require students to produce one research paper on technical and historical aspects of the media in which the will be working.

Prereq: none
Coreq: none

**ASTR 110 5 cr (S)
[List DS, I]**

Introduction to Astronomy describes our solar system, the nature of the sun and the stars, the structure and composition of the galaxies, and the evolution of the Universe. Basic principles of physics are explained and then applied to astronomical phenomena, but no math beyond elementary algebra is used. Extensive use of computers and the Internet to analyze images and other astronomical data will be integral to the course.

Prereq: none
Coreq: none

**BIOS 101 4 cr (FWS)
[List DS, I]**

General Biology is a survey of basic biological principles, including concepts of cell biology, metabolism, genetics, evolution, and ecology. Students will explore how essential biological processes influence their chosen field of study.

Prereq: none
Coreq: BIOS 102
Challengeable course

**BIOS 102 1 cr (FWS)
[List DS, I]**

General Biology Laboratory provides experiences in major biological principles.

Prereq: none
Coreq: BIOS 101
Challengeable course

**BIOS 112 3 cr (S)
[List DS, I]**

Introduction to Botany examines the structure, function, and evolutionary and ecological relationships of plants. Emphasis will be on the flowering plants, with comparisons to other plants.

Prereq: BIOS 101/102
Coreq: BIOS 113
Challengeable course

**BIOS 113 2 cr (S)
[List DS, I]**

Introduction to Botany Laboratory provides students the opportunity to study the structure and taxonomy of plants. Upon learning structure, students will learn the use of taxonomic keys to identify local plants.

Prereq: BIOS 101/102
Coreq: BIOS 112
Challengeable course

**BIOS 114 4 cr (W)
[List DS, I]**

Introduction to Zoology surveys the structure, function, taxonomy, and evolutionary relationships of animals. Emphasis will be on comparative studies throughout the animal kingdom.

Prereq: BIOS 101/102
Corereq: BIOS 115

BIOS 115 cr (W) [List DS, I]

Introduction to Zoology Laboratory provides experiences in zoology, including dissections and observations of representative animals in major phyla. Students will observe similarities and differences in animals as discussed in the lecture course, BIOS 114.

Prereq: BIOS 101/102
Coreq: BIOS 114

**BIOS 130 4 cr (WS)
[List DS, I]**

Introduction to Microbiology is an introduction to microorganisms with an emphasis on identification, metabolism, genetics, and gene expression. This course highlights the relationships between microbes, man and disease.

Prereq: BIOS 101, BIOS 102, or consent of instructor
Coreq: BIOS 131

**BIOS 131 1 cr (WS)
[List DS, I]**

Introduction to Microbiology Laboratory provides students with a familiarity of the procedures and techniques used to culture and experiment with microorganisms.

Prereq: BIOS 101, BIOS 102, or consent of instructor
Coreq: BIOS 130

BIOS 162 4 cr (S)

Forest Botany introduces forest plants and plant communities and their use in forest land classification systems. Through field and laboratory study, students develop skills in identification of plants and forest habitat types.

Prereq: FORS 154
Coreq: none

BIOS 206 3 cr (OD)

Human Function and Structure is an introduction to the organ systems of the human body, and the functions of those systems as they affect physical performance.

Prereq: BIOS 101/102 or instructor consent
Coreq: BIOS 207

BIOS 207 1 cr (OD)

Human Function and Structure Laboratory explores the relationship between human structure and function. Emphasis will be placed on the nervous, skeletal and muscular systems.

Prereq: none
Coreq: BIOS 206

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS BIOS 215-BIOS 420

BIOS 215 4 cr (F)[List DS, I]

Human Anatomy and Physiology I provides a general integrated introduction to human structure and function with the emphasis on tissues, skeletal, muscular, and nervous systems. Applications of basic physiological chemistry are presented therefore a background in chemistry is assumed.

Coreq: BIOS 216

BIOS 216 1 cr (F)[List DS, I]

Human Anatomy and Physiology I Laboratory reinforces topics covered in BIOS 215 with lab experiments.

Coreq: BIOS 215

BIOS 217 4 cr (W)

Human Anatomy and Physiology II provides a general integrated introduction to human structure and function with the emphasis on endocrine, cardiovascular, respiratory, renal/acid-base, and reproductive systems. Applications of basic physiological chemistry are presented throughout.

Prereq: BIOS 215/216, or consent of instructor

Coreq: BIOS 218

BIOS 218 1 cr (W)

Human Anatomy and Physiology II Laboratory reinforces topics covered in BIOS 217 with lab experiments.

Prereq: BIOS 215/216, or consent of instructor

Coreq: BIOS 217

BIOS 219 4 cr (S)
Human Anatomy and Physiology

III. This course is a continuation of the anatomy and physiology core series. The course provides an introduction to integrated physiology, with emphasis on endocrine, cardiovascular, respiratory, renal and reproductive systems.

Prereq: BIOS 217/218

Coreq: BIOS 229

BIOS 229 1 cr (S)

Human Anatomy and Physiology III Laboratory. This laboratory is a course with emphasis on endocrine, cardiovascular, respiratory, renal and reproductive system.

Prereq: BIOS 217/218

Coreq: BIOS 219

BIOS 230 4 cr (F)

Molecular and Cellular Biology I is the first course in a three quarter sequence that covers the biological basis for life, cells, and how they work. This quarter is an introduction to study of the molecules found within the cell as well as an introduction to their chemical properties. This course sequence (BIOS 230, 232, 234) should be of interest to those interested in a career in the biological sciences or applying to professional schools in the health sciences. Integrated laboratory modules are included.

Prereq: CHEM 140

Coreq: none

BIOS 232 4 cr (W)

Molecular and Cellular Biology II is the continuation of BIOS 230 and covers molecular genetics and the basis for genomic regulation, DNA replication, RNA synthesis, and protein synthesis. Integrated laboratory modules are included.

Prereq: BIOS 230

Coreq: none

BIOS 234 4 cr (S)

Biochemistry of the Cell is an introduction to biochemistry, cell organelles, cellular communication and energy production. Integrated laboratory modules are included.

Prereq: BIOS 232

Coreq: none

BIOS 260 3 cr (S)
[List DS, I]

Principles of Ecology introduces basic principles with emphasis on ecosystems, energetics and population dynamics. Students learn to apply theoretical concepts to practical problems.

Prereq: ENGL 101, BIOS 101, 102 & one math course

Coreq: BIOS 261

BIOS 261 2 cr (S)
[List DS, I]

Principles of Ecology Laboratory combines field and laboratory experience with ecological measurement and investigations of ecological problems.

Prereq: none

Coreq: BIOS 260

BIOS 312 3 cr (W)

Environmental Adaptations of Plants examines the ways form and function in plants relate to the constraints of habitats. This course will emphasize plant survival in xeric, hydric, alpine, and other environments represented in the Northwest.

Prereq: BIOS 112/113

Coreq: none

BIOS 420 3 cr (F)

Disturbance Ecology examines and explores the roles that various types of disturbance play in ecosystem development, structure and function. This course will explore how the type, timing and intensity of the disturbance affect plants, animals and the ecosystem as a whole. Case studies and field trips will provide students the opportunity to compare how different ecosystems respond and adapt to disturbance, and the consequences of human change on historical disturbance regimes.

Prereq: BIOS 260/261

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS BIOS 430-BUMG 203

BIOS 430 3 cr (F)

Fisheries Ecology presents the dynamic interrelationship among fresh water organisms and their environment. Basic ecological concepts are elaborated in the aquatic context, with an examination of the relationship between human activities and the health of fresh water ecosystems.

Prereq: BIOS 204 & 260/261

Coreq: none

BUMG 100 3 cr (F) [List H]

Introduction to Business presents the fundamental areas of business: marketing, management, finance, accounting and law. Studies emphasize entrepreneurship in business.

Prereq: none

Coreq: none

BUMG 101 3 cr (F) [List DM]

Applied Accounting I introduces the basic concepts, terms, and procedures of accounting for a sole proprietorship service organization. The accounting cycle is completed in an online workbook including a comprehensive simulation. Students also explore the accounting profession through well-known organizations and websites.

Prereq: none

Coreq: none

BUMG 102 3 cr (W)

Applied Accounting II is a continuation of accounting concepts and procedures for a corporation in a merchandising business. Accounts Payable, Accounts Receivable, payroll accounting, and uncollectable accounts are emphasized along with the accounting cycle. A comprehensive simulation is completed.

Prereq: BUMG 101

Coreq: none

BUMG 103 3 cr (S)

Applied Accounting III continues the series of accounting concepts, terms, and procedures for a corporation in merchandising business. Topics include depreciation, accruals, deferrals, reversing entries, and inventory along with the accounting cycle. A comprehensive simulation is completed.

Prereq: BUMG 102

Coreq: none

BUMG 106 1 cr (OD)

Applied Accounting Lab is designed for students enrolled in BUMG 101, 102, or 103, and is meant to assist the student with assigned accounting problems in an instructor-related setting. This course may be taken up to three times for credit.

Prereq: none

Coreq: BUMG 101, 102, 103

BUMG 150 3 cr (W) [List H]

Principles of Marketing is designed to examine the functional areas of marketing including product, price, distribution, promotion and target market strategies in a domestic as well as in international level. Students will also explore marketing tools that are used to deal with problems which may arise in the marketing arena.

Prereq: BUMG 100

Coreq: none

BUMG 152 3 cr (S)

Creative Marketing for Small Business is designed to help students gain an understanding of practical marketing techniques that fit within a basic budget. The student can expect to leave with a toolkit of marketing ideas related to product, price, distribution, promotion, and target market strategies. Creativity is emphasized in order to help students recognize how to establish a competitive advantage in a small business environment.

Prereq: none

Coreq: none

BUMG 160 3 cr (S) [List DM]

Personal Finance provides an introduction to the basic principles of finance. This course will introduce students to basic financial principles, as well as practical applications to common financial decisions such as making housing and transportation decisions. Financial assessment, budgets, and goal setting will be discussed along with the use and abuse of credit. The time-value of money and personal banking use will be used in providing a framework for students to make better personal financial decisions. Where appropriate, specific financial issues involving Indian communities will be presented for discussion.

Prereq: none

Coreq: none

BUMG 201 3 cr (F) [List DM]

Principles of Accounting I studies the basic concepts, principles and techniques used in the generation of accounting data for financial statement preparation and interpretation. Asset and liability valuation and their relationship to income determination are addressed.

Prereq: none

Coreq: BUMG 206

BUMG 202 3 cr (W)

Principles of Accounting II is a continuation of BUMG 201, which focuses on corporate equity (stock accounts and dividends), long-term liabilities, and investments. Interpretation of accounting reports including ratios and cash flow analysis is included.

Prereq: BUMG 201

Coreq: BUMG 207

BUMG 203 3 cr (S)

Principles of Accounting III involves the examination of cost systems and the use of accounting information for managerial planning, control, decision making through capital budgeting; cost and variance analysis.

Prereq: BUMG 202

Coreq: BUMG 208

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS BUMG 206-BUMG 305

BUMG 206 1 cr (F)

Principles of Accounting I Laboratory is designed to help accounting students with assigned problems as required in BUMG 201.

Prereq: none

Coreq: BUMG 201

BUMG 207 1 cr (W)

Principles of Accounting II Laboratory is designed to help accounting students with assigned workbook problems as required in BUMG 202.

Prereq: none

Coreq: BUMG 202

BUMG 208 1 cr (S)

Principles of Accounting III Laboratory is designed to help accounting students with assigned workbook problems as required in BUMG 203. The Community Service Learning component of the Business program is embedded within this lab.

Prereq: none

Coreq: BUMG 203

BUMG 220 3 cr (WS) [List H]

Management and Supervision focuses on management theories, terms, and concepts in today's organizations. Real world examples and hands-on techniques of supervising employees are emphasized. A research paper is included.

Prereq: ENGL 202

Coreq: none

BUMG 240 3 cr (S,OD)

Computerized Accounting helps students learn to use QuickBooks, the latest edition, a widely used computerized accounting system for small business applications. Students will create a project demonstrating the ability to set up and manage an accounting system for a small business.

Prereq: One accounting class, or consent of instructor

Coreq: none

BUMG 250 3 cr (W)

Management Information Systems is the study of computer-based information systems related to the field of business. The course is designed to familiarize the student/manager with computer-based information systems that provide usable information and problem solving support necessary to make effective business decisions.

Prereq: BUMG 220

Coreq: none

BUMG 257 3 cr (F) [List H]

Business Law I provides an introduction to the basic principles of business law. Topics include: the legal, regulatory, political and social environment of business; legal issues in business organizations, and common law subjects.

Prereq: ENGL 101

Coreq: BUMG 258

BUMG 258 1 cr (F) [List H]

Business Law Laboratory in conjunction with BUMG 257, this class explores various issues in the study of business law and is designed to broaden students understanding of basis legal principles and concepts.

Prereq: none

Coreq: BUMG 257

BUMG 285 3 cr (OD)

American Indian Entrepreneurs: Flathead Cases introduces students to issues of reservation businesses and tribal values related to business development by American Indian entrepreneurs. The basic elements of this subject are described and students work study cases from businesses on the Flathead Reservation. Students are also introduced to examples of topic applications through experience with actual business applications and group problem solving.

Prereq: none

Coreq: none

BUMG 286 3 cr (OD)

American Indian Entrepreneurs: Rosebud Cases presents students with case examples of actual businesses on the Rosebud Reservation. Students are encouraged to examine business issues and situations faced particularly by reservation-based businesses owned by American Indians.

Prereq: none

Coreq: none

BUMG 299 3 cr (S)

Business Capstone is an integrative course which gives students the opportunity to demonstrate their understanding of the skills, lessons and research learned during the two years of associate degree study. In this course students will construct a full business plan based upon their own market, economic and product research. Students will present their plan to the class.

Prereq: ENGL 202, CAPP 161, BUMG 150, BUMG 202

Coreq: none

BUMG 302 3 cr (F) [List F]

Advanced Management: Leadership will study aspects of leadership in the Native American business community. Students will develop a leadership style based on their individual background and goals.

Prereq: BUMG 220

Coreq: none

BUMG 305 3 cr (S)

Conflict Resolution will introduce the principles and practices of dispute resolution in a business setting including negotiation, mediation, and arbitration.

Prereq: BUMG 220

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS BUMG 310-BUMG 359

COURSE LIST

BUMG 310 3 cr (W)

Principles of Finance introduces the basic terminology related to financial analysis for business functions. The basic elements of this subject are described and students work with examples of essential applications. Students are also introduced to examples of topic applications through experience with actual business applications and group problem solving.

Prereq: BUMG 203/208, MATH 102

Coreq: none

BUMG 320 3 cr (S)

Advanced Finance: Investments, Analysis is a continuation of BUMG 310 Principles of Finance. Students will expand into the areas of investments, analysis, and financial management.

Prereq: BUMG 310

Coreq: none

BUMG 325 3 cr (W) [List J]

Business Law II continues a discussion of the basic principles of business law. This course will continue with the historical and cultural development of law, as well as practical applications to current business issues, such as property rights, administrative law, environmental law, and workplace issues such as discrimination and termination of employment. Where appropriate, specific legal issues involving doing business on Indian reservations will be presented for discussion.

Prereq: BUMG 257/258

Coreq: none

BUMG 331 3 cr (S)

Advanced Marketing: Advertising introduces marketing strategy development, with a focus on advertising and promotional strategy. The ramifications of solving marketing problems are explored and discussed with documentation of the results.

Prereq: BUMG 150

Coreq: none

BUMG 330 2 cr (W)

Business Planning. This course is designed to submit quality competitive business plans to various business plan competitions held annually. Each year the National American Indian Business Leaders (AIBL) Program and American Indian Higher Education Consortium (AIHEC) hosts National Business Plan Competitions designed to encourage students to awaken their entrepreneurial spirit. This course challenges students to bring their business ideas to life.

Prereq: BUMG 100, 150 and ENGL 101, or consent of instructor

Coreq: none

BUMG 335 2 cr (OD)

Customer Service answers the questions, "How do I attract, serve and keep customers? What do the concepts of service quality and customer value really mean to me and to my firm?" Students are taught the key concepts and methods of designing strategies for service centered on the needs and expectations of customers.

Prereq: BUMG 150

Coreq: none

BUMG 345 2 cr (OD)

Personal Selling is designed to assist business students in understanding the dynamics of preparing for sales presentations and delivering successful sales results. Practical and effective guidance for small business and personal sales is the focus for the course.

Prereq: BUMG 150

Coreq: none

BUMG 349 5 cr (W)

Tribal Finance, Accounting and Budgets II focuses on the federal laws and regulations that tribal managers are required to comply with annually. These laws and regulations include the Indian Gaming Regulatory Act, Title 31, the Single Audit Act, and auditing rules under the Tribal Self-Determination Act. The course will also focus on compliance with federal grants, the preparation of year-end financial statements, and the role of circulars from the federal Office of Management and Budget. The general standards for accountants and the penalties for non-compliance will be studied. The role of federal auditors and investigators will be compared to the role of tribes' internal auditors.

Prereq: Junior Standing

Coreq: none

BUMG 355 2 cr (OD)

First Things First is a course that helps students strengthen skills in time management. Emphasis is placed on personal and professional goal setting. Students identify areas of priority in their lives and plan for a healthy balance in use of their time in order to meet their goals.

Prereq: BUMG 220

Coreq: none

BUMG 359 3 cr (S) [List G]

Business Ethics and Social Responsibility introduces students to basic ethical concepts, principles and examples to enhance understanding and use of ethical precepts and frameworks in solving moral dilemmas. Students expand awareness of what constitutes ethical and unethical practices in business at the individual, group, organizational and multinational levels. The aim is to convince students of the essential role of corporate social responsibility in the conduct of business enterprise.

Prereq: BUMG 257

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32 [List J] pg. 33

COURSE DESCRIPTIONS BUMG 360-BUMG 435

BUMG 360 3 cr (F) [List F]

Advanced Business Writing an activity-oriented class is designed to develop proficiency in writing and presenting various types of business communications. Students will learn to use different strategies in business correspondence and to avoid common writing errors. Students will participate in exercises designed to develop effective presentations and effective communications skills in group settings.

Prereq: ENGL 202

Coreq: none

BUMG 385 3 cr (OD)

Professional Skills Development. In this course, students learn ‘soft’ skills that are essential to forming the foundation of effective business acumen. Activities and assignments in the class are designed to explore personal, cultural, and regional boundaries in regards to the way people think and act in a business setting.

Prereq: ENGL 202

Coreq: none

BUMG 402 2 cr (OD)

Retail Sales provides students instruction in the principles of retail sales in the fields of: planning, marketing, accounting, management and finance. Students will interact with actual retail operations on the Flathead Reservation and gain real world experience in retailing.

Prereq: BUMG 150

Coreq: none

BUMG 405 2 cr (OD)

Strategic Planning provides students with an introduction to the idea of building a strategic plan and making businesses decisions based upon sound principles and information. The course is designed to help students identify, use, and implement the best information possible to make the best business decisions.

Prereq: BUMG 220

Coreq: none

BUMG 410 2 cr (W)

Production and Operations examines the key concepts and theories used by managers to ensure efficient and effective operations. Manufacturing case studies focus on production techniques to maintain clear control systems and inventory control.

Prereq: BUMG 220

Coreq: none

BUMG 425 4 cr (F)

Entrepreneurship I: Theory. Students will exam the historical development of entrepreneurship, explore the myths of entrepreneurship, research the major schools of entrepreneurial thought, investigate the entrepreneurial mind-set, and evaluate the ethical challenges of entrepreneurship.

Prereq: BUMG 320

Coreq: none

BUMG 428 3 cr (F)

Tax: Individual and Business. This course is designed to provide an introduction to taxation regulation and planning for individuals and small business owners. The ramifications of solving tax problems are explored, experienced and discussed, with documentation of the results.

Prereq: BUMG 203/208

Coreq: none

BUMG 430 4 cr (F)

Internship I: Business Problem Solving introduces actual business problem solving situations. The ramifications of solving business problems are explored and discussed with documentation of results. Students are introduced to reservation based business situations through experience with actual business applications and group problem solving.

Prereq: BUMG 302, 320

Coreq: none

BUMG 432 3 cr (W)

Tax: Volunteer Income Tax Assistance (VITA) volunteers provide free Income Tax Preparation Assistance to low-income, elderly, disabled and limited English speaking people. Students will become certified as VITA tax preparers and volunteer at the SKC VITA Clinic. The tax law training teaches the basic concepts of income tax law and is sufficient for preparing tax returns. Students will utilize the Link and Learn Taxes e-Learning a training program based on the VITA tax return process. This training will introduce students to the major components of the VITA return preparation process.

Prereq: BUMG 428

Coreq: none

BUMG 435 4 cr (W)

Entrepreneurship II: Process Students will explore the opportunity identification process, define and illustrate the sources of innovative ideas of entrepreneurs, examine the role of creativity and the major components of the creative process, research the major pathways and structures for entrepreneurial ventures, understand the legal challenges for entrepreneurial ventures, and examine the sources of capital for entrepreneurial ventures.

Prereq: BUMG 425

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS BUMG 440-CAPP 101

BUMG 440 4 cr (W)

Internship II: Business Consulting

introduces actual business problem solving situations. Students experience management functions in existing businesses and work in conjunction with the SKC faculty, to make a contribution and learn from existing tribal businesses. The ramifications of solving business problems are explored, experienced and discussed, with documentation of the results. Students are introduced to reservation based business situations through experience with actual business applications and group problem solving.

Prereq: BUMG 430
Coreq: none

BUMG 442 3 cr (S)

Advanced Marketing Research

involves the various practices of marketing research. Both primary and secondary research will be discussed. Emphasis will be placed on research on behalf of reservation-based businesses.

Prereq: BUMG 150
Coreq: none

BUMG 445 4 cr (S)

Entrepreneurship III: Practice

Students will exam the importance of strategic planning for an entrepreneurial venture, research the five stages of a typical venture lifecycle, identify the unique managerial concerns with growth of business, examine the principal methods used in business valuations, and investigate the decisions concerning future operation and management of the business.

Prereq: BUMG 435
Coreq: none

BUMG 450 4 cr (S)

Internship III: Business Field Experience

introduces students to actual business problem solving situations. Students experience management functions in existing businesses and work in conjunction with the SKC faculty, to make a contribution and learn from existing tribal businesses. The ramifications of solving business problems are explored, experienced and discussed, with documentation of the results.

Students are introduced to reservation based business situations through experience with actual business applications and group problem solving.

Prereq: BUMG 440
Coreq: none

BUMG 455 4 cr (OD)

Introduction to Public and Tribal

Administration introduces students to the operation of tribal, local, and federal government programs and policies. The historic context and limitations of government organizations are explored through topics including intergovernmental relations, financial and budgetary issues, and program evaluation. Similarities and differences with private sector businesses are highlighted.

Prereq: BUMG 302, BUMG 325, BUMG 360, or consent of instructor
Coreq: none

BUMG 465 4 cr (OD)

Introduction to Public and Tribal

Administration introduces students to the operation of tribal, local, and federal government programs and policies. The historic context and limitations of government organizations are explored through topics including intergovernmental relations, financial and budgetary issues, and program evaluation. Similarities and differences with private sector businesses are highlighted.

Prereq: BUMG 302, BUMG 325, BUMG 360, or consent of instructor
Coreq: none

BUMG 475 3 cr (OD)

Non-profit Management examines the fundamental principles of nonprofit management. Students will explore the roles and responsibilities of a nonprofit board of directors and the management team, discover the essential aspects of fundraising, and become acquainted with the budgeting process.

Prereq: ENGL 202, CAPP 161
Coreq: none

BUMG 485 2-12 cr. (OD)

Senior Project provides an opportunity for students in their senior year of the Business major to pursue an interest or opportunity of their choice. Working alone or in small groups, students can engage in activities designed to create new enterprises, provide service to existing entities, or participate in a supervised work experience. Prior to registering for this class, students will present the project to the instructor for approval. This class can be taken up to three times for a total of not more than 12 credits.

Prereq: Senior status in Business Program and approval of instructor.
Coreq: None

CAPP 100 1 cr (FWS)

Computer Literacy is a hands-on class that introduces basic computer skills. Students work through applications in word processing, spreadsheets, and Internet use.

Prereq: none
Coreq: none
Challengeable Course

CAPP 101 1 cr (F)

Computer Literacy for Highway Construction Worker Training explores basic uses of computers including word processing and Internet use as they apply to highway construction needs including employment exploration.

Prereq: none
Coreq: none
Challengeable Course

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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COURSE DESCRIPTIONS CAPP 102-CDAR 262

CAPP 102 3 cr (W)

Document Processing is a hands-on class that explores beginning and intermediate features of a current word processing application program. Those features include character formatting, alignment, line spacing, indenting, cut/copy, headers/footers, page numbering, orientation, tabs, spell check, bullets/numbering, tables, and columns. In addition, students learn proper formatting of basic business documents including memos, e-mails, business letters, envelopes, and reports. A resume and cover letter project will also be included.

Prereq: CAPP 100 & Keyboarding

Proficiency

Coreq: none

Challengeable Course

CAPP 103 3 cr (S)

Advanced Document Processing is a hands-on class that furthers basic and intermediate word processing skills to encompass advanced techniques including advanced letter parts, mail merge, collaboration, styles, graphics, columns, and tables. Students will design a newsletter as a project to demonstrate skills acquired.

Prereq: CAPP 102

Coreq: None

Challengeable Course

CAPP 161 3 cr (FS)

Electronic Spreadsheets is a hands-on class that familiarizes students with the basic capabilities of an electronic spreadsheet application program. Student activities include creating, formatting, editing, charting, and printing spreadsheets. Students explore formulas and functions used for problem solving in business. Students do independent problems for a portfolio to demonstrate their skills.

Prereq: CAPP 100 or Computer Competency

Coreq: none

Challengeable Course

CAPP 162 3 cr (WS)

Data Management Systems is a hands-on class that familiarizes students with the basic operations of a relational database application program. Student activities include understanding terminology, creating, querying, sorting, reporting and maintaining a database.

Prereq: CAPP 100 or Computer

Competency

Coreq: none

Challengeable Course

CDAR 245 3 cr (F)

Multicultural Competency and Ethics in CD provides an overview of addiction counseling among diverse populations, with an emphasis on Native Americans. Students explore ethical responsibilities among CD counselors and use case studies and other activities to develop critical thinking skills needed for ethical decision-making.

Prereq: none

Coreq: none

CDAR 251 3 cr (S)

Co-occurring Disorders in CD examines the co-occurrence of substance abuse and mental disorders, including definitions, terms, and classification systems for co-occurring disorders.

Prereq: none

Coreq: none

CDAR 259 3 cr (F)

Chemical Dependency Assessment and Case Management I introduces procedures and instruments used in chemical dependency assessment, placement, testing, diagnosis, and referral, and provides students hands-on opportunities to practice case management skills.

Prereq: none

Coreq: none

CDAR 260 3 cr (W)

Chemical Dependency Assessment and Case Management II focuses on client-centered strategies to improve coordination and continuum of care, especially for persons who have multiple needs. Case management policy and procedures, resource development, and on-going treatment of individuals in Native American Communities are discussed.

Prereq: CDAR 259 or consent of instructor

Coreq: none

CDAR 261 3 cr (W)

Treatment Planning & Documentation in CD acquaints students with theories, models, stages, and functions of alcohol and drug abuse treatment. The focus of this course is treatment planning and documentation.

Prereq: CDAR 260 or consent of instructor

Coreq: none

CDAR 262 3 cr (F)

Chemical Dependency Counseling I builds practical skills in alcohol and drug abuse counseling with an emphasis on client-centered approaches such as Solution-Focused Brief Intervention, Cognitive Behavioral Therapy, and Motivational Interviewing. Culturally relevant treatment models specific to Native American communities will be emphasized.

Prereq: PSYC 110 or consent of instructor

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS CDAR 263-CHEM 154

CDAR 263 3 cr (W)

Chemical Dependency Counseling II introduces basic theories and dynamics of counseling groups. Students will develop facilitative skills appropriate to working with those groups in the management of alcohol and drug abuse. Culturally relevant treatment models specific to Native American communities will be emphasized.

Prereq: CDAR 262 or consent of instructor

Coreq: none

CDAR 264 3 cr (S)

Chemical Dependency Counseling III introduces students to the field of experiential counseling with an emphasis on traditional Native American practices and methodologies used in promoting physical and mental well-being. Students will move beyond standard practices and explore innovative, evidence-based chemical dependency treatment models.

Prereq: CDAR 263 or consent of instructor

Coreq: none

CHEM 110 4 cr (FW)

[List DS, I]

Fundamentals of General Chemistry instructs students in the basic concepts of general chemistry, with special emphasis on its fundamental principles and laws. Biological applications, although not a primary focus, are integrated throughout.

Prereq: MATH 100 or consent of instructor

Coreq: none

CHEM 111 1 cr (FW)

[List DS, I]

Fundamentals of General Chemistry Laboratory provides an inquiry-based, small scale approach to introductory laboratory experiences corresponding to concepts discussed in lecture.

Prereq: none

Coreq: CHEM 110

CHEM 140 5 cr (S)

Fundamental Organic and Biological Chemistry is an introduction to carbon based chemistry and the main classes of organic and biological molecules: nucleic acids, proteins, carbohydrates and fats. This course will include an introduction to enzymes and metabolic pathways and will employ embedded laboratory modules

Prereq: CHEM 110 or CHEM 152

Coreq: none

CHEM 150 3 cr (F)

[List DS, I]

Principles of General Chemistry I is the first course in a three quarter course sequence designed to instruct science and engineering students in basic concepts and mathematical methods used in General Chemistry. This first course focuses on the structure of the atom, chemical composition and bonding, chemical periodicity, reaction stoichiometry, properties of gases and solving chemical equations.

Prereq: MATH 100 and CHEM 110/111, or consent of instructor

Coreq: CHEM 151

CHEM 151 2 cr (F)

[List DS, I]

Principles of General Chemistry

Laboratory I is the laboratory component of CHEM 150, the first course in a three-quarter course sequence designed to provide a hands-on approach to understanding concepts and methods used in General Chemistry. Lab exercises complement lecture discussions and introduce students to the equipment, procedures, and experimental results of a variety of chemical processes. Although qualitative analysis is emphasized during this introductory laboratory course, some quantitative measurements will also be performed.

Prereq: MATH 100, CHEM 110/11, or consent of instructor

Coreq: CHEM 150

CHEM 152 3 cr (W)

Principles of General Chemistry II is the second course in the three-quarter course sequence designed to instruct science and engineering students in basic concepts and mathematical methods used in General Chemistry. This second course focuses on chemical thermodynamics, properties of liquids, solutions, chemical kinetics, chemical equilibrium, acid-base reactions and specific reactions in aqueous solutions.

Prereq: CHEM 150

Coreq: CHEM 153

CHEM 153 2 cr (W)

Principles of General Chemistry Laboratory II is the laboratory component of CHEM 152, the second course in a three-quarter course sequence designed to provide a hands-on approach to understanding concepts and methods used in General Chemistry. Lab exercises complement lecture discussions and introduce students to the equipment, procedures, and experimental results of a variety of chemical processes. During this course emphasis will be focused on acquiring quantitative data so that students may begin to perform intermediate-level chemical analysis.

Prereq: CHEM 151

Coreq: CHEM 152

CHEM 154 3 cr (S)

Principles of General Chemistry III is the third course in a three-quarter course sequence designed to instruct science and engineering students in basic concepts and mathematical methods used in General Chemistry. This third course focuses on more advanced concepts in General Chemistry including buffering solutions, electrolytic solutions, oxidation and reduction reactions, electrochemistry, thermodynamics, kinetics, and an introduction to organic chemistry.

Prereq: CHEM 152

Coreq: CHEM 155

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS CHEM 155-CSCD 219

CHEM 155 2 cr (S)

Principles of General Chemistry Laboratory III is the laboratory component of CHEM 154, the third course in a three-quarter course sequence designed to provide a hands-on approach to understanding concepts and methods used in General Chemistry. Lab exercises complement lecture discussions and introduce students to the equipment, procedures, and experimental results of a variety of chemical processes. During this course emphasis will be focused on mathematical analysis of experimental chemical systems.

Prereq: CHEM 153

Coreq: CHEM 154

CHEM 360 3 cr (F)

Organic Chemistry I is the first quarter of a three-quarter sequence in organic chemistry featuring the chemistry of carbon compounds with an emphasis on structural theory, reactions and mechanisms. The first quarter focuses on bonding theory, stereoisomerism, acids and bases and the chemistry of alkanes, alkenes and alkynes.

Prereq: CHEM 154

Coreq: CHEM 361

CHEM 361 2 cr (F)

Organic Chemistry Laboratory I features techniques of microscale organic chemistry: separation and purification of mixtures, reactions and syntheses of organic compounds.

Prereq: CHEM 155

Coreq: CHEM 360

CHEM 362 3 cr (W)

Organic Chemistry II is a continuation of CHEM 360. This quarter focuses on nucleophilic substitution and elimination reactions and the chemistry of haloalkanes, alcohols and sulfides. Infrared, ^1H and ^{13}C nuclear magnetic resonance and mass spectroscopy are also introduced.

Prereq: CHEM 360

Coreq: CHEM 363

CHEM 363 2 cr (W)

Organic Chemistry Laboratory II builds on the techniques learned in CHEM 361 and includes more synthetic reactions as well as practical spectroscopy and chromatography.

Prereq: CHEM 361

Coreq: CHEM 362

CHEM 364 3 cr (S)

Organic Chemistry III is a continuation of CHEM 360 and CHEM 362. This third quarter in this sequence focuses on the chemistry of carboxylic acids and derivatives, amines, enolates and enamines, conjugated systems and aromatics.

Prereq: CHEM 363

Coreq: CHEM 365

CHEM 365 2 cr (S)

Organic Chemistry Laboratory III continues with more complex, multi-step reactions.

Prereq: CHEM 363

Coreq: CHEM 364

CHEM 420 4 cr (OD)

Environmental Chemistry is a broad field with more than one definition. This course concentrates on topics that deal with specifically with the chemical aspects of problems that mankind and industrialization have caused in the natural environment. The focus is kept on chemical processes whereby pollutants have a direct impact on the environmental health of humans and ecosystems. Students will gain an understanding of this "pollution chemistry" through knowledge of the behavior and effects of chemicals in the environment. It approaches these problems through the lens of the "four elements", namely air, fire, water and earth.

Prereq: Math 110, CHEM361

Coreq: none

COOP 285 1-12 cr (FWS)

Internship is designed to allow lower division students the opportunity for "hands-on" work experience. The objectives of this course will be decided by the intern student, faculty advisor, Cooperative Education program and placement employer. Students will be matched in relevant fields of study.

Prereq: none

Coreq: none

COOP 385 1-12 cr (FWS)

Advanced Internship is designed to allow upper division students the opportunity for "hands-on" work experience. The objectives of this course will be decided by the intern student, faculty advisor, Cooperative Education program and placement employer. Students will be matched in relevant fields of study.

Prereq: none

Coreq: none

CSCD 175 2 cr (S)

Scientific Presentations introduces students to the use of computer-generated graphics to communicate research findings in papers, posters and oral presentations. Students will learn to use spreadsheet, graphics and presentation programs to enhance scientific presentations.

Prereq: SPCH 100

Coreq: none

Challengeable course

CSCD 219 4 cr (W)

[List DM]

Programming I will introduce the student to the basics of computer programming. This course will cover basic concepts such as the command line compile process, input/output, conditionals, looping, verbal algorithms, and pseudocode.

Prereq: ITEC 100

Coreq: none

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COURSE DESCRIPTIONS CSCD 220-DATD 125

CSCD 220 4 cr (S)

Programming II focuses on concepts of object-oriented programming such as classes, objects, instantiation, methods, attributes, inheritance, polymorphism, and UML diagramming.

Prereq: CSCD 219

Coreq: none

CSCD 310 4 cr (OD)

Algorithms and Data Structures

studies data structures including lists, stacks, queues, trees, and graphs, as well as algorithms for sorting, searching, merging, and hashing.

Prereq: CSCD 220 and MATH 112

Coreq: none

DATD 100 1 cr

Infection Control and Hazardous Materials introduces the student to aseptic technique, maintaining dental instruments and equipment, emergency procedures and hazardous materials.

Prereq: none

Coreq: DATD 101

DATD 101 2 cr

Infection Control and Hazardous Materials Laboratory is a laboratory taken in conjunction with DATD 100, in which students apply the principles learned in DATD 100.

Prereq: none

Coreq: DATD 100

DATD 110 1 cr

Introduction to Chairside Assisting introduces the student to four-handed dentistry including: instrumentation, moisture control, charting, local anesthesia, and rubber dam procedures.

Prereq: none

Coreq: DATD 111

DATD 111 2 cr

Introduction to Chairside Assisting

Laboratory is a laboratory taken in conjunction with DATD 110, where students apply the principles of four-handed dentistry, including tray set-ups for operative procedures, charting dental conditions, application of moisture control methods and proper instrument exchange.

Prereq: none

Coreq: DATD 110

DATD 112 1 cr

Introduction to Dental Assisting is an introduction to the role of the dental assistant as a member of the dental health team, principles of preventive dentistry, microbiology, HIPAA regulations, State of MT Dental Practice Act, dental ethics, and legal issues in the dental office.

Prereq: none

Coreq: none

DATD 113.2 1 cr

Oral Preventive Services introduces students to the principles of preventive dentistry, including oral hygiene instruction, assisting with intra/extroral exams, and application of fluoride.

Prereq: DATD 100, DATD 110

Corequ: DATD 113.3

DATD 113.3 1 cr

Oral Preventive Services Laboratory is a laboratory taken in conjunction with DATD 113.2.

Prereq: DATD 100, DATD 110

Coreq: DATD 113.3

DATD 118 2 cr

Dental Anatomy is a basic introduction to human anatomy, with an emphasis on head and neck anatomy, oral embryology, microbiology, oral histology, and tooth morphology.

Prereq: none

Coreq: none

DATD 120 1 cr

Intermediate Chairside Assisting

is a continuation of chairside clinical assisting skills with an emphasis in the application of rubber dam and sealants.

Prereq: DATD 110 and DATD 111

Coreq: DATD 121

DATD 121 2 cr

Intermediate Chairside Assisting

Laboratory is a continuation laboratory of chairside clinical assisting skills with an emphasis in the application of rubber dam and sealants.

Prereq: none

Coreq: DATD 120

DATD 122 2 cr

Chairside Related Theory II

is an introduction to nutrition, pharmacology, oral pathology, including oral manifestations of patients with AIDS/HIV, nitrous oxide anesthesia, and tobacco cessation.

Prereq: DATD 112

Coreq: none

DATD 124 1 cr

Dental Radiography I is a course in the basic principles of radiation physics, modern intra-oral dental radiographic technique, arrangement and care of darkroom equipment, composition and preparation of developing solutions, procedures for processing films, mounting films, radiation protection and safety guidelines.

Prereq: DATD 118

Coreq: DATD 125

DATD 125 2 cr

Dental Radiography Laboratory

is the laboratory in which students learn intra-oral dental radiographic techniques, using manikins, arrangement and care of darkroom equipment, preparation of developing solutions, procedures for processing films, and mounting films.

Prereq: none

Coreq: DATD 124

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS DATD 126-DVSP 052

DATD 126 1 cr

Dental Restorative Techniques I
includes theory and instruction of prosthodontics, basic restorative materials, taking impressions on manikins, pour and trim study models, preparing and cementing preformed crowns, and manipulate a variety of intermediary materials

Prereq: DATD 100, DATD 118

Coreq: none

DATD 127 2 cr

Dental Restorative Techniques

Laboratory I is the laboratory taken in conjunction with DATD 126, to introduce students to proper manipulation of restorative and intermediary materials, impression materials, pouring and trimming study models, preparing and cementing preformed crowns.

Prereq: DATD 110 and DATD118

Coreq: DATD 126

DATD 128 1 cr

Dental Specialities is a course that provides students in depth study in the area of dental specialties including Endodontics, Orthodontics, Periodontics, Pediatric Dentistry, and Oral Surgery.

Prereq: DATD 118

Coreq: none

DATD 130 1 cr

Advanced Chairside Techniques is the continuation session of chairside clinical assisting skills with an emphasis on the practical application of procedures permitted by the State of Montana's Dental Practice Act. It also includes working with special needs patients such as those with epilepsy, diabetes, mental disabilities; and with the aging. Prereq: DATD 120 and DATD 121 Coreq: DATD 131

DATD 131 2 cr

Advanced Chairside Techniques

Laboratory is the continuation laboratory session of chairside clinical assisting with an emphasis in coronal and amalgam polish.

Prereq: DATD 120/121

Coreq: DATD 130

DATD 133 1cr

Dental Radiography II is the continuation of dental radiography with an emphasis on advanced radiographic techniques. It includes intraoral digital imaging and digital panoramic imaging. Prereq: DATD 124, DATD 125
Coreq: DATD 135

DATD 135 2 cr

Dental Radiography Laboratory II is a laboratory taken in conjunction with DATD 133 in which students learn to expose diagnostically acceptable intraoral surveys on patients, properly process films, correctly mount films, intraoral digital imaging, and digital panoramic imaging.
Prereq: DATD 124/125
Coreq: DATD 133

DATD 136 1 cr

Dental Restorative Techniques II is a continuation of Dental Restorative Techniques I with an emphasis on theory in advanced preparation and manipulation of impression materials, temporary restorations, clean and polish removable appliances.

Prereq: DATD 126, DATD 127

Coreq: DATD 137

DATD 137 2 cr

Dental Restorative Techniques II

Laboratory is a laboratory taken in conjunction with DATD 136 in which students manipulate dental materials with an emphasis on clinical applications and working with patients in the fabrication of dental temporary restorations, and clean and polish removable appliances.

Prereq: DATD 126/127

Coreq: DATD 136

DATD 138 2 cr

Office Management is the study of dental procedures that include resume preparation, interviewing techniques, appointment control, collections, bookkeeping, record keeping systems, telephone techniques, supply control, and personnel relations.

Prereq: none

Coreq: none

DATD 140 10 cr

Clinical Externship is a continuation of the clinical application of four-handed chairside dental assisting in clinics within the community.

Prereq: DATD level clinical courses.

Coreq: none

DATD 150 1 cr

Dental Service Learning is a public health experience ranging from working with community groups giving oral hygiene instruction, to applying topical fluoride, or other projects with permission of instructor.

Prereq or Coreq: DATD 140

Prereq: All courses completed

DRMA 101 2 cr (OD) [List G]

Drama Fundamentals introduces the elements of drama including relationships between character, plot and place, as well as audience and actor, which are utilized to express a story. Students will create, perform and analyze simple dramatic productions based on literary, historical, or current societal issues.

Prereq: none

Coreq: none

DVSP 052 3 cr (FWS)

Advanced Reading is designed to prepare students to handle the challenges of college level reading. The course will focus on building vocabulary, increasing reading rates, and developing better comprehension. Admission is by T.A.B.E. Placement Examination. This course may be taken up to three times for credit.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS DVSP 091-ECED 113

DVSP 091 5 cr (FWS)

Applied English is a lecture/lab course designed to prepare students for upper level English courses. This course will use writing to reinforce grammar by application. Admission is by T.A.B.E. Placement Examination. This course may be taken up to three times for credit.

Prereq: none

Coreq: none

DVSP 094 3 cr (FWS)

Introduction to Composition emphasizes educational writing skills, process writing techniques, and comprehensive and analytical reading skills. Students will learn to write strong, integrated compositions using specific development forms and rewriting techniques; students will also improve their reading skills with textual examples and other assigned materials.

Prereq: DVSP 091 or appropriate TABE and writing assessment scores

Coreq: none

DVSP 098 1-5 cr (FWS)

Essential Math Skills uses a self-paced, module-based approach to give students proficiency and confidence in math skills ranging from basic arithmetic through introductory algebra. This course prepares students to succeed in college mathematics and can be taken multiple times but for no more than 10 total credits.

Prereq: none

Coreq: none

DVSP 099 5 cr (FWS)

Algebra presents ideas and skills necessary to represent quantitative relationships algebraically, manipulate linear and quadratic expressions, solve basic equations, and use algebra to solve mathematical problems in context. This course prepares students to succeed in college mathematics.

Prereq: Appropriate score on math placement test or completion of modules 1-5 in DVSP 098.

Coreq: none

ECED 100 2 cr (F)

Introduction to Early Childhood Education provides an overview of issues, practices and methodology in early childhood education. Students will explore professional standards in the field.

Prereq: none

Coreq: none

ECED 103 3 cr (W)

Positive Guidance and Discipline

teaches students how to utilize a variety of positive guidance techniques while working with young children which are relevant to the developmental levels and needs of the children, encourage cooperation, problem solving and conflict resolution skills, and promote positive emotional development (including self-concept and self-esteem) within children. Students are also introduced to strategies to involve parents in the guidance process.

Prereq: none

Coreq: ECED 104

ECED 104 3 cr (W)

Positive Guidance and Discipline Lab provides students with experience and feedback to enhance their skills and abilities in guiding young children's behavior and social/emotional skill development. Students will gain experience in utilizing a variety of guidance techniques while teaching children and will conduct a self-assessment to evaluate and monitor progress of their skill development.

Prereq: none

Coreq: ECED 103

ECED 106 3 cr (W)

Early Childhood Curriculum Lab

extends the information learned in Early Childhood Curriculum 2 and allows students the opportunity to utilize and adapt a variety of teaching strategies to meet the specific needs of children in all areas of development.

Prereq: ECED 112

Coreq: ECED 113

ECED 111 2 cr (F)

Safety, Health and Nutrition in Early Childhood Education focuses on nutrition, health, and safety practices and procedures appropriate for use when teaching young children. This course includes state and local regulations concerning abuse and neglect, emergencies, disease-poison prevention, healthy classroom environments, and self-care.

Prereq: none

Coreq: none

ECED 112 3 cr (F)

Early Childhood Curriculum 1 introduces lesson planning skills including goal setting, selection of appropriate materials and assessment. Students will gain experience in planning for individual, small group and whole class activities.

Prereq: ECED 130

Coreq: none

ECED 113 3 cr (W)

Early Childhood Curriculum 2

facilitates the development and implementation of an individualized, culturally relevant curriculum designed for the whole child in the areas of physical, cognitive, creative, social, emotional, and language development. This hands-on course will provide students with the opportunity to evaluate and demonstrate materials and activities, and develop an integrated learning curriculum unit that includes language and literacy, mathematics, science, health, safety, nutrition, social studies, the arts, drama, music and movement experiences for children indoors and outdoors.

Prereq: ECED 112

Coreq: ECED 106

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COURSE DESCRIPTIONS ECED 117-ECED 231

ECED 117 2 cr (W)

Creating a Learning Environment

provides students with information on structuring the environment so that it is physically and emotionally safe and healthy. Students will explore techniques of meeting individual and group needs of children through the use of materials, relationships and routines which encourage play, exploration and learning.

Prereq: none

Coreq: none

ECED 130 3 cr (S) [List H]

Foundations of Development and Learning

covers the progression of physical, cognitive, emotional, social, language, moral, and sexual development of children from prenatal through adolescence. The major theories of development and learning are integrated throughout the course.

Prereq: ECED 230

Coreq: ECED 131

ECED 131 3 cr (S) [List H]

Foundations of Development and Learning Lab

focuses on utilizing developmentally appropriate practices while working in an educational setting. Students are introduced to a variety of observation techniques and apply these methods when working with children.

Prereq: none

Coreq: ECED 130

ECED 145 2 cr (OD)

Introduction to Touchpoints

introduces the Touchpoints approach and concepts, and how to implement the Touchpoints philosophy in working with children, parents and other professionals. The Touchpoints program is a strength-based system designed to strengthen relationships and enhance children's development from the prenatal stage through preschool.

Prereq: none

Coreq: none

ECED 146 1 cr (OD)

Applying Touchpoints

implementation of the Touchpoints philosophy in working with children, parents and other professionals and provides support in the application of Touchpoint principles. The Touchpoints program is a strength-based system designed to strengthen relationships and enhance children's development from the pre-natal stage through preschool.

Prereq: ECED 145

Coreq: none

ECED 147 1 cr (OD)

Applying Touchpoints II

is a continuation of Applying Touchpoints. Applying Touchpoints implementation of the Touchpoints philosophy in working with children, parents and other professionals and provides support in the application of Touchpoint principles. The Touchpoints program is a strength-based system designed to strengthen relationships and enhance children's development from the pre-natal stage through preschool.

Prereq: ECED 146

Coreq: none

ECED 148 1 cr (OD)

Applying Touchpoints III

is a continuation of Applying Touchpoints II. Applying Touchpoints implementation of the Touchpoints philosophy in working with children, parents and other professionals and provides support in the application of Touchpoint principles. The Touchpoints program is a strength-based system designed to strengthen relationships and enhance children's development from the pre-natal stage through preschool.

Prereq: ECED 147

Coreq: none

ECED 150 2 cr (OD)

Current Issues in Early Childhood Education

explores topics of interest and recent research in the field of education. It is intended that this course will provide an impetus for students' professional growth and continuing quest to improve the education of young children.

Prereq: none

Coreq: none

ECED 209 3 cr (W)

Meeting the Needs of Families

introduces candidates to positive techniques in communicating with parents and encouraging parental involvement and partnerships in early childhood programs and elementary classrooms. This course also explores various cultural parenting practices and values, and changes in family structures that have occurred.

Prereq: ECED 130 or EDUC 240

Coreq: none

ECED 230 3 cr (F)

Infant Toddler Caregiving

provides an introduction to essential practices in caring for infants or toddlers in a childcare setting. Topics to be explored include routines, environments, schedules, primary caregiving and continuity of care.

Prereq: none

Coreq: none

ECED 231 2 cr (OD)

Social-Emotional Growth and Socialization of Infants and Toddlers

provides students with positive techniques to use in their day-to-day efforts to nurture social and emotional growth in infants and toddlers.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS

ECED 2329-ECED 298

ECED 232 2 cr (OD)
Group Care for Infants and Toddlers

provides students with positive techniques to use in their daily work with infants and toddlers to create a positive learning environment, organize infant and toddler groups, provide respectful care and establish routines (PITC Modules 2 and 3).

Prereq: ECED 130

Coreq: none

ECED 233 3 cr (OD)
Learning and Development of Infants and Toddlers explores theories and strategies that support the early learning and cognitive development of infants and toddlers.

Prereq: none

Coreq: none

ECED 234 4 cr (OD)
Culturally Responsive Care for Infants and Toddlers introduces students to the concepts of providing culturally responsive care and creating positive relationships with children and their families.

Prereq: ECED 130

Coreq: none

ECED 235 2 cr (W)
Infant Toddler Caregiving II builds upon the introduction of essential practices for infant and toddler care. Topics to be explored include cultures, families and social emotional considerations for infant toddler caregivers (PITC Modules 1 and 3).

Prereq: ECED 230

Coreq: none

ECED 260 2 cr (OD)
Infant/Toddler Theory and Research

provides an in-depth examination of theoretical perspectives and current research related to infant and toddler development and group care.

Prereq: ECED 130

Coreq: none

ECED 261 3 cr (S)
Social Science Content for Early Learning provides early childhood teacher candidates with the knowledge, understanding, and use of the major concepts and modes of inquiry from the social sciences: the integrated study of history, government/civics, economics, geography, and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world.

Prereq: None

Coreq: None

ECED 265 4 cr (S)
Leadership and Professionalism in Early Childhood Education introduces students to skills of effective leaders in which leadership is viewed as service: this course is developed with the belief that effective leaders serve others in a relationship-building atmosphere. Students will explore a variety of techniques that encourage the promotion of healthy lifestyles, positive relationships, interpersonal communication, and thinking environments. Areas of professionalism such as upholding ethical and professional standards, engaging in advocacy for children, families, and the profession, engaging in continuous learning, integrating knowledgeable, reflective, and critical perspectives, as well as becoming involved with the early childhood field will be examined. Students will assess their leadership skills along with professionalism and develop a professional goal plan that builds on professionalism and leadership strengths as well as areas for future development.

Prereq: ECED 100

Coreq: none

ECED 298 6 cr (S)

Early Childhood Practicum is an opportunity for students who have completed most Associate of Arts Early Childhood Education courses to observe, teach and reflect upon their teaching experience. Students will integrate knowledge gained from previous coursework and experiences to develop and articulate a philosophy and rationale for decisions. Students will apply knowledge of cultural and linguistic diversity to create and evaluate environments and experiences. Students will review all major curriculum areas and develop and implement developmentally appropriate curriculum that is individualized and culturally relevant in the areas of physical, cognitive, creative, social, emotional and language development. Implemented curriculum will include an integrated project or learning unit that includes language and literacy, mathematics, science, health and safety, nutrition, social studies, the arts, drama, music and movement activities with children within the age range of zero to eight. On-campus seminars are included in the practicum.

Prereq: Consent of Education Department Chair

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ECED 299-ECED 325

ECED 299 4 cr (S)

Early Childhood Fieldwork and Practicum provides early childhood teacher candidates at the associate degree level an opportunity to observe, teach, and reflect upon teaching experiences in an early childhood setting with children from birth to age five. Candidates will integrate knowledge gained from previous coursework and experiences to develop and articulate a teaching philosophy and rationale for decisions. For candidates seeking ECE: P-3 licensure, the demonstration of knowledge, skills and dispositions during a well-planned and sequenced clinical experience must occur while working with children 3-5 years of age and their families in a clinical site which may include state licensed child-care centers or homes, Head Start, and community or school based preschool programs. Successful completion of this course requires a passing score on the ECE Teacher Education Program I (ECE TEP I) Portfolio and Interview.

Prereq: Permission of the instructor
Coreq: None

ECED 305 3 cr (F)

Social Studies and Young Children provides students with opportunities to create, implement and evaluate developmentally and individually appropriate learning experiences that foster cultural and character education in children age zero to eight. In addition, students plan, implement and evaluate lessons for young children that support learning in the social studies disciplines of history, geography and economics. Curricular activities are linked to national standards and state guidelines.

Prereq: ECED 130; ECED 113
Coreq: none

ECED 315 3 cr (W)

Literacy and Language in the Early Childhood Classroom explores the development of language and literacy skills of young children along with curriculum and teaching techniques that foster language and literacy in developmentally and individually appropriate ways. The course will focus on the understanding of a comprehensive literacy curriculum that makes productive use of the literacy abilities that all children bring to early childhood settings along with the multiple manners in which literacy is represented in our lives, texts, culture, and perceptions of the world. As well, students discover the inter-relatedness of language, reading, and writing skills. Children's literature will be reviewed and evaluated based on quality indicators and language and literacy curriculum will be connected to national standards and state guidelines.

Prereq: ECED 130; ECED 113
Coreq: ECED 316

ECED 316 1 cr (W)

Literacy and Language Lab provides students with an opportunity to implement curriculum and teaching strategies focused on literacy and language development and obtain feedback about their teaching skills.

Prereq: ECED 130; ECED 113
Coreq: ECED 315

ECED 321 4 cr (F)

Teaching Reading and Communication Arts in the Early Grades provides early childhood teacher candidates with foundational knowledge of the development, processes, and components of early reading, writing, speaking, and listening (PreK-3rd Grade). Further, teacher candidates will be exposed to a variety of instructional approaches and materials that support student learning at varying abilities and developmental stages through an integrated, balanced literacy curriculum. This course includes the selection and use of quality literature, particularly Native American literature for young students; understanding of major theories and research that describe the cognitive, linguistic, motivational, and sociocultural foundations of early reading and writing; and the role of reading and communication arts in the development and teaching of content areas, such as math, science, and social studies.

Prereq: EDUC 307; ECED 315

Coreq: ECED 421

ECED 325 3 cr (OD)

Brain Based Learning and Teaching introduces students to a variety of teaching strategies which are based on the principles of brain-based learning. While this course is designed to deepen the students' knowledge and application of brain-based learning to their work with young children, it will encourage the personal application of the information so that the material remains meaningful.

Prereq: ECED 130; ECED 113;
ECED 117
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS ECED 330-ECED 370

ECED 330 3 cr (F)

Partnerships and Collaboration

provides students with skills necessary to work effectively in partnership with parents, community professionals, colleagues in education including educators, other school professionals, para-professionals as well as administrators. Communication, conflict resolution, and collaboration skills are practiced using a variety of strategies and approaches such as the Touchpoints Approach. Special emphasis is given to working with others when high conflict and opposing viewpoints exist along with strategies for partnering with parents who have limited English proficiency. As well, students use the NAEYC Code of Ethical Conduct when applying conflict resolution and collaboration skills to situations that depict partnering with families, professionals and colleagues.

Prereq: ECED 209

Coreq: none

ECED 335 3 cr (S)

Technology and Early Childhood

Education provides students with an overview of appropriate use of technology in the early childhood classroom. Students plan and implement integrated, developmentally and individually appropriate curriculum for children zero to eight that is supported by a variety of technology; students identify how technology enhances learning and teaching. Planned curriculum will be connected to national standards and state guidelines. Students evaluate effective use of technology in the early childhood classroom as well as learn how to adapt technology for use with students with special needs.

Prereq: ECED 130; ECED 113;

EDUC 115

Coreq: none

ECED 340 5 cr (W)

Social-Emotional Growth and Socialization of Young Children

provides students with positive techniques to nurture social and emotional development of children from birth to eight. The development, components, and influences of social competence in the early years as well as common social and emotional difficulties will be explored. Students will develop and implement plans to boost social competence through examining the contexts for social development, utilizing effective teaching strategies, and strengthening specific components found to relate to social competence; curriculum plans will be connected to the national standards and state guidelines. Students will develop individualized intervention strategies to support children who are presenting with specific emotional and social difficulties.

Prereq: ECED 130; ECED 103; ECED 113

Coreq: none

ECED 345 3 cr (W)

English Speakers of Other Languages: Educational Theory and Practice

explores language as a cultural system. Students review first and second language development in children as well as the connection between language development and cognitive development and learning; educational practice implications are discussed. Strategies for teaching language development to English language learners will be examined. Students review and evaluate available English language learner and bilingual learner methodologies and materials reflecting current practices.

Prereq: ECED 130

Coreq: none

ECED 360 4 cr (W)

Creativity and Young Children

focuses on the creative development of young children in dance, music, theatre, and visual arts. The elements in each creative arts area are explored in depth and students discuss how to support the learning of these elements in young children. Students design and implement activities that encourage learning of the elements in the creative arts in children age zero to eight years. As well, students develop learning plans that integrate the arts into content area studies. Curriculum is linked to the national standards and state guidelines.

Prereq: ECED 130; ECED 113

Coreq: none

ECED 370 5 cr (S)

Supporting Cognitive Development through Math and Science

explores theories and strategies that support the early learning and cognitive development of children from age zero to eight.

Students will design, implement and evaluate developmentally and individually appropriate lessons based on mathematical concepts such as estimation, geometry, numeration and whole-number operations; as well, students will design, implement and evaluate lessons that support each child's innate curiosity and each child's procedural and thinking skills for investigating the world, solving problems, and making decisions.

Curriculum will be connected to national standards and state guidelines.

Prereq: ECED 130; ECED 113

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS ECED 3750-ECED 498

ECED 375 2 cr (F)

Fostering Physical Development in Young Children reviews stages of gross and fine motor development as well as ranges of individual variation and atypical development within each domain. Students design, implement and evaluate developmentally and individually appropriate activities that foster physical development in children age zero to eight. Curricular activities are linked to national standards and state guidelines.

Prereq: ECED 113

Coreq: none

ECED 420 5 cr (F)

Observation, Documentation and Assessment of Young Children explores the goals, uses, benefits, limitations and characteristics of child, family, program, and staff assessment along with how assessment is related to outcomes. Students evaluate a variety of assessment tools and strategies plus develop and implement assessment plans. Course assessment plans include systematic observation, documentation and multiple assessment strategies; students implement assessment plans in a professional and responsible manner in partnership with families and professionals.

Prereq: ECED 130; ECED 113;

ECED 330

Coreq: none

ECED 421 3 cr (F)

Curriculum Integration and Application in the Early Grades I supports early childhood teacher candidates in applying knowledge and skills acquired throughout their content and methods coursework. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3rd grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: EDUC 307

Coreq: ECED 321

ECED 425 4 cr (W)

Mentoring and Coaching explores adult development and learning theory, mentoring as well as coaching models and approaches such as Touchpoints, and current research on stages in teacher development. Students will practice skills associated with effective mentoring and coaching including establishing trust in collaborative mentor relationships; assessing and addressing the needs of the protege; assessing teaching skills through observation; conferencing and supporting professional goal planning; assessing early childhood teaching skills, knowledge and dispositions; and planning and implementing training that contributes to the development of early childhood professionals.

Prereq: ECED 330; ECED 265

Coreq: none

ECED 451 3 cr (W)

Curriculum Integration and Application in the Early Grades II builds upon the knowledge and skills gained from Curriculum Integration and Application in the Early Grades I and is designed to support teacher candidates in applying knowledge and skills relative to their current teaching methods courses. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3rd grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: ECED 421

Coreq: EDUC 471

ECED 498 15 cr (S)

Early Childhood Advanced Practicum is the Early Childhood Education Bachelor's Degree professional capstone course and provides students with an opportunity to integrate and apply prior learning from early childhood education courses. Students work off-campus in a full-time supervised activity. Practicum sites in addition to students' practicum goals and planned activities must be approved by the Education Department Chair prior to the beginning of students' practicum experiences. On-campus seminars are included in the advanced practicum.

Prereq: Senior standing and consent of Education Department Chair

Coreq: EDUC 495

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS ECON 211-EDUC 204

COURSE LIST

ECON 211 3 cr (W) [List C, H]

Microeconomics deals with micro concepts, including supply and demand, consumer behavior, firm behavior, perfect competition, monopoly, government regulation, labor markets, externalities and income distribution.

Prereq: none

Coreq: none

ECON 212 3 cr (S) [List C, H]

Macroeconomics deals with macroeconomic concepts, including gross national product, unemployment, inflation, money supply, interest rates and economic stabilization through fiscal and monetary policy.

Prereq: none

Coreq: none

ECON 410 3 cr (F) [List J]

Economic Development on Indian Reservations examines the principles of economics as applied to the Indian reservation environment. Students will study the relationship between tribal economics and resources, tourism, gaming and other business ventures. They will also examine the relationship between Federal and Tribal economic conditions.

Prereq: ECON 211, ECON 212, ENGL 101

Coreq: none

EDUC 115 3 cr (S)

Computers in Education introduces education majors to the major technological skills required for professional teachers, including productivity, multimedia, and web-based learning tools. Students will also learn the technical skills and process involved in the establishment and maintenance of teacher education portfolios.

Prereq: none

Coreq: none

Challengeable Course

EDUC 175 2 cr (W)

Community Service-Learning in Education is a course in which students assess community needs, then develop and implement a service project. This course provides students with an opportunity to become involved in and support community activities, and develop relationships with area agencies, programs and other professionals.

Prereq: none

Coreq: none

EDUC 178 1 cr (S)

Exploratory Field Experience provides education majors an opportunity to participate in a supervised elementary setting. Students will gain experience in observing children and teachers while assisting the supervising teacher with designated tasks and activities.

Prereq: none

Coreq: EDUC 203

EDUC 193 2 cr (F)

Writing Essentials in Education is a course designed to assess candidate writing skills and implement strategies for improvement. The content of this course will include the basics of writing, editing, and improving skills based upon individualized assessments.

Prereq: None

Coreq: None

EDUC 202 3 cr (S) [List G]

Elements of Expression is designed to enhance the development of a variety of oral and written communication skills needed for future educators. Written communication skills include proof reading, peer editing, and revising. The candidates will build on writing and language arts skills, while allowing them an outlet in which to explore their own story-related interests and abilities. Critical thinking skills will be enhanced through patterns of language usage and writing. Candidates will also explore fundamentals of drama and various acting techniques, and integrate these performance skills into activities developed in class.

Prereq: none

Coreq: none

EDUC 203 5 cr (S) [List H]

Foundations of Education introduces education candidates to the SKC Teacher Education Program and the world of professional teaching. Candidates explore the many social, cultural, economic and historical issues that affect students and schools in Montana and the U.S. This course provides a general overview of the nature of children and their development, the tools and techniques of teaching and classroom management, curriculum, selected legal and ethical issues of education, and other aspects of the school experience. This course also assists teacher candidates in the preparation of their initial Teacher Education Program Portfolio.

Prereq: ECED 130 or EDUC 240

Coreq: EDUC 178

EDUC 204 1 cr (OD)

Orientation to Education provides introductory information to potential teacher candidates on the requirements of the Teacher Education Program.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS EDUC 206-EDUC 305

EDUC 206 3 cr (OD)

Introduction to Secondary Science

Teaching provides an introduction to secondary science teaching. Major topics include the nature of science across cultures, models of effective pedagogy for science teaching, science teaching as a profession, and the interplay of science, society and science education. An imbedded practicum of 10 hours of observations in local schools will be part of the course.

Prereq: Sophomore standing; 10 science credits for the BSSE with a minimum grade of "C"

Coreq: None

EDUC 207 3 cr (S)

Health, Safety, and Drug Awareness in Education

focuses on nutrition, health, and safety practices and procedures appropriate for use when teaching children. This course includes state and local regulations concerning abuse and neglect, drug risk factors, emergencies, disease-poison prevention, healthy classroom environments, and self-care.

Prereq: None

Coreq: None

EDUC 210 3 cr (S)

Introduction to Teaching Secondary Mathematics

is the first of three secondary mathematics methods courses. It provides an introduction to teaching secondary mathematics. Major topics include the nature of school mathematics, models of culturally responsive curricula, effective pedagogical methodologies, teaching as a profession, and issues and policies affecting secondary mathematics education. Imbedded in this course is a practicum consisting of 10 hours of observation in local secondary mathematics classrooms

Prereq: Sophomore standing; at least 15 mathematics credits in the BSSEM program with a minimum of a "C" grade

Coreq: none

EDUC 221 2 cr

(W-Odd years)

Parent Partnerships and Community

Collaboration develops in students skills and knowledge necessary to work effectively in partnership with parents, community members, and colleagues in education related endeavors. The course includes a 30 hour service learning component in which students research community needs, design a project based on those needs, and provide volunteer service to implement the project.

Prereq: none

Coreq: none

EDUC 235 3 cr (W) [List E]

Introduction to Indian Education

provides students with information, insights, instructional methods and professional perspectives on the education of American Indians. The course examines Indian Education through the lens of students, teachers, cultural resource specialists and research.

Prereq: NASD 101

Coreq: none

EDUC 240 4 cr (F) [List H]

Human Growth and Development

focuses on the progression of physical, cognitive, emotional, social, and moral development from conception through adolescence. Classical and contemporary theories of development, current research, and practical applications for practitioners are integrated throughout the course. Contextual influences of cultural background, ethnicity and socio-economic status are also examined.

Prereq: none

Coreq: none

EDUC 250 3 cr (F)

Educational Psychology focuses on human learning as related to classroom instruction and management. This course provides coverage of: learning theory, measurement; similarities and differences between learners, and other corollaries to human learning as applied to the field of education.

Prereq: EDUC 240 or ECED 130

Coreq: none

EDUC 300 4 cr (F)

Language, Literacy and Texts focuses on the understanding of a balanced literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, culture, and perceptions of the world.

Prereq: none

Coreq: none

EDUC 305 4 cr (F)

Technology in the Elementary Classroom is a methods course that guides candidates towards a larger awareness of the role of technology in schooling. The course covers such issues as technology integration across the curricula, multimedia and learning, technology to enhance teaching, adaptive/assistive technologies, and much more. The course focuses on gaining a deeper understanding of how technology affects the teaching and learning experiences, instead of simply "teaching computers". In the process of learning, students in this course design materials they can use, while demonstrating key tech skills that are essential for today's teachers.

Prereq: EDUC 115 or comparable computer skills

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS EDUC 307-EDUC 331

EDUC 307 4 cr (W)

Curriculum, Planning and Assessment will explore various issues and concepts relevant to building instructional frameworks for K-8 classrooms. Emphasis is on teaching in small and whole group settings. Making connections between theory and practice in instruction, assessment, management, and motivation is the focus of this experiential course.

Prereq: Admission to the TEP program
Coreq: none

EDUC 308 3 cr

(F-Even years)

Technology in the Secondary Classroom prepares secondary education candidates with technology skills and knowledge useful in supporting teaching and learning in various secondary disciplines. Candidates will develop original technology-based lessons and curriculum resources.

Prereq: EDUC 240, EDUC 307, EDUC 115 or comparable computer skills
Coreq: none

EDUC 309 3 cr (W)

Guiding Social Development and Classroom Management explores methods for guiding the development of social competence in young children. Topics include the development of self-esteem, self-discipline, and prosocial behavior. Strategies in classroom management will be examined including handling children's aggression and stress, and methods of working with parents on children's behavioral issues.

Prereq: ECED 130 or EDUC 240
Coreq: none

EDUC 311 3 cr (S) [List J]

Cultures, Diversity and Educational Ethics provides the opportunity for candidates to define critical pedagogy and investigate how to facilitate it by broadening their perspective on teaching and learning in both the classroom and the community. The purpose of this course is to provide pre-service teachers with a background in sociological, philosophical and multicultural issues and aspects of education and schooling. It is also intended to assist candidates in examining education and schooling reflectively and critically, and in articulating and questioning their own views about education and the role of schooling in a democratic society.

Prereq: EDUC 235 and admission to the TEP program, or consent of instructor;
Coreq: EDUC 312

EDUC 312 1 cr (S)

Diversity in Education Practicum provides teacher candidates with 3-4 days of field experience in observing and teaching diverse learners. Candidates will explore topics of diversity as they work with learners from various backgrounds.

Prereq: EDUC 235 and admission to TEP;
Coreq: EDUC 311

EDUC 313 3 cr

(F-Even years)

Classroom Management in Secondary Education explores methods for maximizing student success by engaging them in a positive learning environment. Topics include building relationships with students, developing classroom community, fostering prosocial behavior, and addressing environmental factors. Communication and conflict resolution skills for working with students and families are practiced using a variety of approaches.

Prereq: EDUC 250
Coreq: None

EDUC 321 3 cr (S) [List F]

Research Writing in Education. Students will utilize the library and library resources to develop a thesis question, formulate a hypothesis, research information, and write a professional paper using APA conventions. Research topics for this course will be focused on educational related issues.

Prereq: ENGL 202
Coreq: none

EDUC 330 4 cr (W)

Teaching Social Studies in the Elementary Classroom explores the central concepts related to the teaching of social sciences in elementary school classroom settings. The course examines issues and methods associated with the teaching of history, geography, economics, civics and government, and other social science topics. Considerations for the teaching of social studies in schools that serve Native students are also analyzed and explored, as is the integration of social science content in other subject areas.

Prereq: Admission to the TEP program
Coreq: EDUC 331

EDUC 331 1 cr (W)

Teaching Social Studies Practicum focuses on creating instructional frameworks for the integrated study of social sciences, history, geography, and other related areas.

Prereq: Admission to the TEP program
Coreq: EDUC 330

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS EDUC 337-EDUC 351

EDUC 337 5 cr (W)

Introduction to Special Education for Pre-K-12th Grade is designed to provide an historical and contemporary overview of the special education process while focusing on various types of learners with special needs, including students with disabilities, gifted learners, and children at risk. Topics include: legal requirements and laws, partnering with parents/families, categories of exceptionality, identification and intervention, collaboration, and research-based best practices, including Response to Intervention (RTI) and Universal Design for Learning (UDL). This course requires a 10 hour embedded field experience working with diverse learners in preschool to 12th grade classrooms.

Prereq: EDUC 307

Coreq: None

EDUC 340 4 cr (S)

Introduction to Literacy Assessment and Instruction provides an introduction to formal and informal reading and writing assessments and instructional strategies to accommodate variations in the K-8 literacy program. Candidates will learn how to modify instructional strategies to meet the needs of all developmental levels of readers and writers.

Prereq: Admission to the TEP program

Coreq: EDUC 341

***EDUC 341 1 cr (S)**

Introduction to Literacy Assessment and Instruction Practicum provides supervised experience in an elementary literacy setting in which the candidates assess and modify instructional strategies to meet the needs of specific readers in the classroom.

Prereq: Admission to the TEP program

Coreq: EDUC 340

***EDUC 342 3 cr**

(W-Odd years)

Literacy Strategies in Secondary

Education will provide secondary education teacher candidates with a variety of approaches, theories, and techniques for enhancing literacy learning in the content areas.

Prereq: EDUC 240

Coreq: EDUC 343

EDUC 343 1 cr

(W-Odd years)

Literacy Strategies in Secondary

Education Practicum provides secondary education students a 10 hour field experience in secondary classrooms observing the use of strategies to develop literacy. These experiences will be used to support secondary education students' success in developing their knowledge of and ability to apply pedagogical practices and concepts about teaching and learning that assist middle and high school students in developing literacy.

Prereq: EDUC 240

Coreq: EDUC 342

EDUC 344 4 cr (W)

Teaching Reading and Language

Arts with Children's Literature develops an understanding that children's books can be used as the foundation for a young reader's success in developing literacy. One course objective is to become knowledgeable readers of children's literature, with an emphasis on Native American children's literature and to develop expertise in using author studies and technology in the classroom. Literature from various genres will be explored as a tool to elicit responses from children and help them to create personal meaning from texts. Various methods for teaching language arts and reading will be discussed as candidates learn to plan and organize a balanced literacy program.

Prereq: Admission to the TEP program

Coreq: EDUC 345

EDUC 345 1 cr (W)

Teaching Reading and Language Arts Practicum

Arts Practicum provides supervised experience in an elementary literacy setting drawing from current research and national standards in field based literacy education.

Prereq: Admission to the TEP program

Coreq: EDUC 344

EDUC 350 4 cr (F)

Physical Education and Health Enhancement

Candidates will develop teaching methods, techniques, and skills necessary to facilitate a comprehensive health enhancement curriculum and recognize the developmental, physical, mental, emotional, and social growth of the elementary-age child. Emphasis will be placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Candidates will participate in class activities and discussions on relative topics in the specialized field of health and physical education.

Prereq: Admission to the TEP program

Coreq: EDUC 351

EDUC 351 1 cr (F)

Physical Education and Health

Enhancement Practicum provides the opportunity to take theory into practice. This course involves planning, teaching, and assessing physical education experiences for elementary and/or secondary students. Candidates will demonstrate competency through planning for, implementing, and assessing their teaching assignments.

Prereq: Admission to the TEP program

Coreq: EDUC 350

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS EDUC 360-EDUC 391

EDUC 360 3 cr (F)

Teaching the Arts in the Elementary School provides an overview of art and design principles for the elementary education teacher. This course will explore a variety of techniques and mediums in producing art and examines various styles of art including Native American art and artists.

Prereq: Admission to the TEP program
Coreq: EDUC 361

EDUC 361 1 cr (F)

Teaching the Arts in the Elementary School Practicum provides candidates with supervised field experience in an elementary art program. Candidates will plan and teach supervised art lessons and other forms of creative expression. Other forms of creative expression such as music and drama will also be explored.

Prereq: Admission to the TEP program
Coreq: EDUC 360

EDUC 362 3cr (OD)

Red Pedagogy. The class will explore major sociopolitical theories that have influenced American society and educational systems specifically in relationship to Native Americans. Student will engage in critique of these theories and practices while exploring how the education system can better incorporate Native American educational philosophies. Combining these goals, this course will help students explore and better understand political and sociological philosophies and practices that have shaped educational systems around the world. It will also increase students' awareness of Native American critiques of educational systems in order to be better prepared to contribute to the discussion about what could or should be done to define and shape contemporary Native American education.

Prereq: EDUC 240
Coreq: none

EDUC 365 3 cr (F)

Music for Elementary Teachers introduces students to effective methods, techniques and materials for teaching music to children in the elementary grades. Candidates will explore techniques of signing and playing instruments such as the keyboard, recorder and rhythm instruments, and will develop ear training in a variety of musical experiences.

Prereq: Admission to the TEP program
Coreq: none

EDUC 370 4 cr (W)

Teaching Mathematics in the Elementary School focuses on learning theories and teaching strategies for elementary school mathematics. The class is based on the ideas, goals, and recommendations of the National Council of Teachers of Mathematics (NCTM), namely that all children can and do enjoy mathematics, that children learn best by actively exploring and investigating math, and that problem solving, reasoning, and communication are important goals of mathematics teaching and learning. Furthermore, the NCTM Standards are the guide in studying the interrelationship between the process and content strands. In addition, candidates will explore classroom materials, models and technologies appropriate for use with elementary students.

Prereq: Admission to the TEP program
Coreq: EDUC 371

EDUC 371 1 cr (W)

Teaching Math in the Elementary Classroom Practicum provides candidates with supervised field experience that focuses on field implementation of methods and materials of mathematical instruction appropriate to the development of the K-8 educator.

Prereq: Admission to the TEP program
Coreq: EDUC 370

EDUC 372 3 cr (F)

Teaching Math in the Early Grades focuses on learning theories and teaching strategies for early elementary (K-4th grade) mathematics. The class is based on implementing the Montana Common Core State Standards in Mathematics. In addition, candidates will explore classroom materials, models, and technologies appropriate and effective in guiding mathematics instruction for early elementary grades.

Prereq: EDUC240, Acceptance into TEP, MATH 134, MATH 135, MATH 136
Coreq: EDUC371

EDUC 390 4 cr (W)

Teaching Science in the Elementary Classroom focuses on topics related to the effective teaching of science in elementary classroom settings. Candidates will explore teaching methods that are aligned with state and national standards, and are oriented around inquiry-based, collaborative science learning. A special focus of this class will be the infusion of culturally responsive science teaching methods and issues, as well as the integration of science learning across various disciplines.

Prereq: Admission to the TEP program
Coreq: EDUC 391

EDUC 391 1 cr (W)

Teaching Science in the Elementary Classroom Practicum provides candidates with supervised field experiences related to the content and context of the science methods course. Content focus will be on field implementation of methods and materials in all areas of science instruction appropriate to the development of the K-8 educator.

Prereq: Admission to the TEP program
Coreq: EDUC 390

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS EDUC 392-EDUC 491

EDUC 392 2 cr

(F-Even years)

Teaching Science in the Secondary Classroom I is the first of two courses that engages students in the in depth study of theory, design and application of models of science instruction and of the issues surrounding secondary science teaching. Major topics of study include 1) constructivist instructional methods such as learning cycles and inquiry, 2) the essential elements of culturally congruent instruction, and 3) formative and summative assessment strategies that support student learning.

Prereq: EDUC 206, EDUC 307

Coreq: None

EDUC 393 3 cr

(W-Even years)

Transition to Student Teaching supports teacher candidates in transitioning to student teaching by providing early experiences in their intended student teaching settings. Students will spend a minimum of 50 hours observing and assisting in the classroom of the intended supervising teacher. Ten hours of meetings with the college supervisor of field experiences are included.

Prereq: EDUC 392

Coreq: EDUC 395

EDUC 395 2 cr (F-Even years)

Teaching Science in the Secondary Classroom II is the second of two courses that enable students' in depth study of the theory, design and application of effective science instruction and of issues surrounding secondary science teaching. This course focuses on 1) the design and use of models, technology, argumentation, and writing to support the development of skills and conceptual understanding in science; 2) safety in science instruction; and 3) the interaction of science and society.

Prereq: EDUC 394; admission to the TEP program; senior status

Coreq: EDUC 396

EDUC 397 3 cr (W)

Teaching Secondary Mathematics

- Middle Grades provides research-based and standards supported strategies for teaching math in the middle grades (5-8). Focus will be on development of grade appropriate lessons which support process standards as well as content standards that can be used in classrooms with diverse mathematical abilities. Imbedded in this course is a practicum consisting of 10 hours of observation/presentation in middle grade math classes.

Prereq: EDUC 210 or EDUC 370 and acceptance into TEP program

Coreq: none

EDUC 398 3 cr (F)

Teaching Secondary Mathematics – High School provides research-based and standards supported strategies for teaching math in the high school (9-12) math classroom. Focus will be on development of appropriate lessons which support process standards as well as content standards and incorporate appropriate use of technology.

Prereq: EDUC 397

Coreq: EDUC 399

EDUC 399 1 cr (F)

Teaching Secondary Mathematics

- High School Practicum provides candidates with a supervised field experience that focuses on field implementation of methods and materials of mathematical instruction appropriate to the development of a secondary school mathematics educator.

Prereq: EDUC 397

Coreq: EDUC 398

EDUC 471 3 cr (W)

Action Research in Education will allow Candidates to explore and apply theory and methodology for conducting classroom based action research through the investigation of a significant question or issue related to teaching in pre-K through 12th grade classrooms. This course serves as the prerequisite and foundation for EDUC 495 taken during student teaching/advanced practicum in which candidates gather and analyze data as they carry out their research, report results, and develop implications for their future teaching practice and continued action research.

Prereq: Acceptance into TEP or permission of the instructor

Coreq: None

EDUC 490 12 cr (S)

Student Teaching for Elementary Education is a full-time, off-campus, supervised activity for candidates pursuing K-8 endorsement at a location approved by the Education Department Chair.

Prereq: Permission from Department Chair

Coreq: EDUC 495

EDUC 491 12 cr (S)

Student Teaching in Secondary Education is a full-time, off-campus, supervised activity for students pursuing secondary education endorsement.

Prereq: Permission from Department Chair

Coreq: EDUC 495

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS EDUC 495-ENGL 101

EDUC 495 2 cr (S)

Reflective Practice and Research in Education is a capstone course for the Teacher Education Program, and is taken along with student teaching. The course focuses on research and best practices in education with relation to classroom management, student assessment, and other topics important to high quality teaching in elementary education settings. Candidates analyze lessons learned during student teaching, engage in the development of action research, and participate in the development of a professional portfolio.

Prereq: Senior Standing

Coreq: EDUC 490 or ECED 498 or EDUC 491

ENGG 107 2 cr (F)

Engineering Laboratory I is a laboratory-based introduction to engineering with a focus on electric circuit concepts, digital logic circuits, and PC hardware and software.

Prereq: none

Coreq: none

ENGG 108 2 cr (W)

Engineering Laboratory II continues the laboratory-based introduction to engineering with a focus on embedded computer systems. Topics include digital multimeters, schematic design entry, C programming, and simple input and output devices.

Prereq: ENGG 107

Coreq: none

ENGG 109 2 cr (S)

Engineering Laboratory III is a laboratory-based introduction to engineering design. Students will design, layout, build, program, debug, test, and characterize a simple embedded system. Possible systems are robotic controllers or a weather station.

Prereq: ENGG 108

Coreq: none

ENGG 201 5 cr (OD)

Engineering Statics is the study of mechanical equilibrium with applications in engineering.

Prereq: PHYS 201

Coreq: none

ENGG 202 5 cr (OD)

Engineering Dynamics is the study of the dynamics of mechanical systems with applications in engineering.

Prereq: ENGG 201

Coreq: none

ENGG 207 2 cr (F)

Engineering Laboratory IV is a laboratory-based course that continues the student's introduction to embedded systems. Emphasis will be on using the C programming language to write programs and on input and output devices for embedded systems.

Prereq: ENGG 109

Coreq: none

ENGG 208 2 cr (W)

Engineering Laboratory V is a laboratory-based course that introduces the student to more complex embedded systems concepts such as interrupts and serial communication.

Prereq: ENGG 207

Coreq: none

ENGG 209 2 cr (S)

Engineering Laboratory VI is a laboratory-based course that introduces the engineering problem solving method. Students will be assigned a problem, develop requirements, and implement a solution. One possible problem is a robot maze runner.

Prereq: ENGG 208

Coreq: none

ENGG 211 5 cr (OD)

Mechanics of Materials studies the concepts of stress and strain applied to materials used in engineering applications.

Prereq: ENGG 201

Coreq: none

ENGG 241 5 cr (W)

Circuit Analysis I is the study of DC circuits, including first-order and second-order circuits, using Ohm's and Kirchhoff's Laws, nodal and mesh analysis, and Thevenin's and Norton's Theorems. Phasor analysis of AC circuits is introduced.

Prereq: PHYS 205, MATH 112

Coreq: none

ENGG 242 5 cr (S)

Circuit Analysis II is the study of AC circuits, including three-phase circuits, magnetically coupled circuits, and two port networks. Analysis techniques include Laplace transforms, Fourier series, and Fourier transforms.

Prereq: ENGG 225

Coreq: none

ENGG 244 5 cr (F)

Digital Logic Circuits is a lecture-and laboratory-based introduction to digital circuits. Topics include SSI, MSI, and LSI logic gates, design and implementation of combinatorial and sequential circuits, voltage levels and drive currents, introduction to hardware description languages, and programmable logic devices.

Prereq: ENGG 109

Coreq: none

ENGL 101 3 cr (FWS)

English Composition I focuses on development of a personal writing process. Students learn how to create ideas, draft them into essay form, and revise the text to achieve a polished final copy.

Prereq: DVSP 094, or appropriate score on TABEand Writing Assessment Exam.

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS ENGL 103-ENVS 319

ENGL 103 3 cr (OD) [List B, G]

Creative Writing I provides students an opportunity to write original stories and/or poetry and receive constructive guidance and support.

Prereq: none

Coreq: none

ENGL 104 3 cr (OD) [List G]

Creative Writing II is an extension of ENGL 103 and is for students who wish to develop their imaginative writing skills more fully.

Prereq: ENGL 103

Coreq: none

ENGL 107 3 cr (S)

Communication in the Workplace will help students to understand and communicate instructions, procedures, and ideas encountered at work.

Prereq: none

Coreq: none

ENGL 201 3 cr (F) [List E]

Native American Literature introduces students to the works of Native American writers. Students read poetry, short stories, and one novel. The class studies the emergence of Native American Literature in the 1970s and traces its creative development to the present.

Prereq: ENGL 101 with a C or higher, NASD 101

Coreq: none

ENGL 202 3 cr (FWS)

English Composition II continues the process of developing quality writing, reading, and editing skills. Students learn how to extract meaning from texts, respond to the ideas of others, and document sources.

Prereq: ENGL 101 with a C or higher

Coreq: none

ENGL 205 3 cr (OD) [List F]

Introduction to Journalism covers the basics of researching, interviewing, reporting, editing and photographing for a newspaper. Students will take photos and write feature stories, columns, editorials, essays and other assignments related to the content of SKC's on-line newspaper, Camp Crier.

Prereq: none

Coreq: ENGL 202

ENGL 210 3 cr (W)

World Literature is an introduction to enduring modern and classical literature. Students read prose and poetry selections from Native, African, Asian, European, and American cultures.

Prereq: ENGL 101 with a C or higher

Coreq: none

ENGL 306 3 cr (FWS)

[List F]

Writing Research Papers serves students from all academic departments. Students learn how to use the library to research a thesis question, formulate a hypothesis, and write in a professional style using the appropriate citation style for their field of study.

Prereq: ENGL 202 with a C or higher

Coreq: none

ENVS 110 3 cr (F)

Physical Field Methods include techniques designed to gather the data required to answer questions about the physical environment. Students will learn how to approach environmental field problems and choose appropriate sampling methods. In addition to using topographic maps, aerial photographs and Global Positioning Systems (GPS), students will perform water, soil and air quality sampling, stream discharge calculations, and ground water level and geological measurements. Field trips provide the basis for most of the course meetings.

Prereq: none

Coreq: none

ENVS 203 3 cr (W)

Weather and Climate provides a comprehensive survey of topics related to the study of weather and climate, with primary focus on the earth's energy balance, the role of moisture in the atmosphere, cloud development, formation of frontal systems, severe storms, climatic change and the impact of climatic variations on society. Students will also learn the use of on-line information and resources about weather and climate.

Prereq: none

Coreq: none

ENVS 220 4 cr (F)

Range Management presents basic principles of soils, water, and vegetation management on rangelands and the effects of management on domestic and wild animals. Students will examine case studies of range management practices.

Prereq: none

Coreq: none

ENVS 311 3 cr (S)

Water Quality Monitoring will investigate the natural hydrology of watersheds and the major sources of water quality degradation. Students will explore and gain an understanding of the primary chemical, physical and biological parameters used in effective water quality studies and gain hands on experience in water quality field sampling techniques, analysis and laboratory procedures.

Prereq: HYDR 131

Coreq: none

ENVS 319 3 cr (F)

Introduction to Soil Science covers the identification of soil types, development of soils, soil characteristics, and the effects of people on soils. Students will analyze the texture and structure of soils, as well as their chemical composition, water content, mineral makeup, and classification.

Prereq: ENVS 110, GEOL 101/102 or instructor consent

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS ENVS 320-FORS 154

ENVS 320 1 cr (F)
Introduction to Soil Science Lab

provides students with active learning opportunities to apply the theory and methods studied in Introduction to Soil Science. Included are laboratory and field exploration of soil science applications.

Prereq: none

Coreq: ENVS 319

ENVS 322 3 cr (S) [List J]

Environmental Law is an undergraduate level course that studies the history and the principle laws, regulations, and court cases in order to give students a basic understanding of environmental regulation in the United States. Students will also investigate how Environmental regulation impacts Indian Country.

Prereq: none

Coreq: none

ENVS 404 2 cr (W)

Senior Seminar: Culture and the Environment will provide discussion between the instructor and students regarding the role of cultural values in resource management. Students will research specific environmental topics and relate these to cultural values. Students will prepare oral and written presentations on current topics that have both environmental and cultural overtones.

Prereq: Senior standing in Natural Resources

Coreq: none

ENVS 408 4 cr (F)

Senior Thesis is a capstone course that allows Natural Resources majors to consolidate concepts and research completed during their academic studies. Students will complete professional papers and present their results in this course.

Prereq: Senior standing in Natural Resources

Coreq: none

ENVS 413 3 cr (F) [List J]
Wildlands Recreation Management

examines outdoor recreation policies and programs. Students will explore the expectations, preferences, and recreational needs as well as major social, political and economic factors affecting wildlands recreation.

Prereq: none

Coreq: none

ENVS 415 3 cr (W)

Restoration Ecology explores the scientific issues and research opportunities resulting from environmental restoration, recovery and bioengineering projects. Students will use current literature and case studies to identify underlying ecological questions.

Prereq: none

Coreq: none

ENVS 430 3 cr (W) [List J]

NEPA Process develops the skills necessary for the National Environmental Policy Act compliance, which are also valuable in any process of evaluating resource development. Students learn environmental assessment and environmental impact statements, gathering professional and public input, evaluating alternative plans, and planning for mitigation.

Prereq: none

Coreq: none

FLAG 101 1 cr (S)

Flagger Training is a combination of lecture, manuals, video, and hands on problem solving. The five areas of a Traffic Control Work Zone and the flaggers proper place in the work zone will be discussed. Flagging duties and responsibilities will be taught. A Montana flagger certificate will be issued upon successful completion of exam demonstrating competencies that meet standards of the Montana Department of Transportation and the Manual of Uniform Traffic Control Devices from the USDOT.

Prereq: none

Coreq: none

FORS 102 3 cr (F)
[List DS, H]

Fire and Human Cultures surveys the role of fire in the development of human cultures worldwide. Students will explore the physics of fire, the co evolution of human culture and uses of fire, and modern changes in the role fire plays in healthy human & ecosystem dynamics.

Prereq: none

Coreq: none

FORS 110 3 cr (W)

Introduction to Wildland Fire Management familiarizes students with the role of fire in North American ecosystems: what fire is physically; the role of fire in developing and maintaining healthy plant communities, fire ecology, and a survey of basic fire management, including fuels management & fire suppression.

Prereq: none

Coreq: none

FORS 146 3 cr (F)
[List DS, I]

Dendrology teaches identification, classification, environmental requirements, and physical properties of major deciduous and coniferous tree species of the Rocky Mountains.

Prereq: none

Coreq: none

FORS 154 3 cr (W)
[List DS, I]

Survey of Forestry examines the various aspects of forest ecology and management. Students learn about the sub disciplines of forestry, conservation issues, wilderness values, and socioeconomic relationships of the forest and the human community.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS FORS 210-FORS 343

FORS 210 2 cr (F)

Forest Measurements I Lab is a practical introduction to forest and forest products assessment. Students will learn simple mapping, use of forest measurement instruments and use of Geographical Positioning Systems.

Prereq: MATH 100

Coreq: none

Challengeable course

FORS 220 2 cr (W)

Forest Measurements II Lab continues developing students' skills in forest products assessment, with emphasis on cruising, statistical analysis of cruises and use of tally software.

Prereq: FORS 210, MATH 100

Coreq: none

Challengeable course

FORS 230 2 cr (S)

Forest Measurements III Lab extends practice and skills in cruising and scaling. Through field projects, students become proficient in use of equipment and software for collection and analysis of data.

Prereq: FORS 220, MATH 100

Coreq: none

Challengeable course

FORS 240 3 cr (S)

Fuels Measurements introduces students to the methods and practices involved with range and forest fuels types and measurements; sampling methods used in fire management, with targeting fuels parameters used in both management and fire modeling.

Prereq: FORS 220 or equivalent, or consent of instructor

Coreq: None

FORS 251 3 cr (W)

Silviculture provides an introduction to the theory and practice of silviculture and to methods of treatment applied to forested areas to create and maintain healthy and productive forests. Students consider forest ecology, the importance of protecting other resource values and the role of silviculture in sustainable forestry and ecosystem management. Prereq: FORS 154, or consent of instructor

Coreq: none

FORS 271 3 cr (S)

Forest Health and Disturbance examines the roles of insects, disease, fire, and abiotic factors such as drought in altering forest succession and dynamics. Specific insects and fungi species will be examined, as will characteristics and behavior of forest fires. The role of disturbance in shaping forest stands will be examined as will human management options to control and modify the influence of natural and introduced disturbance agents.

Prereq: FORS 145, or consent of instructor

Coreq: none

FORS 310 3 cr (F)

Forest Ecology explores the interrelationships of plants, animals and the physical environment that lead to diverse and healthy forest systems. Students learn about development, change, competition and disturbance of forested ecosystems and how to apply this knowledge to create ecologically informed forest management decisions.

Prereq: BIOS 260, BIOS 261 or consent of instructor

Coreq: none

FORS 330 3 cr (S)

Timber Harvest Systems examines the biological and economic basis behind timber extraction, as well as the different systems available and on-site management concerns. Students will be able to identify and choose the best harvesting system for a given site and lay out and supervise a timber sale so that site quality is maintained and site damage is minimized.

Prereq: Junior standing in Forestry or consent of instructor

Coreq: none

FORS 341 3 cr (W)

Wildland Fire Management: Fire Suppression explores the characteristics of fuels, weather, and topography that influence wildland fire behavior. This includes the interaction of fuels, weather, and topography on wildland fire behavior, fireline tactics, and safety.

Prereq: FORS 110 , or consent of instructor

Coreq: None

FORS 342 3 cr (S)

Wildland Fuels Management studies the use of fire in ecosystem management, including fuels, fuel types (range-lands & grasslands), fuels measurements, the application of prescription fire & other uses of fire as an integral part of modern ecosystem management practices.

Prereq: FORS 240, or consent of instructor

Coreq: None

FORS 343 3 cr (S)

Fire and GIS is a survey of GIS methods and applications used in wildland fire management, including mapping, modeling, fuels management and fire behavior.

Prereq: Geog 201, Geog 321 or equivalent

Coreq: None

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS FORS 410-FTVP 203

COURSE LIST

FORS 410 3 cr (F) Advanced Silviculture builds on the knowledge gained in FORS 251, Silviculture, to explore important practical issues in silviculture and forest ecosystem management. These topics will include quantitative growth and density modeling, stand reconstruction, alternative silvicultural approaches and landscape level management. Prereq: FORS 251 Coreq: none	FORS 443 3 cr (S) Fire, Fuel, and Vegetation Modeling reviews modeling fire behavior using PC based fire models, including Farsite, FLAMMAP, Fire Family Plus, FVS fire modules and fuels modules, and others. Prereq: FORS 442, or consent of instructor Coreq: None	FTVP 150 3cr (W) [List B, G] Digital Photography. This course will be cover the basic functions of the digital camera and introduce students to image handling and the digital darkroom in Adobe Photoshop CS5. Through assigned projects, students will learn to photograph and organize a visual story, with emphasis on image editing, the workflow process, and the organizing and storage of visual images. With lab TBA Prereq: FTVP 102/103 Coreq: none
FORS 420 3 cr (W) Fire Ecology explores the relationship between forest ecosystems and both wildland and human set fires. Fire regimes, forest tree adaptations and the ecological consequences of changing natural fire patterns are examined. Students will learn management techniques for both controlling fire through silvicultural prescriptions and for restoring fire to ecosystems where it has been suppressed. Prereq: FORS 271 Coreq: none	FTVP 102 2 cr (FWS) [List B, G] Introduction to Photography will cover the basics of using 35mm SLR cameras, wet processing and enlarging. In addition to technical skills, aesthetics, ethics, and photography as an art form and communications medium will be discussed. Prereq: none Coreq: FTVP 103	FTVP 171 3 cr (S) [List B, G] In “ New Directions in Indigenous Film ”, students will explore the historic portrayal of native people in the media as well as new and emerging methods and voices. Students will experiment with both traditional and digital film formats to create authentic indigenous footage that both honors the traditions and engages the native communities themselves in the process. Prereq: FTVP 140 Coreq: none
FORS 430 3 cr (S) Issues in Tribal Forest Management is a seminar class that examines ecological, cultural, social and economic issues that are unique to management of Tribal forest resources. Guest speakers and case study analysis will provide students with a variety of perspectives on how reservation forests can be managed to achieve cultural and ecological sustainability. Prereq: Senior standing in Forestry, or consent of instructor Coreq: none	FTVP 103 1 cr (FWS) [List B, G] Introduction to Photography Laboratory reinforces what is covered in FTVP 102, and assists students in completing projects as assigned. Prereq: none Coreq: FTVP 102	FTVP 202 2 cr (WS) [List G] Intermediate Photography (in black and white) will focus on refining the ideas and techniques presented in FTVP 102. Students will expand their understanding of the technical and aesthetic possibilities of black and white photography through weekly assignments, technical exercises and discussion of their work. Prereq: FTVP 102/103 Coreq: FTVP 203
FORS 442 3 cr (F) Fire Behavior & Meteorology introduces the concepts of fire behavior, concepts of forest & fire meteorology, and the synergy between climate, weather, and fire behavior. Prereq: FORS 341, or consent of instructor Coreq: None	FTVP 140 3 cr (WS) [List B, G] Fundamental Video Production is intended to provide the beginning student with experience in video and television production as well as instruction in shooting and editing. Lighting, audio, and graphic basics will also be covered. Prereq: none Coreq: none	FTVP 203 1 cr (WS) [List G] Intermediate Photography Laboratory reinforces what is covered in FTVP 202, and assists students in completing projects as assigned. Prereq: none Coreq: FTVP 202
	FTVP 141 3 cr (S) [List G] Intermediate Video Production provides the intermediate student with experience in video production and the basics of non-linear editing. The manipulation of audio, graphics and visual elements in a computer program will be stressed Prereq: FTVP 140 or consent of instructor Coreq: none	

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COURSE DESCRIPTIONS FTVP 216-GEOG 321

FTVP 216 2 cr (S) [List G]

Advanced Black and White

Photography will focus on refining the ideas and techniques presented in Introduction to Photography and Intermediate Photography in Black and White. Students will expand and master their practice of the technical and aesthetic controls in black and white photography through assigned projects and a weekly review of their work. In addition to the technical aspects, students will study the work of a variety of photographers and in the process will decide a direction and focus for their work. This class will require students to create, work actively on, and present a body of their photographic work for exhibition.

Prereq: FTVP 102/103

Coreq: none

FTVP 217 1 cr (S) [List G]

Advanced black and White Photography Laboratory

reinforces what is covered in FTVP 202, and assists students in completing projects as assigned.

Prereq: FTVP 102/103

Coreq: FTVP 216

FTVP 220 3 cr (S) [List B, G] (Odd years)

Photographic Alternative Processes

will cover basics of non-silver printing, hand applied processes, including image and emulsion transfers. Using camera generated images as a base, the course will allow for unconventional explorations in the making of a photograph.

Prereq: FTVP 102/103, or consent of instructor

Coreq: none

FTVP 235 3 cr (W) [list B, G] (Even years)

The Photographic Essay will provide a forum for telling stories with photographs. Students will conceptualize, form, produce, edit and sequence their own photographic essay. Participants will learn about ways to venture out and become part of the situation they are photographing and learn ways of preparing their work for presentation and possible publication.

Prereq: FTVP102/103 or consent of instructor

Coreq: none

FTVP 240 3cr (W) [List G]

The Art of Light. Light is the basis for perception of depth, color, tone and luminance. Practical experience in lighting for portraits, still life, flat and three dimensional artwork, nature, glassware and theatre lighting is covered. This course is about manipulating both artificial and natural light and is for still photography or video students who want to expand their ability to see and manipulate light in their selected medium.

Prereq: FTVP 102/3, or FTVP 140

Coreq: none

GEOG 100 5 cr (S) [List DS, I]

Introduction to Geography explores the basic content and methodology of geography; climate, land forms, population distribution, and analysis of human, physical, economic, and political features on a map.

Prereq: none

Coreq: none

GEOG 201 3 cr (FW)

GIS I is an introduction to the science of spatial information and the use of GIS software. The course includes a brief background session in geography and GIS, as well as an introduction to the ArcGIS software package. Topics also include spatial awareness, cartography, spatial data structure, GPS for GIS, spatial analysis, spatial data sources, and legal issues associated with GIS. Prereq: Students should have a basic understanding of computers (how to save files, open files, browse folders to locate files, edit text, etc.). Students not comfortable with basic computer operation should take CAPP 100 - Computer literacy prior to GIS courses.

Coreq: none

GEOG 321 cr (W)

GIS II will concentrate on the analytical capabilities of GIS. Students will expand their technical skill in ArcGIS with hands-on experience. Topics will include advanced spatial analysis (vector and raster), spatial modeling, 3D spatial data, and geostatistics.

Prereq: GEOG 201 or equivalent; Students should have a basic understanding of computers (how to save files, open files, browse folders to locate files, edit text, etc.). Students not comfortable with basic computer operation should take CAPP 100 - Computer literacy prior to GIS courses.

Coreq: none

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COURSE DESCRIPTIONS GEOG 331-GNSD 108

GEOG 331 3 cr (S)

GIS III includes geodatabase management in multi-user environments. Other topics include HTML-image-mapper extensions for ArcGIS, and advanced spatial modeling, including 3D models, advanced spatial analysis using vector and raster data.

Prereq: GEOG 320; Students should have a basic understanding of computers (how to save files, open files, browse folders to locate files, edit text, etc.). Students not comfortable with basic computer operation should take CAPP 100 - Computer literacy prior to GIS courses.

Coreq: none

GEOG 341 3 cr (S)

Remote Sensing & Image Analysis challenges students to apply the conceptual foundations and technical skills of image processing toward real-world problem solving in environmental and cultural themes. Students learn the basics of light reflectance in the electromagnetic spectrum, and the various aerial and satellite sensor platforms used to capture that information. Several hands-on projects provide experience in remote sensing applications such as studies of water, vegetation, geology, natural resource management, and cultural resource management.

Prereq: GEOG 321

GEOL 101 4 cr (FS)

[List DS, I]

Physical Geology is an introduction to topics such as plate tectonics, mountain building, rock and mineral identification, earthquakes and volcanoes, glaciers, hydrology, weathering and erosion, geological dating techniques, and mineral and fossil fuel resources. The relationship between geology and tribal cultures will also be explored.

Prereq: none

Coreq: GEOL 102

GEOL 102 1 cr (F)

[List DS, I]

Physical Geology Laboratory includes practical exercises designed to compliment the lecture. Field trips will introduce students to local geological features such as glacial erosion and deposition, extinct volcanoes, billion year old sedimentary rocks, geologic structures, landslides, stream features, and mineral deposits.

Prereq: none

Coreq: GEOL 101

GEOL 130 1-4 cr (S)

List DS]

Geology of the Flathead Indian Reservation provides basic geologic field observations and methods, geological map interpretation. Students take all day Saturday field trips to key areas of the Salish and Pend D' Oreille aboriginal watersheds.

Prereq: none

Coreq: none

GEOL 410 3 cr (F)

Fluvial Geomorphology provides a theoretical and practical understanding of stream systems including classic themes in fluvial geomorphology, stream flow, flow frequency, river hydraulics, stream development, sediment transport and storage, channel shape and stability, and landforms associated with rivers. Tribal relationships with riverine landscapes (past and present) will also be topics of discussion in this course.

Prereq: HYDR 321

Coreq: none

GNSD 102 2 cr (FWS)

Skills for College Success will provide students with information and skills needed for college success. This content will be addressed in ways that deepen student self-knowledge and develop student capacity for critical thinking, problem solving, assertive communication, and cross-cultural openness.

Prereq: none

Coreq: none

GNSD 107 2 cr (FWS)

Regular-Level 1 Tutoring Certification introduces tutoring processes for a variety of disciplines, with an emphasis in writing. Students will learn tutoring techniques and methods; theories and styles; critical thinking and problem solving skills; communication, study, and referral skills; assessment strategies for writing; and proper writing technique. Students will attend class and facilitate one-on-one and group tutoring sessions. Upon completion of the course, students will be certified as a Level 1 tutor through the College Reading and Learning Association.

Prereq: Enrollment is limited to selected applicants who successfully complete the application process.

Coreq: none

GNSD 108 2 cr (FWS)

Advance Level 2 Tutoring Certification continues instruction of advanced tutoring processes in writing. Students will foster proper writing technique, continue to practice evaluation procedures for communications, study intercultural communication skills and brain dominance learning, and assess study behaviors. Students will attend class, facilitate one-on-one and group tutoring sessions, mentor Level 1 students, and assist with workshop presentations. Upon completion of the course, students will be certified as a Level 2 tutor through the College Reading and Learning Association.

Prereq: Level 1 Certification and consent of instructor

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS GNSD 109-HIEP 130

GNSD 109 2 cr (FWS)

Master-Level 3 Tutoring Certification continues advanced instruction of tutoring processes in writing. Students will learn to tutor target populations and to structure learning experiences. Students will also study self-regulated learning techniques, group management skills, as well as train and supervise Level 1 and 2 tutors. Students will attend class, facilitate one-on-one and group tutoring sessions, and organize and facilitate workshops. Upon completion of the course, students will be certified as a Level 3 tutor through the College Reading and Learning Association.
 Prereq: Level 2 Certification and consent of instructor
 Coreq: none

GNSD 110 2 cr (FWS)

Student Government is restricted to students elected to the SKC Student Senate or with the senate advisors approval. Students will attend weekly meetings that focus on concerns and interests of the student body as well as plan student events in conjunction with the student life department; they will also exercise their leadership abilities by becoming familiar with the structure, procedures and activities of the College.
 Prereq: none
 Coreq: none

GNSD 125 3 cr (FS)

Job Seeking Skills instructs students on various methods used to seek jobs and be successfully placed. Topics covered include writing a resume, filling out job application forms and interviewing techniques.

Prereq: none
 Coreq: none

GNSD 141 3 cr (FWS)

Career Exploration is designed to prepare students for career decision making, establishing and implementing career goals. Students will research information about occupations, values, interests, skills, and educational programs of their choice.

Prereq: none
 Coreq: none

GNSD 350 3 cr (FWS)

[List F]

Grant Writing is an introduction to grant writing for students who have no prior experience developing grant proposals. Students will compose a mock foundation grant proposal that addresses a chosen topic of interest.

Prereq: ENGL 101
 Coreq: none

HEOP 100 10 cr (FW)

Introduction to Heavy Equipment Operation includes identification, function, methods, and theory of equipment operation. Also included are basic knowledge of soils and grades. Students will experience hands on training through operation of heavy equipment and simulators, and learn to service and maintain equipment with emphasis on safety practices. Course curriculum will include training to meet the technical skills and competencies required for NCCER Level 1, 2 & 3 Heavy Equipment Operation.

Prereq: none
 Coreq: none

HEOP 110 10 cr (S)

Heavy Equipment Field Experience is designed to enhance student skills in a working environment. Emphasis is placed on safe and efficient operation of scrapers, front-end loaders, excavators, dozers, motor graders, and compactors. Also included is experience in grade control and basic surveying skills, along with continued preventative maintenance and safety training needed to succeed in the construction industry as a professional equipment operator.

Prereq: HEOP 100
 Coreq: none

HIEP 117 4 cr (F)

Medical Terminology and Anatomy introduces the study of the four basic components of medical terminology in relationship to the body systems. Students will analyze case studies and transcription chart notes in applying correct terminology to the information found in each chapter.

Prereq: none
 Coreq: none

HIEP 121 2 cr (F)

Medical Legal Aspects introduces students to the basic laws and policies regarding confidentiality and security of medical information, medical consents, and release of health information. Montana State and Federal laws are introduced. Students discuss and learn how bioethical issues impact our society and the laws pertaining to them.

Prereq: none
 Coreq: none

HIEP 130 2 cr (W)

Medical Office Billing I introduces students to medical office billing and reimbursement procedures. This includes introduction to the role of the medical office clerk, medical records structure, ICD-9-CM and CPT-4 coding systems, and basic health insurance billing procedures.

Prereq: none
 Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS HIEP 131-HMNT 301

HIEP 131 3 cr (S)

Medical Office Billing II continues the study of medical office billing and reimbursement procedures. By the end of the quarter, students will be able to identify major health care payers; abstract information from the medical record to arrive at proper diagnostic and procedural coding; understand inpatient and outpatient billing practices; complete a health insurance claim form; and understand the roles of the medical office clerk profession from entry level to billing specialist.

Prereq: HIEP 130

Coreq: none

HIEP 133 3 cr (S)

Essentials of Electronic Medical Records introduces students to the basic function of digital medical records software for use in medical office professions. Classroom lectures and activities will be based on software simulation of patient charts and medical office registration and billing procedures. Students will practice and demonstrate their skills in medical record keeping and data entry.

Prereq: HIEP 130

Coreq: HIEP 131

HIEP 201 4 cr (F)

Medical Office Procedures prepares students for the tasks and skills required for the front office/administrative responsibilities of a Medical Assistant. Topics include career information and opportunities, receptionist duties, interpersonal communication, scheduling appointments, maintaining patient records, handling financial transactions, processing mail, and interacting with other employees in a healthcare facility.

Prereq: HIEP 121, HIEP 131, HIEP 133, CAPP 102

HIST 111 3 cr (W)

[List C, H]

American History to 1877 examines major social and political events in American History up until 1877. Students explored the varied and often conflicting movements that have combined to shape the United States.

Prereq: none

Coreq: none

HIST 112 3 cr (S) [List C, H]

American History since 1877 examines major social and political events in American History from 1877 to the present. Students explore the varied and often conflicting movements that have combined to shape the United States.

Prereq: none

Coreq: none

HIST 121 3 cr (F)[List C, H]

World History to 1500 surveys religious, political, and social developments in various world cultures from ancient days to 1500. Emphasis is placed on exploring connections between ancient times and the centuries leading up to 1500.

Prereq: none

Coreq: none

HIST 122 3 cr (W)

List C, H]

World History since 1500 surveys religious, political, and social developments in various world cultures from 1500 to the present. Emphasis is placed on exploring connections between past centuries and the 21st century.

Prereq: none

Coreq: none

HMNT 100 1 cr (FW)

Orientation to Liberal Arts introduces Liberal Arts majors to the goals of a Liberal Arts education and engages them in strategies for success. Students will launch their portfolios, participate in team and skill building projects, and write a personal mission statement.

Prereq: none

Coreq: none

HMNT 101 3 cr (FWS)

Introduction to Humanities introduces students to significant contributions in the areas of literature, philosophy, history, and art. Students explore themes central to human existence, from ancient times to the present, as they are expressed through the liberal arts.

Prereq: none

Coreq: none

HMNT 300 3 cr (WS)

Liberal Arts Capstone. Students will apply their skills in real world scenarios, through community service projects, assuring that graduates can productively apply their degree in the job market. Students will review and build upon their HMNT 101 portfolios, evaluate progress, and create a plan for, and take steps toward, pursuing further education and/or entering the workforce.

Prereq: NASD 109; ENGL 210; HMNT 310; PSYC 320 or SCID 101 w/C or higher all classes

Coreq: none

HMNT 301 3 cr (S) [List G]

Social and Environmental Ethics considers ethical questions in contemporary social and environmental issues. Students will explore the roots of their moral values, study ethical theories, and compare opposing viewpoints.

Prereq: ENGL 202 w/C or higher; HMNT 101 or PHIL 100

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS HMNT 305-HPED 130

HMNT 305 3 cr (S) [List G]

Studies in Poetry will focus on writing poems. Students carefully study and imitate poems written by authors from culturally diverse backgrounds. As a final project, students will study a book-length collection by a Native American poet.

Prereq: none

Coreq: none

HMNT 310 3 cr (W) [List G]

Advanced Studies in Humanities examines significant twentieth century developments in the Humanities. Students analyze formative ideas that have shaped the history, literature, philosophy, and art of the last one hundred years.

Prereq: ENGL 202 w/C or higher;

HMNT 101 or PHIL 100 or ENGL 210

Coreq: none

HPED 102 3 cr (W)

Holistic Wellness examines the key elements of holistic health and students will complete a personal fitness appraisal. Topics of discussion will include nutrition, weight control, exercise routines, stress management, and substance abuse.

Prereq: none

Coreq: none

HPED 105 3 cr (OD)

Women's Basketball offers women conditioning activities to get in shape for basketball. The students will do various conditioning drills that will help improve cardiovascular, strength and stamina as well as improve basketball skills.

Prereq: none

Coreq: none

HPED 106 3 cr (OD)

Men's Basketball offers men conditioning activities to get in shape for basketball. The students will do various conditioning drills that will help improve cardiovascular, strength and stamina as well as improve basketball skills.

Prereq: none

Coreq: none

HPED 107 various cr (OD)

AIHEC Basketball is geared towards those students selected to play for the SKC men's and women's basketball teams. These teams will represent SKC at the AIHEC Basketball tournament as well as various independent tournaments.

Prereq: consent of instructor

Coreq: none

HPED 110 various cr (OD)

Walking for Fitness this course serves the student in the area of physical fitness by getting them moving. Walking has proved to be one of the best exercises for all student and we all know how to do it. Instructions will be administered to help the student understand how to maintain safe work out levels and how to gain the most out of their work out.

Prereq: none

Coreq: none

HPED 112 1-3 cr (FWS)

Physical Fitness offers both physical and mental strengthening by incorporating all aspects of a healthy lifestyle, including proper exercising and nutrition. Instructors will focus heavily upon proper utilization of equipment and exercises to achieve desired personal goals. This course may be taken up to three times for credit.

Prereq: none

Coreq: none

HPED 113 3 cr (FW)

Bowling is designed to teach students the basics of bowling. This course will also provide the students with physical exercise and stress reduction. Bowling, can be very fun and a great way meet new friends and a excellent way to exercise during the winter months. (winter quarter only) by request.

Prereq: none

Coreq: none

HPED 120 2 cr (OD)

Softball is for students interested in learning to play co-recreational softball. Students will work on fielding, batting and general rules of the game. Students will also play in a local softball tournament and at the end of the quarter against the staff/faculty in the annual student vs. staff/faculty softball game.

Prereq: none

Coreq: none

HPED 125 1 cr (FWS)

First Aid and CPR provides detailed instruction in cardiopulmonary resuscitation, airway obstruction and proper care of minor injuries. Instructions for these procedures include infant, child and adult.

Prereq: none

Coreq: none

HPED 130 2 cr (F)

Beginning Billiards I is a "hands on" skill course which will teach the student basic billiard knowledge and techniques from the beginner, intermediate, and advanced levels

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS HPED 131-HYDR 211

HPED 131 3 cr (FWS)

Yoga for all levels this beginning yoga course serves the student in the area of physical fitness, stress reduction, and general health and well-being. The class is designed to allow the student to work at his/her own level and to accomplish his/her goals for health through the practice of yoga. Pregnant students must consult their physician and have approval to attend the class.

Prereq: none

Coreq: none

HPED 135 2 cr (W)

Beginning Billiards II is a “hands on” continuation skill course of Beginning Billiards I which will teach the student basic billiard knowledge and techniques from the beginner, intermediate, and advanced levels.

Prereq: none

Coreq: none

HPED 136 3 cr (FWS)

Yoga for Stress Reduction will serve all students in physical fitness and general health with an emphasis on stress reduction. Class topics will include discussion of how stress affects the body and mind, recognition of stress, and practices to reduce stress.

Prereq: none

Coreq: none

HPED 140 2 cr (S)

Beginning Billiards III is a “hands on” continuation skill course of Beginning Billiards I and II which will teach the student basic billiard knowledge and techniques from the beginner, intermediate, and advanced levels.

Prereq: none

Coreq: none

HPED 150 1 cr (FS)

Beginning Golf provides a solid foundation of fundamentals for beginning golfers. The course will consist of both in class lectures and videos on the basic golf swing and golfing etiquette. A portion of the course is time spent on the driving range and golf course developing skills.

Prereq: none

Coreq: none

HPED 350 3 cr (S)

Advanced Golf provides a solid foundation of fundamentals and skills for advanced golfers. The course will consist of both in class lectures and videos on the 8-step golf swing and the rules of golf. A major portion of the course consists of time spent on the driving range and golf course developing skills and learning and applying more of the rules to the game of golf.

Prereq: none

Coreq: none

HYDR 101 3 cr (F) [List DS]

Introduction to Hydrology is an introduction to a critical natural resource upon which all life depends. Topics include the main processes of the hydrologic cycle, including precipitation, evaporation and transpiration, runoff, infiltration and groundwater. Other topics include forest hydrology, water quality and quantity, ground water - surface water interaction, pollution sources and transport, water storage and supply, tribal views of the resource, and water management issues. Field trips will provide hands-on experience related to tribal and world issues.

Prereq: MATH 100

Coreq: none

HYDR 131 3 cr (S)

Introduction to Water Quality Monitoring investigates the natural hydrology of watersheds and the major sources of water quality degradation. Students will explore and gain an understanding of the primary chemical, physical and biological parameters used in effective water quality studies and gain hands on experience in water quality field sampling techniques, analysis and laboratory procedures with an emphasis on water quality of tribal lands.

Prereq: none

Coreq: none

HYDR 210 3 cr (F)

Physical Hydrology offers an in-depth study of the occurrence, distribution, and movement of water in the atmosphere, on the surface, and beneath the ground. The course will focus on both qualitative and quantitative aspects of the major physical hydrologic processes including precipitation, snow and snowmelt, infiltration, soil moisture, groundwater flow, evapotranspiration and runoff as they relate to water resource issues facing tribal nations and the world.

Prereq: HYDR 101, MATH 100

Coreq: none

HYDR 211 3 cr (OD)

Natural Hazards examines volcanism, earthquakes, landslides, floods, coastal erosion, hurricanes, and asteroid impacts. This class emphasizes processes, recognition and consequences of catastrophic events and how to minimize their societal impacts.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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COURSE DESCRIPTIONS HDRY 230-HYDR 410

HYDR 230 3 cr (S)

Field Hydrology examines the use and application of instruments and methods for conducting and interpreting subsurface and surface hydrological field data. Surface field methods include stream gaging, indirect discharge measurements, hydrological surveying and micrometeorological instruments and methods. Subsurface field methods will include well monitoring pressure transducers, thermal monitoring and piezometers. Field work and preparation of lab and field reports specific to tribal and government agencies are included.

Prereq: none

Coreq: none

HYDR 232 3 cr (S)

Surveying and Maps introduces the instruments of surveying and their use in relationship to hydrological application. Covers procedures for keeping proper field notes; causes of errors and mistakes in measurements; methods of determining accurate linear measurements; and procedures for determining distances and elevations by direct and indirect methods. Examines proper use of the transit, theodolite, compass, electronic total station, engineer's level, auto compensating level, and global positioning systems. Also includes field sketching, plotting, traversing, and stadia notes to develop topographic maps; plotting cross sections and profiles.

Prereq: MATH 109, or consent of instructor

Coreq: none

HYDR 311 3 cr (F)

GIS Applications in Hydrology is an examination of hydrologic resources using GIS, remote sensing, and other Internet resources, geoinformatic data bases, and data mining methods will be discussed.

Prereq: GEOG 321

Coreq: none

HYDR 312 3 cr (OD)

River Restoration gives a conceptual understanding of the physical and chemical aspects of riverine resources. Analyses of how humans shape, manage, and restore river systems and function. Applications of fluvial principles and techniques related to river management and stream restoration are emphasized. The course examines the success and failures of past and current river restoration projects and how they affect people.

Prereq: MATH 109, HYDR 230

Coreq: none

HYDR 321 4 cr (W)

Applied Hydrology looks at advanced topics in watershed hydrology; rainfall-runoff, infiltration, overland flow routing, sediment modeling, statistical analysis and research methods in hydrology with implications toward applied use of current hydrological modeling software. The course includes application of statistics and probability to uncertainty in the description, measurement, and analysis of hydrologic variables and processes.

Prereq: HYDR 210, HYDR 230

Coreq: none

HYDR 331 3 cr (OD)

Climate Change is a hydrologic perspective on local, regional and national climate systems, including processes, cycles, and feedbacks. The course provides detailed examination of changes due to natural processes and human activities.

Prereq: none

Coreq: none

HYDR 332 3 cr (OD)

Hydrology of Dams provides a conceptual understanding of the impacts dams and other water impoundments have on riverine systems. Topics will include floodplains and physical, chemical and biological alterations.

Prereq: MATH 100

Coreq: none

HYDR 334 3 cr (OD)

Irrigation on the Flathead Indian Reservation examines history and exploration of issues related to irrigation practices on the Flathead Indian Reservation. Students will also explore water diversion and agricultural practices through case studies on other Tribal lands.

Prereq: MATH 109, HYDR 230

Coreq: none

HYDR 370 3 cr (S)

Groundwater is the study of the storage and flow of water through the ground. We will learn how ground water fits into the hydrologic cycle, study interactions of surface and ground water, and analyze the different properties of geological materials that are relevant to ground water flow. Students will develop an understanding of the human impacts to ground water quantity and quality. Investigations will employ conceptual models, mathematical equations, computer models, and field observations. Special attention will be paid to ground water issues in Indian Country.

Prereq: HYDR 101, MATH 100 or instructor consent

Coreq: none

HYDR 410 3 cr (S)

Advanced Groundwater is a review of advanced concepts used in groundwater investigations, including flow systems analysis, hydrogeologic monitoring and sampling, resource evaluation, exploration, development and monitoring, and contaminant transport..

Prereq: HYDR 370, MATH 109

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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COURSE DESCRIPTIONS

HYDR 411-ITEC 201

HYDR 411 3 cr (S)

Surface Water Groundwater Interactions is a detailed examination of the water transition between surface water and groundwater. Topics will include field examinations and methodologies including physical, thermal, chemical, and biological processes. Conjunctive management and case scenarios will be studied.

Prereq: HYDR 321, HYDR 370

Coreq: none

HYDR 420 3 cr (OD)

Groundwater Modeling explores numerical modeling techniques and their applications in groundwater flow systems. Field problems will be critiqued including parameter selection, estimation, and calibration statistics.

Prereq: HYDR 410, MATH 111

Coreq: none

HYDR 422 3 cr (W)

Water Law is a review of interstate water problems; federal/state powers; federal/Indian water rights/Montana water law; current and future issues in water law. The course looks into conjunctive management of surface water and groundwater and gives a progressive examination of the historical events, processes, and litigations that developed into today's environmental laws and their implications to tribal lands and sovereignty.

Prereq: HYDR 101, or consent of instructor

Coreq: none

HYDR 425 3 cr (W)

Watershed Management is a seminar class that examines historical and contemporary water management and regulatory issues between stakeholders. This course will survey interdisciplinary processes of characterizing, planning, regulating, and implementing land use practices and water management practices. Sustainability and enhancement of watershed functions that affect plant, animal, and human communities will be discussed. Potential topics include water supply, water quality, drainage, storm-water runoff, flood control, fisheries, recreation, water rights, and practices impacting ecosystem services.

Prereq: Junior standing or consent of instructor

Coreq: HYDR 422

HYDR 431 3 cr (S)

Tribal Waters explores the many applications of traditional use of water by tribal people, including ceremonial and spiritual use. The course will integrate past, present and future issues related to water as a resource from tribal perspectives on local and international stages.

Prereq: Senior Standing in Hydrology

Coreq: none

ITEC 100 4 cr (F) [List DS]

IT Fundamentals introduces the foundations of the profession. Topics include computer hardware, system administration, networking, data and databases, web technologies, and programming.

Prereq: none

Coreq: none

Challengeable course

ITEC 130 3 cr (W)

Upgrading & Repairing Computers will explore the various types of computer hardware and basic architectures. Students will gain hands-on experience troubleshooting problems, replacing, and upgrading components.

Prereq: none

Coreq: none

Challengeable Course

ITEC 135 3 cr (W)

Desktop Operating Systems will explore various aspects of Windows and Mac operating systems including hands-on system configuration, administration, basic and advanced user skills. Students will be prepared for the Microsoft Technology Associate Windows OS Fundamental exam.

Prereq: none

Coreq: none

Challengeable Course

ITEC 160 4 cr (S)

Web Programming will introduce students to the fundamentals of the world wide web. Topics will include markup languages, web clients and web servers, server-side and client-side scripting, and multimedia web design. Students can expect to gain hands-on experience with HTML 5, CSS 3, and Javascript.

Prereq: ITEC 100

Coreq: none

ITEC 165 3 cr (S)

Linux System Administration will cover various Linux distributions. Students will gain experience with Linux file systems, package management, access controls, scripting, system monitoring and process management as well as the system kernel.

Prereq: ITEC 135

Coreq: none

ITEC 201 4 cr (F)

Databases I introduces students to basic database concepts, as well as design and implementation skills. Students will be exposed to fundamental and advanced concepts of Relational Database Management Systems (RDBMS), database design, entity-relationship modeling, normalization, and the Structured Query Language (SQL). Students will also be exposed to real-life scenario projects and hands-on assignments.

Prereq: ITEC 100

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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COURSE DESCRIPTIONS ITEC 205-ITEC 360

ITEC 205 4 cr (F)

Networking Fundamentals will introduce TCP/IP and OSI networking models, LANs, WANs, IP addressing, routing, Ethernet switching concepts, physical network media including Ethernet and single-mode/multimode fiber optics.

Prereq: ITEC 100

Coreq: none

ITEC 210 4 cr (F)

Information Security Fundamentals introduces the seven domains of the SSCP certification access controls, cryptography, malicious code and activity, monitoring and analysis, networks and communication, risk response and recovery as well as security operations and administration.

Prereq: ITEC 165

Coreq: none

ITEC 215 1 cr (F, W, S)

IT Seminar focuses on student reading and presenting of topics of their interest from recent IT and IT-related publications. Students will also write summaries of these publications.

Prereq: ENGL 101

Coreq: none

ITEC 231 4 cr (W)

Databases II is a continuation of Database I. Students will get a deeper understanding of Structured Query Language (SQL), indexes, triggers, views, stored procedures and embedded SQL. Students will also be exposed to real-life scenario projects and hands-on lab assignments.

Prereq: ITEC 201

Coreq: none

ITEC 235 4 cr (W)

Network Infrastructure presents both routing and switching concepts. The course provides a firm base in network infrastructure management and expands on topics covered in Networking Fundamentals.

Prereq: ITEC 205

Coreq: none

ITEC 265 4 cr (S)

Advanced Networking explores topics such as LAN switching using VLANs, spanning tree protocol, VLSM and route summarization, advanced routing protocol configuration and troubleshooting, and routing protocol theory of various network protocols including OSPF and EIGRP.

Prereq: ITEC 235

Coreq: none

ITEC 301 4 cr (F)

CCNA Exam Preparation focuses on the current CCNA exam objectives to prepare students for the CCENT and CCNA networking certification exams.

Prereq: ITEC 265

Coreq: none

ITEC 310 3 cr (F)

Linux Server Administration teaches students about the Linux kernel, system configuration, access controls, performance analysis, user and group administration, backups, fault tolerance using RAID, kickstart file creation, network installations, and file systems.

Prereq: ITEC 165

Coreq: none

ITEC 315 1 cr (F, W, S)

IT Seminar focuses on student reading and presenting of topics of their interest from recent IT and IT-related publications. Students will also write summaries of these publications.

Prereq: ITEC 215

Coreq: none

ITEC 320 3 cr (F)

Windows Server Administration gives students experience with server roles, user and group management, access controls, active directory, storage technologies, server performance management, and maintenance. Students will be prepared for the Microsoft Technology Associate Windows Server Administration Fundamentals exam.

Prereq: ITEC 135

Coreq: none

ITEC 325 4 cr (W)

Data Storage is a survey of the design, implementation, and administration of arrays of pooled drives for storing data efficiently, reliably, and securely. Topics include RAID, fibre channel and SCSI storage area networks, SMB and NFS file sharing protocols, replication and capacity optimization technologies, storage visualization, and backup and recovery.

Prereq: ITEC 310

Coreq: none

ITEC 330 4 cr (W)

Network Security Analysis builds on Information Security Fundamentals. Students will learn network security analysis, defense, and countermeasures. Students will analyze how attackers perform reconnaissance, scan for vulnerabilities, utilize exploits to gain and maintain access to network and system resources, as well as how to hide or destroy evidence of those attacks.

Prereq: ITEC 210

Coreq: none

ITEC 335 4 cr (W)

Administrating Network Services I teaches students to install and configure network services using Windows and Linux server operating systems. Network services that will be covered include DNS, LAMP and WAMP web services, email, networked file systems, terminal services, LDAP, and DHCP.

Prereq: ITEC 310, ITEC 320

Coreq: none

ITEC 360 4 cr (S)

Relational Database Management helps students build practical skills with managing an enterprise-level relational database management system (RD BMS). Students will work directly with a database server using the structured query language (SQL).

Prereq: ITEC 231

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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COURSE DESCRIPTIONS

ITEC 365-LFSC 330

ITEC 365 4 cr (S)

Administering Network Services

ITC focuses on advanced installations and configurations of various network services using Windows and Linux server operating systems. Topics covered include Kerberos, Single Sign On, Open-LDAP, and Active Directory.

Prereq: ITEC 335

Coreq: none

ITEC 405 4 cr (F)

Networking: Advanced Routing covers CCNP topics from the current Route exam such as routing protocols, IPv6, network designing, planning, implementation, and maintenance.

Prereq: ITEC 301

Coreq: none

ITEC 410 4 cr (F)

Cloud Computing introduces the fundamental cloud computing service models IaaS, PaaS, and SaaS. Students will utilize public, private, and hybrid cloud technologies to implement converged infrastructures that allow IT professionals to rapidly adjust IT resources to meet fluctuating and unpredictable business needs.

Prereq: ITEC 365

Coreq: none

ITEC 415 1 cr (F, W, S)

IT Seminar focuses on the student reading and presenting of topics of their interest from recent IT and IT-related publications. Students will also write summaries of these publications.

Prereq: ITEC 315

Coreq: none

ITEC 430 4 cr (W)

Scripting for System Administrators will utilize Linux bash shell scripting and Windows power shell scripting to automate common system administration tasks.

Prereq: ITEC 365

Coreq: none

ITEC 435 4 cr (W)

Networking: Advanced Switching

covers CCNP topics from the current Switch exam such as network designing, planning, implementation, and maintenance, VLANs, switch link aggregation, Spanning Tree Protocol, Multilayer switching, Enterprise campus network design, Wireless LANs, and switched network security.

Prereq: ITEC 405

Coreq: none

ITEC 440 4 cr (W)

MCSA/MCSE Exam Preparation

aides the student in preparing for the Microsoft Certified Solutions Associate Windows Server 2012 and the Microsoft Certified Solutions Expert Network Infrastructure certification exams.

Prereq: ITEC 365

Coreq: none

ITEC 460 5 cr (S)

Advanced IT Internship requires the student to spend at least 5 credit hours in a real-world work environment. The student is responsible to seek out these opportunities and should work with his/her advisor before signing up for these credits.

Prereq: consent of instructor

Coreq: none

ITEC 465 4 cr (S)

Networking: Advanced Troubleshooting covers CCNP topics from the current Troubleshoot exam. Students will learn to troubleshoot switches, routers, STP, BGP, OSPF, EIGRP, enterprise networks, and IPv6.

Prereq: ITEC 435

Coreq: none

LFSC 310 3 cr (OD) [List J]

Essentials of Environmental Health is a survey course that examines the interrelationship between human health and the environment, primarily focusing on how physical, chemical, and biological factors in the environment can adversely impact human health. Students will receive a broad exposure to basic environmental health issues, become acquainted with their scientific causes, and review methods and principles to prevent or mitigate their effect on human health.

Prereq: ENGL 202, MATH 100

Coreq: none

LFSC 320 5 cr (F)

Mammalian Physiology introduces students to the physiological mechanisms involved in coordination, movement, circulation, respiration, digestion, excretion and reproduction. Contains integrated laboratory modules.

Prereq: BIOS 130 and CHEM 140

Coreq: none

LFSC 330 5 cr (W)

Genetics and Adaptation provides students with the biological basis of heredity and adaptation to the environment. This course describes genes, their molecular composition and how they are regulated, to provide an understanding of biological diversity and evolution.

Prereq: BIOS 130, LFSC 320,

ENGL 202

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS LFSC 340-LFSC 462

LFSC 340 4 cr (S)

Biochemistry provides students with a concise and comprehensive introduction to all the important areas of biochemistry. These include DNA structure and replication, RNA synthesis and processing, amino acids, protein synthesis, enzymes, metabolism (carbohydrate, lipid, nitrogen), respiration and energy. This course contains imbedded laboratory modules.

Prereq: BIOS 234, LFSC 330

Coreq: none

LFSC 375 1-2 cr (FWS)

[List F]

Life Science Seminar Series I will introduce students to relevant, current life science-related research and science ethics. The course will alternate between “journal club” presentations and ethics lectures. All of the students will have the opportunity to present a paper from a high-impact scientific journal. May be repeated for up to 3 credits.

Prereq: Satisfactory standing as a junior in the Life Sciences Program

Coreq: none

LFSC 420 5 cr (F)

Cellular Biology I: Cell Structure and Function is the first course in a series of three to explore the functioning of a cell at the molecular level. In this course students will study how proteins and organelles function within the cell to produce life. Supplemental current scientific articles are integrated into the course. Integrated laboratory modules are included.

Prereq: LFSC 330, BIOS 234 or consent of instructor

Coreq: none

LFSC 422 5 cr (W)

Cellular Biology II: Genomes is the second course in a series of three to explore the functioning of a cell at the molecular level. In this course, students will study how proteins and RNA interact with the genome to regulate transcription and translation, and how environmental factors influence genomic regulation. Supplemental current scientific articles are integrated into the course. Integrated laboratory modules are included.

Prereq: LFSC 420 or consent of instructor

Coreq: none

LFSC 424 5 cr (S)

Cellular Biology III: Complex Cellular Systems is the third course in this series that explores the functioning of a cell at the molecular level. In this course, students will study how cells interact with the extracellular environment, as well as other cells, to orchestrate the many functions necessary to maintain life in a complex organism. The molecular action of hormones and drugs will be studied. Additionally, the molecular basis for cancer will be explored. Supplemental current scientific articles are integrated into the course. Integrated laboratory modules are included.

Prereq: LFSC 422

Coreq: none

LFSC 430 3 cr (OD) [List J]

Principles of Epidemiology is designed to introduce the student to the field of epidemiology. Epidemiology is concerned with the study of factors that determine the distribution of health and disease in human populations and its application to investigating and developing strategies for control of health problems.

Prereq: ENGL 202, MATH 241,

Course in Biology or Nursing

Coreq: none

LFSC 450 3 cr (S)

Ancient Diseases and Immunity uses a case study approach to investigate various disease outbreaks, plagues, and infection reports throughout history. The goal of this class is to challenge students to develop a working knowledge of the various disciplines of medical microbiology, including bacteriology, mycology, parasitology, virology, and human immunology.

Prereq: LFSC330

Coreq: none

LFSC 460 3 cr (OD)

Environmental Toxicology I. Environmental toxicology is the study of the adverse health effects of pollutants in the environment on individuals, populations and ecosystems. This is the first course in a two-course sequence. It introduces the basic concepts and principles of environmental toxicology, namely source, transport and fate of pollutants, absorption and metabolism of various classes of toxicants and classic dose-response relationships.

Prereq: CHEM 364, MATH 241 or consent of instructor

Coreq: none

LFSC 462 3 cr (OD)

Environmental Toxicology II is the second course of a two-course sequence on environmental toxicology. This course focuses on the effects of environmental pollutants on populations, communities and ecosystems, as well as modern techniques of biomonitoring and ecological risk assessment.

Prereq: LFSC 460

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS LFSC 475-MATH 096

LFSC 475 1-2 cr (FW)

Life Science Seminar Series II is a continuation of LFSC 375, and will continue to involve students in relevant, current life science-related research and science ethics. The course will alternate between “journal club” presentations and ethics lectures. All of the students will have the opportunity to present a paper from a high-impact scientific journal.

May be repeated for up to 2 credits.

Prereq: Satisfactory standing as a senior in the Life Sciences Program

Coreq: none

LFSC 485 2 cr (FWS)

Life Sciences Internship is designed to provide students with a “hands-on” laboratory research experience. Students enrolled in this internship develop and implement their own research project in an approved research laboratory. This will form the basis of their Senior Research Capstone (LFSC 495). May be repeated twice for a maximum of 4 credits.

Prereq: Successful completion of the third year Life Sciences core third year

Coreq: none

LFSC 490 various cr (OD)

Special Topics in Life Sciences offers in-depth investigations of a variety of different topics in the Life Sciences.

May be repeated for a maximum of 10 credits.

Prereq: Consent of instructor

Coreq: none

LFSC 495 3 cr (OD)

Life Sciences Senior Research Capstone represents the successful completion of a student’s senior year’s research project. Students will produce a written thesis in scientific journal format, as well as formally present their work to the college faculty at the end of the year.

Prereq: LFSC 485

Coreq: none

MAST 141 3 cr (W)

Human Disease focuses on the disease process. The concepts of prevention, treatment, and symptom management will be discussed. The cultural considerations of the Native population will also be emphasized. Students will gain the knowledge necessary to be able to explain procedures, treatments and instructions received from the Health Care Provider, to the patient and their families.

Prereq: none

MAST 143 3 Cr. (S)

Pharmacology for the Medical Assistant focuses on medications administered in the clinic or office. Dosage calculation will be included in this course. Students will gain knowledge necessary to safely administer medications, including appropriate dosage, adverse reactions and contradictions. Cultural considerations of the Native client will also be included.

Prereq: MAST 141

MAST 235 6 cr (F)

Clinical Skills for the Medical Assistant with Lab I focuses on the skills necessary to function in the clinic setting. They include but are not limited to: placing clients in rooms, history of current complaint, medication list, vital signs, assisting the Health Care Provider during examinations or procedures, and administering medications. They will also include culturally responsive healthcare practices. These skills will be practiced in the lab setting and in supervised practice in the clinic setting.

Prereq: MAST 141, MAST 143

MAST 240 6 cr (W)

Clinical Skills for the Medical Assistant with Lab II focuses on the advanced skills of the Medical Assistant. They include, but are not limited to: collecting and preparing specimens, performing basic (CLIA-Waved) laboratory tests, drawing blood, performing EKG’s, removing sutures and simple dressings. These skills will be practiced in the lab setting and in supervised practice in the clinic setting.

Prereq: MAST 235

MAST 271 12 cr (S)

Medical Assistant Externship is designed to give students real world practice with their skills in a supervised setting. They are precepted with an office staff member to perform both front office and back office skills. At the end of this experience, they will be prepared for an entry-level position in a Health Care Providers clinic. Cultural sensitivity to the Native client will also be evaluated.

Prereq: MAST 240

Coreq: none

MAST 281 2 cr (S)

CMA Exam Prep helps prepare students for the Certified Medical Assistant exam. Study groups and structured practice sessions will be utilized to prepare for this national exam.

Prereq: MAST 271

Coreq: none

MATH 096 3 cr (W)

Construction Math I introduces students to the use of math in construction, including units of measure, metric conversions, basic surveying concepts, and calculation of areas and volumes for cuts and fills. NCCER modules covering Excavation Math and Civil Blueprint Reading are included in this course.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS MATH 097-MATH 133

MATH 097 2 cr (S)

Construction Math II continues with practical experience in basic surveying using lasers, levels, and rods. GPS, GCS, and other current technologies are discussed. Class sessions also include permitted truck axle weights and dimensions; hours of service rules and logbooks; and production of aggregate, concrete, and asphalt. Guest presenters usually include the Montana Department of Transportation (MDT), Underground Locate Services, and Montana Contractors Association.

Prereq: MATH 096

Coreq: none

MATH 100 5 cr (FWS)

[List DM]

College Algebra investigates a variety of algebraic techniques, with an emphasis on the ideas and skills necessary to create mathematical models of real world data. Topics include data analysis, linear, quadratic, polynomial, rational, and exponential functions, logarithms, and systems of equations. Prereq: Appropriate score on math placement test or DVSP 099
Coreq: none
Challengeable Course

MATH 101 5 cr (W)

[List DM]

The Art of Math challenges students to investigate some of the most important and world-shaking ideas in ancient and modern mathematics, with particular emphasis on problem solving, abstract reasoning, and cultural perspective. Topics include logic, number theory, infinity, geometry, chaos, and probability. Prereq: appropriate score on assessment test or DVSP 099.
Coreq: none

MATH 102 5 cr (S)

[List DM, I]

Finite Mathematics explores linear systems, sets, probability, Markov chains, game theory, difference equations and shortest path techniques. Our focus will be on applications in business and economics.

Prereq: MATH 100 or equivalent

Coreq: none

MATH 108 3 cr (FWS)

[List DM]

Advanced Functions and Modeling is the first in a two-quarter precalculus sequence in preparation for MATH 110. Students will use algebraic techniques and graphing calculators to explore linear, polynomial, rational, exponential, and logarithmic functions. Applications will emphasize techniques for modeling real world data.

Prereq: MATH 100 or equivalent

Coreq: none

MATH 109 3 cr (S) [List DM]

Trigonometry is the second in a two-quarter precalculus sequence in preparation for MATH 110. Students will use algebraic techniques and graphing calculators to investigate trigonometric functions and their applications in geometry and periodic modeling. Additional related topics will include vectors and polar coordinates.

Prereq: MATH 100 or equivalent

Coreq: none

MATH 110 5 cr (F) [List DM]

Calculus I is the first of a three-quarter sequence in differential and integral calculus for students in engineering or physical science, or a one-quarter, terminal course intended for students in business, the social or life sciences. Graphing calculators will be used as students explore real-life applications of the mathematics of change. Prereq: MATH 108 and MATH 109, or equivalent

Coreq: none

MATH 111 5 cr (W)

Calculus II is an introduction to differential and integral calculus math, engineering, and physical science students. Students with a general conceptual understanding of calculus will conduct a more detailed investigation of limits, continuity, differentiation, optimization, basic integration and applications.

Prereq: MATH 110

Coreq: none

MATH 112 5 cr (S)

Calculus III is a continuation of MATH 111. Students undertake a thorough investigation of basic integral calculus. The course focuses on various integration techniques as well as characteristics and applications of infinite series.

Prereq: MATH 111

Coreq: none

MATH 132 5 cr (F)

Mathematics for K-8 Teachers I is the first of a three-quarter sequence of important mathematics for future K-8 teachers. Topics include the mathematical meaning and background of arithmetic, number theory, number systems, and problem solving.

Prereq: Appropriate score on math placement test, DVSP 099, or consent of instructor

Coreq: none

MATH 133 5 cr (W)

Mathematics for K-8 Teachers II is the second of a three-course sequence. Students investigate a variety of algebraic techniques and their relationship to arithmetic, with an emphasis on the ideas and skills necessary to create real-world mathematical models. Topics include linear, quadratic, polynomial, and exponential functions, systems of equations, and an introduction to statistics and data analysis.

Prereq: MATH 132

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS MATH 134-MEDA 101

MATH 134 5 cr (S)

Mathematics for K-8 Teachers III is the third of a three-course sequence. Students explore probability and counting, Euclidean, transformational, and fractal geometries, measurement, proportional reasoning, and logical arguments.

Prereq: MATH 133

Coreq: none

MATH 201 5 cr (F)

Introduction to Abstract Mathematics is designed to prepare students for upper-division proof-based mathematics courses. Topics include reasoning and communication in mathematics, logic, proof, functions, relations, sets, recursion, algebra, and number theory.

Prereq: MATH 112 or one year of calculus

Coreq: none

MATH 202 Advanced Finite Mathematics 5 cr (S)

Advanced Finite Mathematics is a project-based course exploring mathematics of finance, combinatorics, decision-making, and risk-taking including linear systems, sets, probability, Markov chains, game theory, and difference equations.

Prereq: MATH 100 or equivalent and consent of instructor

Coreq: none

MATH 223 5 cr (W-Alternate years)

Linear Algebra explores the basic techniques for solving linear algebraic equations in two or more variables. Topics include vectors, linear systems, matrices, determinants, eigenvalues and eigenvectors, and linear transformations. Students will also learn to utilize computer software for numerical techniques.

Prereq: MATH 112 or consent of instructor

Coreq: none

MATH 231 5 cr

(W-Alternate years)

Differential Equations investigates first order and linear second order differential equations as well as dynamical systems, stability, and various applications. Students will use both algebraic solution techniques and computer algebra software to solve these equations.

Prereq: MATH 112 or equivalent

Coreq: none

MATH 235 5 cr (F)

Multivariable Calculus studies the differential and integral calculus of functions of several variables.

Prereq: MATH 112 or equivalent

Coreq: none

MATH 241 5 cr (FWS)

[List DM, I]

Statistics consists of an introductory survey of probability models, sampling, and statistical inference. Examples will be drawn from biological and social sciences.

Prereq: MATH 100 or MATH 101 or equivalent

Coreq: none

MATH 342 3 cr (S) [LIST I]

Statistical Methods provides the statistics student with more advanced methods for sampling, experimental design, and statistical testing. Topics include random variables, probability distributions, multiple regression, analysis of variance, and non-parametric methods. The course will emphasize application to independent student projects.

Prereq: MATH 241 or equivalent

Coreq: none

MATH 350 5 cr (W-Alt Years)

Mathematical Modeling with Technology provides an overview of the modeling process including simulation, review of relevant technology, mathematics techniques including discrete and continuous models, difference equations recursion, and dynamic systems. Students will also explore potential applications in science, engineering, economics and other fields.

Prereq: EDUC 306 or MATH 110

Coreq: none

MATH 410 5 cr

(S-Alternate years)

Geometry is a study of Euclidean and non-Euclidean geometries (chosen from hyperbolic, spherical, projective, finite, transformational, and fractal geometries) using geometry software. Students will review NCTM and Common Core Standards and focus on content knowledge for teachers in secondary schools.

Prereq: MATH 201 and EDUC 210

Coreq: none

MATH 420 5 cr (W)

Higher Math for Teachers continues to explore concepts, processes, and proof relevant to higher levels of mathematics, including number theory, abstract algebra, combinatorics and probability.

Prereq: MATH 201 and EDUC 210

Coreq: none

MEDA 101 5 cr (F) [List G]

Introduction to Digital Arts and Design focuses on the creation, design, and composition of digital graphics using graphics and photo compositing software such as Photoshop. Students can expect to gain experience in Photoshop's rich set of tools. Heavy emphasis will be placed on art fundamentals, especially picture space and composition.

Prereq: none

Coreq: none

Challengeable Course

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS MEDA 104-MEDA 205

MEDA 104 5 cr (W) [List G]

Media Project Development explores project development for media designers, with particular emphasis on moving ideas from sketchbook to digital design. This course emphasizes creative problem solving skills and visual communication techniques. Topics include collaborative brainstorming, distributed and cloud-based workflow, and introductions to principles of Agile Development. Students will create at least 2 projects using these processes.

Prereq: MEDA 101

Coreq: none

MEDA 109 3 cr (F)

Creativity, Culture, & Media is an exploration of media design through the lenses of traditional, modern, and native cultures. Students will demonstrate awareness and constructive understanding of key factors related to creativity in individuals and in cultures, as well as the evolution of media over time. The Creativity, Culture, & Media curriculum explores the relationship of creative media with time, place and culture.

Prereq: none

Coreq: none

MEDA 120 3 cr (W)

Introduction to Digital Illustration introduces vector-based digital illustration and explores media and techniques useful through this foundational skill. Students will learn the contexts for converting rasterized- to vector-based images and the basic workflows necessary for such changes. Students will also investigate and learn to incorporate non-digital media into digital illustrations.

Prereq: none

Coreq: none

MEDA 143 4 cr (W)

Digital Storytelling and Social Media explores project development for media designers, with particular emphasis on moving ideas from sketchbook to digital design. This course emphasizes creative problem solving skills and visual communication techniques. Topics include collaborative brainstorming, distributed and cloud-based workflow, and introductions to principles of Agile Development. Students will create at least 2 projects using these processes.

Prereq: MEDA 102

Coreq: none

MEDA 190 2 cr (F)

Introduction to Web Design and Media Portfolio explores the software, tools, and skills required to create and publish interactive sites on the World Wide Web and using Content Management Systems. Topics include hypertext markup language, image preparation, site organization and effective interface design. Students will create a professional portfolio site and begin using it regularly.

Prereq: none

Coreq: none

MEDA 200 2 cr (F)

Visual Communications explores project development for media designers, especially how to solve visual communication problems, follow design guidelines, create design solutions, and finalize them. Students learn project planning and workflow as they work with bitmap software (e.g. Adobe Photoshop) and vector software (Adobe Illustrator) to create graphics.

Prereq: MEDA 101

Coreq: none

MEDA 171 3 cr (S)

In Indigenous Digital Storytelling, students will create indigenous stories using community feedback loops: students will first learn about traditional and contemporary indigenous narratives before employing an iterative design model to discover best ways to situate these within community using traditional and emerging digital media.

Prereq: MEDA 101

Coreq: none

MEDA 205 3 cr (S)

Advanced and Special Projects

provides opportunities for students to explore various advanced graphic & media design techniques for providing meaningful entertainment, marketing, or instruction in an applied context.

Students are encouraged to place a focus on Service Learning. Emphasis is placed on advanced concepts and solutions to complex and challenging real-world media design problems.

Upon completion, students will be able to demonstrate competence and professionalism in visual problem solving and satisfactory client-designer interactions. Students will each create a unique project based on research and development in a special topic area, preferably useful to a particular audience.

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS MEDA 210-NASD 100

MEDA 210 5 cr (S)

Multimedia Seminar explores current topics with emergent technologies in film, audio, animation and web-based applications. Students apply contemporary graphic design technologies for solving visual problems. In addition, students understand creative strategies in media design and design copywriting; cooperative and collaborative design projects; legal aspects of media graphics; color reproduction and evaluation of design performance standards.

Prereq: consent of instructor
Coreq: none

MEDA 212 3 cr (S)

Tomorrow's Media Seminar explores current topics and trends in emerging technologies in film, audio, animation, and Internet-based applications. Students will apply the lens of media design problem-solving techniques to solve contemporary visual problems relevant to global, regional, or local issues. In addition, professional issues and work routines relevant to professional designers will be integrated into emerging media explorations. Such issues or routines include but are not limited to: copyright and legal issues, color reproduction and the use of standards for evaluating design, futures studies, and change management.

Prereq: MEDA 102
Coreq: none

MEDA 220 3 cr (W)

Intermediate Illustration explores and adds to students' repertoire of media and techniques. Through class assignments, students practice and increase their skills with media and techniques common to the field of illustration. Students also investigate and work with nontraditional media. The content of the course is oriented toward the commercial field of illustration.

Prereq: MEDA 102
Coreq: none
Challengeable Course

MEDA 225 5 cr (W)

Game Development and 3D Modeling provides an overview of game mechanics, an introduction of basic 3D modeling and an exploration of fundamental game development techniques. Emphasis is placed on the integration of game techniques within everyday digital design contexts and player interaction. Topics include playability, levels, badges, awards, gamer types, representations, sculpting, mesh, and 3D printing. Students will create a number of games and 3D models.

Prereq: MEDA 102
Coreq: none

MEDA 255 3 cr (F,S)

Foundations of Digital Citizenship provides students with the fundamentals necessary for active, safe, and healthy participation on the Internet – including the World Wide Web, email, social networks, online gaming and privacy. At the conclusion of this course, students will demonstrate safe Internet practices such as how to effectively search the World Wide Web, citing sources, shopping online, surfing safely, navigation of copyright issues, and exploration of Internet culture. With a particular focus on using the Internet as a medium for succeeding at Salish Kootenai College and life in Western Montana, students will integrate their own identities, sense of place and community while acquiring a "certificate" of Digital Citizenship.

Prereq: MEDA 101
Coreq: none

MEDA 269 4 cr (W)

Intermediate Photoshop goes beyond the essentials and explores more advanced techniques for the use of Adobe Photoshop, including: Lighting Effects, 3D objects, Collage Techniques, and Advanced Compositing. Students will employ design techniques to photographs and other pictures to develop cinematic quality posters, stationary, and other design objects.

Prereq: MEDA 101
Coreq: none

MEDA 290 3 cr (S)

Design Portfolio and Presentation Portfolio focuses on the final stage of project planning and workflow. Students will complete their digital Design Portfolio, which will contain student- and faculty-chosen samples of their coursework organized by SKC program and professional standards, and present their work to faculty, professional designers and fellow students for candid feedback.

Prereq: MEDA 203
Coreq: none

MUSC 101 3 cr (W) [List B,G]

Music Fundamentals explores the fundamental elements of music including rhythm, pitch, and notation as a basis for learning to read and perform simple melodies. Students will explore a variety of applications of these musical elements as they learn to produce music.

Prereq: none
Coreq: none
Challengeable Course

NASD 100 3 cr (FWS) [List A]

Introduction to Native American Studies introduces students to approaches in the academic study of Native American people, history, language, and culture. There is an emphasis on basic concepts relating to Native American historical and political development. Students will have the opportunity to discuss the possible influence Native culture and values can have in our world.

Prereq: none
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32
				[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NASD 101-NASD 130

NASD 101 3 cr (FWS)

History of Indians in the United

States provides a broad overview of the most important events and processes in the history of various Native peoples of the land now known as the United States of America. Students will learn about the social and cultural changes affecting Native people prior to European contact up to the present day.

Prereq: none

Coreq: none

NASD 102 3 cr (W) [List H]

Flathead Reservation History, Before

1850 studies the life of local tribes from before European contact up to the initial contact with traders, missionaries and settlers. Students will research the earliest documented contacts and analyze the processes that initiated the subsequent reservation period.

Prereq: none

Coreq: none

NASD 103 3 cr (S) [List H]

Flathead Reservation History 1850-

1910 studies the establishment of reservation life for area tribes from just before the signing of the Hellgate Treaty up to the opening of the reservation for white settlement in 1910. Students analyze the effects that federal policies and drastic economic changes had on the life and culture of the Tribes of the Flathead Nation.

Prereq: ENGL 101

Coreq: none

NASD 104 3 cr (W) [List A, H]

Native American Images in Film studies Native American stereotypes as they are portrayed in film and the impact these images have on Native American culture.

Prereq: none

Coreq: none

NASD 105 3 cr (W)

[List A, H]

Indians of Montana studies native tribes, reservation tribes and landless Indians that live within the boundaries of Montana. Students will learn about the history, natural resources, government, economic development, education and culture of the various tribes.

Prereq: none

Coreq: none

NASD 106 3 cr (S) [List H]

Peoples of North America Before

1500 studies the life that tribes had before European contact. Students will study the cultural, social and ceremonial structures of many tribes throughout North America to discover how tribes are recognized in distinct cultural areas.

Prereq: none

Coreq: none

NASD 107 3 cr (W)

[List A, H]

Coyote Stories are often moralistic and can be considered life lessons that have important messages of Indian value. The stories reflect the oral history of local Native peoples and may only be told in the winter.

Prereq: none

Coreq: none

NASD 108 3 cr (OD)

[List A,DS, I]

Tribal Uses of Wild Plants is the study of plants that Salish, Pend d'Oreille and Kootenai people used as foods, tools and medicines. Students will be introduced to the tribal perspective of living in a natural environment while learning about traditional plant use.

Prereq: none

Coreq: none

NASD 109 3 cr (F)

[List A, H]

Native American Contributions

provides an opportunity to learn about the many ways that Native Americans have affected the various cultures of the world. Students will learn about Indian inventions, uses of natural resources, sports and games, and much more that have become a part of the lives of other people.

Prereq: none

Coreq: none

NASD 122 3 cr (W)

Native American Contemporary

and Traditional Dance presents contemporary and traditional views of Native American dance for students interested in learning dance steps and protocols surrounding Native celebrations, commonly referred to as Pow-Wow(s). Native dance instruction will be displayed and taught by experienced Native dancers. Native dance class will be focusing on combining mainstream artistic expressions of Native American dance and cultural identity. Dancers of the Confederated Salish and Kootenai Tribes and other Montana tribes will be highlighted. Topics of discussion begin with men and women's Traditional Dances and Fancy Dance and may include: Jingle Dress, Grass Dance, and Chicken dance styles. Class will contain practical application of Native dance forms by instruction and participation. The class will focus on mainstream Pow-Wow dances and their traditional origins. Specific ceremonial and sacred aspects of tribal traditional dances will not be covered.

Prereq: none

Coreq: none

NASD 130 3 cr (W)

College Bowl prepares students to participate in the annual competition at the AIHEC convention.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS NASD 140-NASD 170

NASD 140 3 cr (FWS)
[List A, B, G]

Flathead Reservation Indian Arts introduces students to native arts through individual and group projects such as cloth dresses, cradleboards, stone pipes, coin purses, roach headdresses, moccasins, bustles, Indian dolls, and others according to student interest. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 145 3 cr [List A, B, G]

Tipi Construction teaches a basic understanding of construction methods utilized. Students will receive information and demonstrations about the use of various materials and concepts in the art of making a tipi. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 146 3 cr (OD)
[List A, B, G]

Tipi Setup will focus on the process of setting up a tipi. Students will go into the field to cut lodge poles and prepare them for use. They will also investigate various techniques used by other Montana tribes.

Prereq: none
Coreq: none

NASD 149 3 cr (FWS)
[List A, B, G]

Sally Bag Weaving will instruct students in the art of hand weaving with cordage and yarn to create Sally Bags. Students will make bags of several sizes adapted to different uses. This Course can be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 150 3 cr (FS)
[List A, B, G]

Hide Tanning teaches methods used by Native Americans to tan hides of deer, elk, moose and buffalo. Students in this course will take a unworked deer hide and convert it into buckskin using the traditional methods, materials and tools. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 156 3 cr (FWS)
[List A, B, G]

Beading teaches the methods and history of artistically decorating all types of clothing and other objects with beadwork. Novice beaders will improve their skill in applying the designs and colors used by Salish and Kootenai people, as well as some variations used by other tribes. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 157 3 cr (FWS)
[List A, B, G]

Intermediate Beading teaches more advanced methods and history of artistically decorating all types of clothing and other objects with beadwork. Experienced beaders will improve their skill in applying the designs and colors used by Salish and Kootenai people, as well as some variations used by other tribes.

Prereq: none
Coreq: none

NASD 159 3 cr (FWS)
[List A, B, G]

Corn Husk Bag Weaving will instruct students in the art of hand weaving with string and cornhusk. Students can make miniature bags for necklaces, belt bags and handbags. This course may be taken up to three times for credit.

Prereq: recommend NASD 149
Coreq: none

NASD 160 3 cr (OD)
[List A, B, G]

Stickgame will introduce students to the basic rules and techniques of stick-game. Students will learn how to point, hide and sing as well as keep track of the sticks.

Prereq: none
Coreq: none

NASD 162 3 cr (FWS)
[List A, B, G]

Drumming and Singing reflects the heart of tribal culture. Students will be allowed to sit at the instructor's drum to sing songs which are used during celebrations. Eventually, students may be able to lead the songs. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 167 3 cr (OD)
[List A, B, G]

Kootenai Prayers presents songs and prayers in the Kootenai language. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 168 3 cr (OD)
[List A, B, G]

Salish Hymns is a class where students will learn Hymns and Prayers in the Salish Language that are sung at wakes and church.

Prereq: none
Coreq: none

NASD 170 3 cr (FWS)
[List A, B, G]

Dance Dress Construction introduces the construction of traditional buckskin or cloth dresses. An overview is given of other dance dress items for both male and female dancers.

Prereq: none
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NASD 172-NASD 270

NASD 172 3 cr (OD)
[List A, B, G]

Horsehair Hitching will teach students the basic fundamentals of hitching horse hair. Students will learn how to make key chains, barrettes and bracelets. Students will also learn some of the history of horsehair hitching.

Prereq: none
Coreq: none

NASD 175 3 cr (OD)
[List A, B, G]

Porcupine Quillwork will teach students the basic fundamentals of using porcupine quills to decorate objects. Students will learn how to prepare porcupine quills and apply them to various kinds of articles. This course may be taken up to three times for credit.

Prereq: none
Coreq: none

NASD 176 3 cr (FWS)
[List A, B, G]

Introduction to Traditional Tool

Making gives students hands on experience in making traditional tools that were used by Indian people prior to European contact. Students will gain valuable insights into the traditional Indian life style and the uses of tools to make various items commonly found among the Indigenous North Western interior Tribal people.

Prereq: none
Coreq: none

NASD 210 3 cr (FWS)
[List DS, E, I]

Introduction to Indigenous Science is an introduction to how indigenous knowledge is acquired and classified. Students will learn how traditional Salish knowledge and language can be used to describe the modern world. Students must have good writing skills for this course.

Prereq: NASD 101, ENGL202
Coreq: None

NASD 215 3 cr (S) [List E, H]

North American Archaeology: Indigenous Perspectives introduces the ways archaeologists investigate the exceptional variability and diversity of indigenous North American cultures from earliest times through European contact. Beginning with theories and debates over the arrival of humans in the New World, the class will critically examine archaeological interpretations of lifeways in the diverse regions of North America and various time periods including the Paleoindian, Archaic, Woodland, Mississippian, European contact. Special attention will be given to Native American points of view on archaeological inquiry, history, oral tradition, historic preservation and the importance and meaning of Native American heritage.

Prereq: none
Coreq: none

NASD 225 3 cr (F) [List E, H]

American Indian Education and Federal Policy gives an overview of the experience that American Indians have had in the United States educational institutions. Students will study the evolution of government policy, review the related historic and contemporary legislation, and develop a deeper understanding of "Indian Education" within a context of traditional knowledge and tribal oral history.

Prereq: NASD 101, ENGL 101
coreq: none

NASD 250 5 cr (S) [List E, H]

History of Federal Indian Policy studies the development of the United States Indian Policy. Students will research, analyze and compile thorough information about a specific policy and its effect on tribal people.

Prereq: NASD 101, ENGL 202
Coreq: None

NASD 252 3 cr (W)
[List E, H]

History of Tribal Government on the Flathead Reservation studies the traditional and contemporary institutions used by the tribes of the Flathead Nation to make collective decisions. Students will analyze the Hellgate Treaty, the Constitution of the Confederated Salish and Kootenai Tribes, and the Tribe's Federal Corporate Charter to determine the effect these documents have on decision making.

Prereq: NASD 101, ENGL 101
Coreq: None

NASD 262 3 cr (W)
[List E, H]

Contemporary Issues in American Indian Life studies the achievements, concerns and problems affecting Native Americans Today. Students will research, analyze and explain a contemporary tribal issue.

Prereq: NASD 101
Coreq: None

NASD 270 3 cr (W) [List E]

Native American Wellness, while emphasizing the Native principle of keeping a balance in life, provides a discussion of nutrition, weight control, exercise routines, stress management, substance use, and other topics as key elements of holistic health. Students will measure their own strength, flexibility, body composition, and cardiovascular efficiency as part of a complete personal fitness appraisal.

Prereq: NASD 101, ENGL 202
Coreq: None

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NASD 271-NASD 308

NASD 271 3 cr (S)

Foundations of Leadership and Ethics develop a general understanding of leadership and ethics. Students will explore what it means to be an effective ethical leader from a personal and community-based perspective. Content will include a survey of basic philosophies, models, figures, and applications to community-based scenarios and institutions. Western scholarship will be contrasted with tribal perspectives and lived experience as a means of exploring cultural difference. The role of traditional values and beliefs, internalized oppression, and contemporary institutional dynamics are core course topics.

Prereq:

Coreq:

NASD 291 6 cr (OD)

Tribal/Government Internship I offers an opportunity to become directly involved in a tribal, state or federal government agency working in the area of historic preservation under the supervision of expert practitioner in the field at the level of technician.

Prereq: ANTH 101, ANTH 210, and consent of instructor

Coreq: none

NASD 292 4 cr (S) [List A]

Encampment is a summer field residence study/practicum that is the culmination of two years of classroom preparation in Native American Studies. Students will participate in an outdoor encampment where tribal languages, arts, music and technical skills learned in the classroom are practiced, and refined, during a one-week camp.

Prereq: NASD 101, an NASD skills class from 140-176, and an NASL 100 level class

Coreq: None

NASD 301 3 cr (FS)

[List E, J]

Living in Two Worlds compares the culture, values and social orders of the Native and dominate American societies. Students will examine the history of both societies and their impacts on modern times to determine how tribal people can be successful meeting the needs they have in both.

Prereq: NASD 101, ENGL 202

Coreq: None

NASD 305 3 cr (OD)

[List A, E, J]

Native American Women creates an awareness of the important roles played by American Indian women yesterday and today. Students will learn about the lives and contributions of writers, artists, political figures, and healers from a native perspective.

Prereq: NASD 101, ENGL 202

Coreq: None

NASD 306 3 cr (W)

[List E, J]

Gender and Identity in Indian Country offers an introduction to lesbian, bisexual, gay, transgender, and queer (LBGTQ) studies. Students trace the history of gender identity in Indian country, and examine prejudice and violence against gay people, legal rights, issues of "coming out," gay pride, and HIV/AIDS challenges that LBGTQ people face on a daily basis in their communities. The course identifies role models in art, film, and literature from the LBGTQ community, and examines Gay Studies issues related to Native American Art.

Prereq: NASD 101

Coreq: none

NASD 307 3 cr (S) [List E]

Tribal Leaders After 1900 focuses on tribal leaders who faced the challenges encountered by their nations in the 20th century, after implementation of the reservation system; these challenges included dwindling populations, confinement to rural areas on reservations, control by federal agents, altering of tribal enrollment criteria, and definition of who is an Indian person within the entanglement of federal, state, tribal and personal claim to identity. The leaders discussed in this course have fought to improve the lives of Indian people on local reservations and at the national level.

Prereq: NASD101

Coreq: none

NASD 308 3 cr (F)

[List DS, E, I]

Ethnobotany is the scientific discipline that combines botany and cultural anthropology, and primarily examines the relationship between indigenous unlettered peoples and their specific local flora. In this online course students will study various indigenous groups and traditional uses of plants by North American tribal people from Arctic to South American environments. Students will survey and describe various ecosystems and plants that are used as food, medicine, and tools. Students will explain the concepts of Ethnobotany and intellectual property as they pertain to Indigenous peoples globally. Virtual field trips and virtual labs will enhance learning. Students will create a portfolio of 40 plants.

Prereq: NASD101, BIOS 101

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS NASD 310-NASD 341

NASD 310 3 cr (S) [List J]

Museum Science and its Application in Indian Country introduces the wide range of approaches and challenges in the museum field such as governance, ethics, collections management, exhibition design, research, education, marketing and development with special emphasis on how these skills and procedures have been applied by Indian tribes and public institutions. Students will gain basic knowledge and useful skills for managing museum collections including methods and techniques used in administration, collections registration and documentation, risk management, disaster planning, packing/shipping and preventive conservation.

Prereq: none

Coreq: none

NASD 320 3 cr (OD) [List E, J]

Federal Indian Law surveys the basic development of Federal Law since the early nineteenth century, then focuses on laws and court cases that are affecting the lives of Indians today. Students will analyze laws and cases, describe the effect they have, and judge their value to Native Americans.

Prereq: NASD 101, ENGL 202

Coreq: none

NASD 321 3 cr (F)

Tribal Administration and Governance in Tribal Operations is designed to increase our understanding of important aspects of the political, social, economic and environmental contexts of effective tribal administration and governance. The responsibilities and authority of government, practices of tribal administration, past and present, the role and responsibility of tribal managers as well as the contexts within which tribal public administrators and governmental officials operate (political, economic, social, legal and environmental) provide the foundation for this course.

Prereq:

Coreq:

NASD 323 3 cr (F)

Native American Perspectives in Natural Resource Management introduces students to natural resource management, including tribal natural resource management. This course examines the basic goals and principles of tribal natural resource management, including cultural resource management, economic development and scientific research in supporting management activities. Students will understand the important cultural role natural resources fulfill within tribal communities, managing natural resources for cultural purposes and traditional stories of the natural world.

Prereq:

Coreq:

NASD 325 3 cr (F)

Indian Child Welfare examines the complex issue of American Indian children in the legal system as it affects children and families. Topics such as the Indian Child Welfare Act, child protection, child custody and tribal adoptions will be addressed.

Prereq: Third year student

Coreq: none

NASD 330 3 cr (OD) [List E,J]

History of Native Economics studies the economies of the First Americans and the influences that have changed those economies from before European contact up until present day.

Prereq: NASD 101, ENGL 202

Coreq: none

NASD 339 5 cr (F)

Tribal Finance, Accounting, and Budgets I will provide an overview of financial terms, processes, agencies and laws as they apply to tribal governments. It will focus on overseeing budgeting, bookkeeping, accounting, and purchasing functions; interpreting financial statements; conducting due diligence; and negotiating indirect cost rates with the federal government. Emphasis will be placed on the role of the federal government in tribal financial management, the role of tribal sovereign immunity in financial transactions, and the roles of tribal accountants and auditors.

Prereq: Junior Standing

Coreq: none

NASD 341 3 cr (W)

Principles of Tribal Sovereignty

examines the challenges facing tribal governments as they exercise their sovereignty and involves political, economic, and intergovernmental perspectives. Part one examines tribal resource management, analyzing historical use of land, land loss, and contemporary efforts to develop sustainable environmental plans for water, timber, wildlife, and subsurface resources. Part two focuses on the various means tribal governments have devised to exercise sovereignty, such as gaming, small business development, tourism, and joint ventures with partners. Part three concentrates attention at the sub-national level and pays close attention to the political, legal, and economics relationships that have developed between Native nations, state governments, county governments, and municipal entities.

Prereq: Junior Standing

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS NASD 349-NASD 403

NASD 349 5 cr (W)

Tribal Finance, Accounting and Budgets II focuses on the federal laws and regulations that tribal managers are required to comply with annually. These laws and regulations include the Indian Gaming Regulatory Act, Title 31, the Single Audit Act, and auditing rules under the Tribal Self-Determination Act. The course will also focus on compliance with federal grants, the preparation of year-end financial statements, and the role of circulars from the federal Office of Management and Budget. The general standards for accountants and the penalties for non-compliance will be studied. The role of federal auditors and investigators will be compared to the role of tribes' internal auditors.

Prereq: Junior Standing

Coreq: none

NASD 315 3 cr (S)

Native American Oral and Written Traditions will provide a survey of Native American oral and written literature. Analysis of the traditions surrounding this ancient literary form including an introduction to the literary works of leading American Indian writers is included. This course will identify, interpret, and decipher native symbols depicted in tribal myths, legends, song, art, oratory, poetry, and prose. The influence of oral and written traditions on contemporary Native American literary style in both fiction and poetry will also be examined.

NASD 371 3 cr (S)

Tribal Gaming investigates the social and political context of American Indian tribal gaming, political relationships between federal and tribal governments, contemporary examples of tribal gaming, sociocultural and economic forces leading to gaming as strategy for economic development, and responses by non-Indian communities to tribal gaming. Students will become familiar with the legal and regulatory structure of tribal gaming including Federal Indian Gaming Regulatory Act and the state compacting process. An overview of the social and historic place of gambling in revenue generation (both state and tribal) as well as the potential political consequences of particular public policy actions will be discussed.

Prereq:

Coreq:

NASD 401 3 cr (OD)

Art-Based Research explores art with a focus on indigenous research methods and groups. Students will define and research an area of creative exploration and engage in an intensive personal artistic expression through visual arts, music, poetry, drama, and or danceto engage in the creative exploration.

Prereq:

Coreq: none

NASD 402 5 cr (F)

Indigenous Research Methodologies and Methods focuses on the cultural aspects of indigenous research methods as they relate to all sciences. Included are current theories of indigenous research; explorations of the purpose of indigenous research, both historical and contemporary; roles and responsibilities of researchers in indigenous communities; oral and recorded traditions and sources of information; and other important issues that face indigenous researchers now and in the future. The following questions are emphasized: to whom does the research belong? What benefit and interests are at stake? Who is the researcher and what is their relationship to the community? Who carries out the research? Who controls and disseminates the results?

Prereq: NASD101 or equivalent course or instructor consent

Coreq: none

NASD 403 3 cr (F)

Indian Education - Finance and Administration examines the traditional and contemporary evolution of school finance. Students will understand K-12 and post-secondary school funding sources; proper expenditures; legislation; court cases; effective budgeting models, Johnson O'Malley, Impact Aid, and Indian Education funding (through Title VII of the No Child Left Behind Act). Fund accounting, investment, reserve funds, equity considerations and establishing an effective budgeting process are representative of the financial skills that students will learn.

Prereq: Senior Standing

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NASD 411-NASD 450

NASD 411 5 cr (W)

Implementing the Indigenous Paradigm in the Research Proposal provides students with the skills they need to develop a research proposal with an indigenous conceptual framework. Students will learn how to approach a community in an ethical manner, implement the indigenous paradigm, and incorporate elements of the Spider Web Model. Students will develop techniques in presenting their research findings in an indigenous way to encompass whole community understanding using media including television programs, PowerPoint, posters, community meetings, and newspaper articles.

Prereq: NASD 402

Coreq: NASD 412

NASD 412 2 cr (W)

Protection of Human Subjects in Indigenous Research provides an overview of special considerations in protection of research participants and cultural intellectual property rights within the context of indigenous research. Students will complete formal training in human subjects protection and prepare an Institutional Review Board protocol as well as informed consent and participant recruitment materials appropriate for their research study.

Prereq: NASD 402

Coreq: NASD 411

NASD 413 3 cr (F)

638 Contracts and Compacts focuses on the role of tribal managers, tribal management functions, communications processes, and management information systems design and development. It will also explore different models of delivering services on reservations, including the direct federal service model, the 638 contact model, and the self-governance compact.

Prereq:

Coreq:

NASD 415 3 cr (F)

Human Resource Management focuses on understanding and articulating the role and responsibilities of a supervisor or manager within tribal organizations. Advanced skills in managerial development, writing policy and procedural manuals, tribal law, benefit administration, personnel files, interviewing skills, and legal issues are some of the topics that are covered.

Prereq: BUMG 220

Coreq: none

NASD 425 3 cr (F)

Internship I is the introductory Internship course geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in a tribal government setting. Internships provide access to opportunities to enhance student learning outcomes.

Prereq:

Coreq: none

NASD 440 3 cr (OD)

[List E,J]

International Issues of Salmon is a web based course, grounded in theories of ecology, environmental health, Native knowledge, and Western science introduces learners to the culture of Canadian First Nations and American Indian tribes who depend on salmon for their culture, health, and economy. The course examines native fisheries of three rivers: The Columbia, the Fraser, and the Yukon.

Prereq: NASD 101, ENGL 202

Coreq: none

NASD 441 3 cr (W)

Tribal Health and Wellness provides students with an overview of the history of tribal health, the various programs IHS covers, scholarship opportunities for students entering the health care field, and Native American health disparities in Indian country.

Prereq: NASD101

Coreq: none

NASD 443 3 cr (W)

Tribal Courts introduces students to tribal court development in the U.S. This course will focus on a practical understanding of key concepts in the development of a tribal court system on the Flathead Indian Reservation. Students will explore the differences and relationships between tribal, state, and federal justice systems, including concepts of jurisdiction and due process

Prereq: Junior standing

Coreq: none

NASD 445 3 cr (W)

Intergovernmental Relations examines the traditional and contemporary evolution of the relationship between tribal, local, state and federal government. American Indian perspectives of the current status of intergovernmental relationships in legal, political and economic terms will be contrasted with the processes and concepts used to describe self-government and self-determination from American Indian perspectives on nationhood, sovereignty and justice.

Prereq: Senior Standing

Coreq:

NASD 450 4 cr (OD)

[List E, J]

Environmental Science Meaning in Indigenous Religion grounded in traditional indigenous knowledge and Western science, this course introduces learners to the science and religion dialogue through the study of ecological sciences and concepts from religion and science. It includes the science of ecology, biology, geology, cosmology, and sustainable future. Student broaden their understanding intellectually, as they critically examine and compare philosophical issues behind the debates put forth by Western science and religions, and balance these with views of Indigenous Science and Native spiritual ideas.

Prereq: NASD 101, ENGL 202

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32

COURSE DESCRIPTIONS NASD 455-NASL 113

NASD 455 3 cr (W)

Internship II provides the second level of a practical learning experience and opportunity for students to face the real world challenges of governance in a tribal government setting. Internships provide access to opportunities to enhance student learning outcomes.

Prereq: Senior Standing

Coreq: none

NASD 471 3 cr (S)

Cultural Resource Management

investigates the attitudes and values in Indian country that may differ from the efforts of state historic preservation efforts and the National Park Service definitions of historic preservation. Students will become familiar with: The American Indian Religious Freedom Act, the National Historic Preservation Act, the National Environmental Policy Act, Archeological Resource Protection Act and the Native American Graves Protection and Repatriation Act.

Prereq:

Coreq:

NASD 473 3 cr (S)

Contemporary Tribal Economics examines the unique roles that tribal governments play in relation to economic, business and community development within Indian reservations and the surrounding areas. Tribal governments protect tribal communities from harmful impacts of business operations by regulating economic activities, land use and assessing environmental impacts of development proposals. At the same time tribes strive to create an environment that promotes growth in business and commerce. Tribal homes, schools, recreation and cultural preservation are considered in strategic planning. How can tribal governments balance these complex and often competing issues within the tribal community and meet the economic and employment needs of the reservation community

Prereq: Senior Standing

Coreq: none

NASD 475 3 cr (S)

Strategic Planning for Tribal Organizations examines the challenges facing tribal governments as they exercise their sovereignty and involves political, economic, and intergovernmental perspectives. Part one examines tribal resource management, analyzing historical use of land, land loss, and contemporary efforts to develop sustainable environmental plans for water, timber, wildlife, and subsurface resources. Part two focuses on the various means tribal governments have devised to exercise sovereignty, such as gaming, small business development, tourism, and joint ventures with partners. Part three concentrates attention at the sub-national level and pays close attention to the political, legal, and economics relationships that have developed between Native nations, state governments, county governments, and municipal entities.

Prereq: Senior Standing

Coreq: none

NASD485 3 cr (S)

Internship III is the final level of internship geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in a tribal government setting. Internships provide access to opportunities to enhance student learning outcomes.

Prereq: Senior Standing

Coreq: none

NASD 491 6 cr (OD)

Tribal/Government Internship II offers an opportunity to become directly involved in a tribal, state or federal government agency working in the area of historic preservation under the supervision of expert practitioner in the field at the level of assistant.

Prereq: consent of instructor

Coreq: none

NASL 101 3 cr (F) [List A]

Basic Salish I emphasizes on Salish language pronunciation using oral drills. Additional emphasis is on acquiring basic skills and vocabulary and using the International Phonetic Alphabet.

Prereq: none

Coreq: none

NASL 102 3 cr (W) [List A]

Basic Salish II is a continuation of Basic Salish I, with emphasis on vocabulary, pronunciation, oral drills, grammar and vocabulary development.

Prereq: NASL 101

Coreq: none

NASL 103 3 cr (S) [List A]

Basic Salish III is a continuation Basic Salish II, with emphasis on vocabulary development, grammar, cultural themes, and language usage.

Prereq: NASL 102

Coreq: none

NASL 111 3 cr (F) [List A]

Basic Kootenai I emphasizes Kootenai language pronunciation using oral drills. Additional emphasis is on acquiring basic skills and vocabulary and using the International Phonetic Language.

Prereq: none

Coreq: none

NASL 112 3 cr (W) [List A]

Basic Kootenai II is a continuation of Basic Kootenai I; emphasizing pronunciation, oral drills, grammar and vocabulary development.

Prereq: NASL 111

Coreq: none

NASL 113 3 cr (S) [List A]

Basic Kootenai III is a continuation of Basic Kootenai II, with emphasis on vocabulary development, grammar, cultural themes and language use.

Prereq: NASL 112

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS

NASL 120-NSGD 261

NASL 120 3 cr (OD) [List A]

Native American Language I will offer an introduction in another Native language according to demand. The emphasis is on pronunciation using oral drills, acquiring basic skills and vocabulary.

Prereq: none

Coreq: None

NASL 121 3 cr (OD) [List A]

Native American Language II is a second quarter of basic language instruction continuing the language introduced in NASL 120.

Prereq: NASL 120

Coreq: none

NASL 122 3 cr (OD) [List A]

Native American Language III is a third quarter of basic language instruction continuing what was began in NASL 120 and NASL 121.

Prereq: NASL 121

Coreq: none

NASL 201 3 cr (F) [List A, E]

Intermediate Salish I provide a continuation of the first year of Basic Salish Language.

Prereq: NASL 103

Coreq: none

NASL 202 3 cr (W) [List A]

Intermediate Salish II provides a continuation of NASL 201.

Prereq: NASL 201

Coreq: none

NASL 203 3 cr (S) [List A]

Intermediate Salish III provides a continuation of NASL 202.

Prereq: NASL 202

Coreq: none

NASL 211 3 cr (F) [List A, E]

Intermediate Kootenai I provides a continuation of the first year of Basic Kootenai language.

Prereq: NASL 113

Coreq: none

NASL 212 3 cr (W) [List A]

Intermediate Kootenai II provides a continuation NASL 211.

Prereq: NASL 211

Coreq: none

NASL 213 _cr (S) [List A]

Intermediate Kootenai III provides a continuation of NASL 212.

Prereq: NASL 212

Coreq: none

NSGD 202 3 cr (F)

Introduction to Nursing introduces students to the body of knowledge that is nursing. Theories upon which nursing practice is based will be introduced. Theories and principles from other disciplines that are utilized by nursing practice will be discussed. The nursing process, nursing diagnosis, and evidence-based practice will be utilized in the care planning process.

Prereq: Admission to nursing program

Coreq: NSGD 317, NSGD 211

NSGD211 3 cr (F)

Health Assessment focuses on physical assessment techniques. Students will develop skills in both subjective and objective data gathering. Normal and abnormal findings will be discussed in addition to appropriate nursing interventions.

Prereq: Admission to nursing program

Coreq: NSGD 317, NSGD 202

NSGD 221 4 cr (W)

Foundations of Nursing In this course, students will develop the skills related to the practice of nursing. This course begins the foundation of evidence-based nursing practice, therapeutic communication, culturally congruent care, and professionalism in nursing. Through the use of the nursing process and nursing diagnoses, students will develop plans of care for patients.

Prereq: NSGD202

Coreq: NSGD 318, NSGD 337

NSGD 231 8 cr (S)

Medical/Surgical Nursing I focuses on nursing care of the adult patient.

Disease processes of body systems are presented with an emphasis on health promotion. Students will utilize the nursing process in developing evidence-based, culturally congruent plans of care.

Prereq: NSGD 221

Coreq: NSGD 325, NSGD 324, NSGD 328

NSGD 241 6 cr (F)

Medical/Surgical Nursing II builds upon the content of Medical/Surgical Nursing I. Disease processes of body systems are presented with an emphasis on health promotion. Students will utilize the nursing process in developing evidence-based, culturally congruent plans of care.

Prereq: NSGD231

Coreq: NSGD 343

NSGD 251 6 cr (W)

Medical/Surgical Nursing III builds upon the content of Medical/Surgical Nursing II. Disease processes of body systems are presented with an emphasis on health promotion. Students will utilize the nursing process in developing evidence-based, culturally congruent plans of care.

Prereq: NSGD 241

Coreq: NSGD 353

NSGD 261 3 cr (S)

Critical Care focuses on the care of critically ill patients. Students will integrate critical thinking and interprofessional collaboration in the development of complex plans of care. High acuity biotechnical monitoring will be explored.

Prereq: NSGD 251

Coreq: NSGD 363, NSGD 267

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NSGD 267-NSGD 353

NSGD 267 3 cr (S)

NCLEX Preparation helps prepare the student to take the National Council of State Board of Nursing National Council Licensure Examination for Registered Nurses. Kaplan NCLEX-RN review materials are utilized in addition to online resources and structured review sessions. Students are required to attain nationally normed competency levels to complete this course successfully.

Prereq: NSGD 251

Coreq: NSGD 363, NSGD 261

NSGD 317 3 cr (F)

Pathophysiology I emphasizes selected pathophysiology process across the life span. The course applies clinical reasoning to focused assessment, culturally appropriate teaching, and effective interdisciplinary communication utilizing evidence-based practice.

Prereq: Admission to nursing program
Coreq: NSGD 211, NSGD 202

NSGD 318 3 cr (W)

Pharmacology I emphasizes the principles of pharmacokinetics, pharmaceuticals, and pharmacodynamics of selected agents across the life span. The course applies clinical reasoning to pharmacotherapeutics through nursing assessment, intervention and evaluation using evidence-based practice. Medication calculation and administration competency will be developed and evaluated in the laboratory setting.

Prereq: NSGD 317

Coreq: NSGD 327, NSGD 221

NSGD 324 3 cr (S)

Pediatrics Nursing focuses on the care of the pediatric patient. Evidence-based nursing practice that is developmentally appropriate will be utilized to deliver culturally congruent care to this population. Focused assessment techniques specific to this population will be explored. Health promotion and common pediatric health alterations will be addressed.

Prereq: NSGD 221

Coreq: NSGD 328, NSGD 231,
NSGD 325

NSGD 325 3 cr (S)

Maternal/Child Nursing focuses on the care of women in the antepartum, intrapartum, and postpartum periods. Included will be the care of the neonatal patient and issues in women's health. Evidence-based practice will be utilized to deliver culturally congruent care.

Prereq: NSGD 221

Coreq: NSGD 328, NSGD 324,
NSGD 231

NSGD 328 2 cr (S)

Pharmacology II builds upon NSGD 316 and addresses additional pharmacological agents across the life span. The course emphasizes application of clinical reasoning to pharmacotherapeutics through nursing assessment, interventions, and evaluation using evidence-based practice. Explores selected natural therapeutic substances.

Prereq: NSGD 318

Coreq: NSGD 331, NSGD 325,
NSGD 324

NSGD 337 2 cr (W)

Pathophysiology II builds upon NSGD 317 and addresses additional pathophysiological processes across the life span. This course emphasizes application of clinical reasoning to focused assessment, culturally appropriate teaching, and effective interdisciplinary communication utilizing evidence-based practice.

Prereq: NSGD 317

Coreq: NSGD 318, NSGD 221

NSGD 343 3 cr (F)

Mental Health Nursing focuses on the patient with mental illness as defined by DSM-V. Therapeutic communication will be emphasized in evidence-based, culturally congruent care. Community based resources and treatment are addressed.

Prereq: NSGD 231

Coreq: NSGD 241

NSGD 349 4 cr (W)

Issues in American Indian Health explores current issues in American Indian/Alaska Native health. The course explores the relevant psychosocial, political and physiological determinants of health in American Indian/Alaska Native communities, in urban environments and on reservations. The course includes an exploration of the impact of health disparities on American Indian/ Alaska Native health, as well as the influences of history and culture on health beliefs and practices.

Prereq: NSGD 386

NSGD 353 3 cr (W)

Gerontology focuses on the health-care needs of the aging population. Students will differentiate between the normal stages of aging and pathological changes related to disease. Community services available to support this population will be examined. Evidence-based culturally congruent care will be designed for this group.

Prereq: NSGD 241

Coreq: NSGD 251

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS NSGD 363-NSGD 439

NSGD 363 6 cr (S)

Management of Care integrates all concepts of nursing practice. Management of client care in the context of compliance with all applicable regulations is examined with emphasis on prioritization and delegation. Patient safety and quality improvement measures are presented. Precepted nursing practice experience is completed. The transition to graduate nurse is identified and examined.

Prereq: NSGD 251

Coreq: NSGD 261, NSGD 267

NSGD 368 5 cr (F)

Transition into BSN is the transition from Associate Degree Nursing education to the Baccalaureate level. Students will be introduced broader knowledge base. The concepts of evidence-based practice, critical thinking, and cultural congruency will be expanded with the addition of a population focus.

Prereq: Admission to RN-BSN program

NSGD 386 4 cr (F)

Health and Humanities explores the human experience of health and illness through a survey of literature, film, and fine arts. Selected works from the humanities provide a focus for examining social, historical, cultural, and individual perspectives related to the meaning of health and illness across the lifespan.

Prereq: Admission to RN-BSN program

NSGD 390 5 cr (S)

Culture and Caring provides an analysis of the knowledge, skills, and attitudes necessary to provide culturally competent and holistic care for clients with diverse worldviews and health beliefs. The course emphasizes the connection between caring, transcultural nursing, and self-care theories, to assessment, communication, alternative/complementary therapies, and therapeutic nursing interventions.

Prereq: NSGD 349

NSGD 406 4 cr (F)

Nursing Theory focuses on the theoretical framework upon which nursing practice is based. Individual theorists will be examined for their contribution to current nursing practice. Theories outside the discipline of nursing will also be examined for their influence on nursing practice.

Prereq: Admission to the RN-BSN program

NSGD 408 5 cr (F)

Family Care focuses on the family unit. Various theories related to family development and structure will be examined. The role development of individual members and the effect it has on the health of the structure and members will be another source of inquiry.

Prereq: Admission to RN-BSN program

NSGD 417 4 cr (W)

Evidence-based Practice focuses on the development of evidence-based practice. Qualitative and quantitative research methods will be explored. Current nursing research will be identified and examined for relevance. The ethics of utilizing human subjects in the research process will be discussed.

Prereq: NSGD 368, NSGD 406

Coreq: NSGD 418

NSGD 418 5 cr (W)

Health Promotion focuses on the promotion of healthy life styles and prevention of disease and injury. These efforts will be directed at not only individuals, but families and groups. Teaching and learning theories will be utilized. Students will develop educational materials that will be utilized in their practicum.

Prereq: NSGD 368, NSGD 406,

NSGD 386

Coreq: NSGD 417

NSGD 428 5 cr (W)

RN-BSN Practicum I is a clinical course. Students will plan and implement a health promotion activity that is community based. They will explore development of a community based program, including needs assessment, planning, implementation and evaluation. They will also develop a budget for this project.

Prereq: NSGD 368, NSGD 406, NSGD 386, NSGD 408

Coreq: NSGD 417, NSGD 349, NSGD 418

NSGD 434 4 cr (S)

Nursing Leadership focuses on the theories of leadership and change when applied to nursing. Quality improvement, benchmarking and quality monitoring will also be examined. Students will develop a change project to be implemented during practicum.

Prereq: NSGD 417, NSGD 418

Coreq: NSGD 438, NSGD 439

NSGD 438 5 cr (S)

RN-BSN Practicum II is a clinical course in which students will plan and implement a change project that involves quality improvement. Additional experiences will focus on management.

Prereq: NSGD 428

Coreq: NSGD 439, NSGD 434

NSGD 439 4 cr (S)

Population Focused Care focuses on the care of populations. The principles of community health and the science of public health will be examined. Students will develop a community assessment to identify needs, utilizing existing data and observation.

Prereq: NSGD 417, NSGD 418

Coreq: NSGD 438, NSGD 434

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32
				[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS OFED 106-OFED 290

OFED 106 1 cr (FW)

Keyboard Skill Building is designed to improve keyboarding skills. An individualized computer program is used to increase speed and decrease errors. A minimum of 25 wpm must be met. Students with a speed of 50 wpm may be waived from this class. May be repeated two times for credit.

Prereq: Keyboarding skill of 20 wpm

Coreq: none

Challengeable Course

OFED 111 4 cr (W)

[List DM]

Business Math focuses on math skills widely used in business applications. Topics include fractions, decimals, percents, base and rate applications, banking, discounts, markup and markdown, payroll, taxes, and interest.

Prereq: Appropriate score on TABE

Coreq: OFED 113

OFED 113 1 cr (W)

[List DM]

Calculator Lab focuses on math applications using a 10-key business calculator. Emphasis is placed on speed development, touch operations, and math competency.

Prereq: none

Coreq: OFED 111 or MATH 100

OFED 114 1 cr (F)
Business Grammar and Usage

presents the fundamental English skills needed to communicate clearly and effectively in today's workplace. These basics include grammar, usage, punctuation, capitalization, number style, and spelling. The course will be taught in a hybrid format with direct instruction followed by individual practice completing on-line exercises and properly writing sentences and paragraphs.

Prereq: None

Coreq: None

Challengeable Course

OFED 121 3 cr (S) [List H]

Human Relations provides knowledge about interactions to improve personal, job, and career effectiveness. The course covers understanding and managing oneself, specifically developing good work habits, self-motivation, self-esteem, positive attitudes, strong values and ethics. Topics in workplace communication issues include getting along with managers, coworkers, and customers; managing conflict; and dealing with stress. Proper telephone etiquette, job search techniques and interviewing skills are practiced.

Prereq: none

Coreq: none

OFED 213 3 cr (FS)

Records Management/Filing emphasizes principles and practices of effective records management along with the rules of filing paper documents. A simulation provides hands-on experience with the five commonly used methods of filing.

Prereq: none

Coreq: none

OFED 216 4 cr (F) [List F]

Business Writing is a writing class designed to develop proficiency in composing many types of business correspondence. Students are introduced to different writing strategies based on their audience and the purpose of the message. Students review grammar and punctuation rules to attain effective communication.

Prereq: ENGL 101 & CAPP 102

Coreq: none

OFED 240 3 cr (F) [List F]

Business Presentations is a hands-on class that introduces students to techniques for researching, writing, and presenting business information. Students will use the Internet to research their topics and learn to use presentation software to present data visually in a narrated slide show incorporating text, charts, and graphics.

Prereq: ENGL 101 & Computer Competency

Coreq: none

OFED 260 3 cr (WS)

Office Procedures provides students with skills and knowledge essential in office employment. Topics include employment opportunities, working with others, technology in the workplace, internet research, receptionist duties, handling mail, and arranging travel, meetings, and conferences.

Prereq: CAPP 102

Coreq: none

OFED 271 2 cr (S)

Office Capstone provides students with professional information for careers in the business/office environment. A professional portfolio is completed which focuses on the student's skills, exemplary work, service work and academics. In addition, a community service project is included in this course.

Prereq: none

Coreq: none

OFED 290 2 cr (FWS)

Office Practicum gives students the opportunity to participate in a practical on-the-job experience within the Office Professions field. Students will be supervised by both the instructor and employer. This course may be repeated up to three times for credit.

Prereq: 12 credits in Office Professions

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS PHIL 100-PSYC 210

PHIL 100 3 cr (FS)

Introduction to Philosophy examines formative ideas in philosophy, ethical dilemmas, and topics of contemporary concern. Students will study Native American writers and thinkers and compare their ideas with other philosophies from around the world.

Prereq: none

Coreq: none

PHYS 201 5 cr (F)

[List DS, I]

College Physics I is a calculus-based survey of the basic concepts of mechanics for physical science and engineering students. Lab included.

Prereq: MATH 110

Coreq: none

PHYS 203 5 cr (W)

College Physics II is a continuation of the basic concepts of physics. Topics include rotational motion, oscillatory motion, and thermodynamics. Lab included.

Prereq: PHYS 201

Coreq: none

PHYS 205 5 cr (S)

College Physics III is a continuation of the basic concepts of physics. Topics include electricity, magnetism, and radioactivity. Lab included.

Prereq: PHYS 203

Coreq: none

POLS 100 5 cr (W) [List H]

American Government surveys the political system as it operates among federal, tribal, state, and local levels. Emphasis is placed upon studying the nature and purpose of American democracy.

Prereq: ENGL 101 w/C or higher

Coreq: none

PSYC 105 2 cr (FW) [List H]

Human Potential Seminar is a structured small-group experience founded on the assumption that something is right and good about each person. The purpose is to assist each participant to become more self-determining, self-motivating, self-affirming and empathetic toward others.

Prereq: none

Coreq: none

PSYC 110 5 cr (FWS)

[List C, H]

Introduction to Psychology is a survey course of the field of psychology. Topics are drawn from main subject areas in psychology such as learning and conditioning, memory, physiological psychology, social and abnormal psychology, consciousness, sensation and perception, intelligence, motivation and emotion, and stress and health psychology. Students will explore controversies and cultural issues and will practice the application of psychological principles to problems and experiences in everyday life.

Prereq: ENGL 101 completed or currently enrolled

Coreq: none

PSYC 120 5 cr (W) [List H]

Research Methods in Psychology

provides an introduction to the scientific method as it is used in psychological research. The course introduces traditional methodology as well as methodologies that address limitations of traditional research in the understanding of culture, race and gender. Students will practice critical thinking and communication skills through class discussions, written research assignments, and group projects.

Prereq: PSYC 110, ENGL 202

Coreq: none

PSYC 151 2 cr (W)

Career Explorations in Psychology provides an introduction to the wide variety of careers available within the discipline of psychology. Both general and specific information are provided about types of careers, training, skills, experiences and practice settings. Students will complete a service-learning project of 30 volunteer hours in the community as a part of this course.

Prereq: PSYC major or Instructor Consent

Coreq: none

PSYC 195 var cr (OD)

Independent Study in Psychology is a variable credit course that will cover specific topics or skills building activities, as indicated by student need. Students will be advised into PSYC 195 as needed and the course will be scheduled on demand. The course is offered P/F.

Prereq: Instructor Consent

Coreq: none

PSYC 210 3 cr (FS) [List H]

Psychological Literature provides the opportunity for students to become familiar with the style, organization and content of psychological articles. Students will learn to distinguish between refereed journal articles and other Internet materials and will practice selecting and limiting topics, searching databases and accessing peer-reviewed articles in the field of psychology. They will develop skills in comprehending, paraphrasing and summarizing article contents.

Prereq: ENGL 202, CAPP 100 or equivalent

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS PSYC 225-PSYC 335

PSYC 225 2 cr (S) [List H]

Psychology of Advertising and Propaganda is an introduction to psychological techniques that are used in advertising and propaganda to influence human attitudes and behavior. Students will examine how these techniques were developed during the 20th century and how they have helped shape current social and cultural trends. Through activities, films and discussion, students will identify assumptions, analyze content, and create variations of messages found in present-day media. Students will study ethical issues concerning the use and misuse of this knowledge for such purposes as political manipulation, influence on buying behavior, and censorship.

Prereq: none

Coreq: none

PSYC 230 5 cr (WS) [List H]

Developmental Psychology provides a basic understanding of the developmental process across the lifespan. Students will examine the theoretical foundations of developmental psychology, identify developmental constructs that impact human behavior throughout the lifespan, and explore the impact of culture on human development. Students will apply the principles of developmental psychology to everyday experiences through class discussions, outside activities and written assignments.

Prereq: PSYC 110

Coreq: none

PSYC 301 1 cr (FW)

Seminar in Upper Division Psychology will guide students into the third year of the psychology program. Students will set up a process-type portfolio for the Writing Sequence in which they collect a series of assignments during third year classes. Class activities will focus on confidentiality, ethics, academic performance and other issues of particular importance in psychology.

Prereq: 3rd yr PSYC major; entry into

PSYC BA program

Coreq: none

PSYC 315 5 cr (W) [List I, J]

Biological Psychology provides an introduction to the influences of biological factors in human behavior. The course provides an overview of the structure of the central nervous system, principles of synaptic transmission, influences of hormonal and neurotransmitter systems and other processes related to brain-behavior relationships. This course may include a lab in which methods of studying these relationships will be introduced. The impact of biology on human development, emotions, normal and abnormal behavior, and other behavioral systems will be addressed in this course.

Prereq: PSYC 110; BIOS 101/02 or equivalent, CHEM 110/11 or equivalent, or Instructor Consent

Coreq: none

PSYC 320 5 cr (W) [List F, J]

Cross-Cultural Issues in Psychology focuses on the influence of culture on human behavior and explores the close relationship between culture and psychology. Topics include the relation of culture to perception, attitudes and beliefs, physical and mental health, communication patterns and social relations, both within the U.S. culture and worldwide. Basic parameters that distinguish cultures from one another are extensively addressed.

Prereq: PSYC 110, ENGL 101

Coreq: none

PSYC 331 3 cr (W) [List J]

Working with Schools and Children familiarizes the student with the role of the school counselor and how to operate within the school climate and community. Included are school management styles, functioning in classroom settings, the role of testing, working with families in the school system, rules and regulations (e.g., reporting laws, FERPA, confidentiality), ethics, discipline, and connecting with community resources. Of special importance is familiarity with an Indigenous model of counseling in Reservation schools (making use of cultural richness, resources and strengths in Indian communities; approaching and networking into Native communities).

Prereq: PSYC 230 or equivalent

Coreq: none

PSYC 335 3 cr (S) [List J]

Childhood Disorders and Development will address disorders of childhood and their impact on physical and emotional development, functioning in school and community, and functioning within families. Topics will include brain development, special education, typical behavioral problems, types of assessment, cultural aspects of understanding and assessing childhood disorders, and impact on the mental health community.

Prereq: PSYC 230 or equivalent

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32	[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS PSYC 341-PSYC 415

PSYC 341 5 cr (F) [List F, J]

Gender Differences explores the term *gender* and the ways in which societies organize people into female, male and alternate-gender categories. This course is concerned with understanding how people in various cultures attach meaning to gender categories and how they learn, negotiate, and accept or resist societal gender roles. Although the primary focus is on gender, issues of class, ethnicity and race are embedded in the study of gender and are addressed as well.

Prereq: PSYC 110, ENGL 101

Coreq: none

PSYC 351 5 cr (S) [List J]

Introduction to Personality provides an introduction to personality theory and research. This class addresses western and non-western conceptualizations of personality and the self, cultural differences in approaches to understanding the self, and major theories of personality, including the cultural atmospheres in which they have developed.

Prereq: PSYC 110

Coreq: none

PSYC 361 5 cr (S) [List J]

Abnormal Psychology explores some of the more frequently seen types of abnormal human behavior. Students will examine the symptoms and causes of psychological disorders and their treatment, and will investigate topics related to the perception of normal and abnormal behaviors in cultural contexts. Students will deepen their understanding of course content and strengthen their communications skills through in-depth investigation of pertinent topics.

Prereq: PSYC 110

Coreq: none

PSYC 372 3 cr (F)

Advanced Research Methods in Psychology will cover four broad topics: foundations of social science research, methods of research design, collection of data, and data analysis. Students will learn the basics of appropriate research design and be introduced to statistical methods used in social science research. They will go through the process of designing a simple data collection instrument and practice analyzing qualitative and quantitative data using computer-based skills. Students will understand how to critically evaluate their own research and that of other social scientist researchers. Students will gain an understanding of ethics in human subjects research and working with an Institutional Review Board.

Prereq: PSYC 120, PSYC 210, ENGL 306, SCWK 306 or equivalent courses

Coreq: none

PSYC 375 3 cr (S)

Group Process will help the student acquire an understanding of group dynamics and effective communication in formal group settings. Students will be introduced to skills involved in problem-solving, achieving consensus, practicing effective listening, and attending to and participating in group dynamics. Ethical issues, confidentiality and trust building will be addressed. Students will gain an awareness of the power of group process as a means of self-discovery and personal growth, and will practice the skills of dealing with the diversity of values, beliefs and experiences they will encounter during group interactions.

Prereq: 3rd year PSYC major, Instructor Consent

Coreq: none

PSYC 405 1 cr (W)

Exploring Community Networking provides psychology majors the opportunity to learn about community resources and the networking process that connects them together. Students will gain an awareness of community functioning through such activities as job shadowing in the schools, researching area resources and programs, and developing relationships with other professionals.

Prereq: 4th yr PSYC major, Instructor Consent

Coreq: none

PSYC 415 5 cr (F)

Counseling Methods familiarizes the student with the major styles of counseling and psychotherapy in the mental health field. Ethics, laws of the counseling profession, confidentiality, appropriate referral, cultural considerations, and familiarity with different types of mental health support will be addressed. Students will have the opportunity to try out different counseling styles and gain an understanding of how they may be applied in appropriate situations.

Prereq: 4th year PSYC major, Instructor Consent

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32 [List J] pg. 33

COURSE DESCRIPTIONS PSYC 430-SCID 101

PSYC 430 3 cr (W) [List J]
Diverse Issues in Historical Trauma

provides an overview of complex issues related to historical trauma across cultural, social and historical settings. Class will address theoretical foundations of trauma, identify cultural and social groups impacted by historical trauma, and explore the impact of trauma on individuals, families, communities and the society at large. Healing, resilience and transformation will be explored, with a focus on the Native American experience. Format will rely on lectures, class dialogue, videos, literature, articles and student presentations to initiate and guide class discussion.

Prereq: PSYC Upper Division Student or Instructor Consent

Coreq: none

PSYC 450 3 cr (W)

Capstone I allows the student to deeply explore a topic in psychology, while demonstrating and refining the investigative and written communication skills they have developed throughout their undergraduate education. Students will work on a project of interest that may enhance their opportunities in future work or education settings. Project format may be a literature review, a small empirical study, or a community service project, any of which will result in a 40-50 pp APA style paper and a formal presentation during spring of the 4th year.

Prereq: PSYC 372 or equivalent; 4th yr PSYC major; Successful completion of *Writing Sequence* courses

Coreq: none

PSYC 451 3 cr (S)

Capstone II is a continuation of Capstone I. Students continue to work on a project in which they deeply explore a topic in psychology, using the investigative and written communication skills they have developed throughout their undergraduate education. Project format may be a literature review, a small empirical study or a community service project, any of which will result in a 40-50 pp APA style paper and a formal presentation during spring of the 4th year.

Prereq: PSYC 450

Coreq: none

PSYC 460 3 cr (OD)

Special Topics in Psychology will accommodate varying topics of interest based on subject matter; instructor interest and expertise; student needs or requests; cohort interest; or adjunct expertise and availability. Special Topics offers the opportunity for in-depth investigation of a variety of different topics and subject matter. Organization may vary but is likely to be structured around readings, discussion and presentations.

Prereq: 4th yr PSYC major or Instructor Consent

Coreq: none

PSYC 465 var cr (OD)

Field Seminar is organized around visitors and speakers and may include such activities as fieldtrips or conferences. It is intended to provide students with the opportunity to encounter learning styles and content not typically seen in classroom settings, including indigenous-based learning styles. It will focus upon tribal cultural content and issues as they relate to psychology. Field seminar will be offered on an occasional basis, depending upon subject matter and availability of tribal presenters.

Prereq: 4th yr PSYC major or Instructor Consent

Coreq: none

PSYC 472 DR 5 cr (F) [List J]

Indigenous Research Methodologies in Psychology focuses on methodologies of Indigenous research as they relate to psychology. Included are explorations of the purpose of Indigenous research, both historical and contemporary; roles and responsibilities of an Indigenous researcher; oral and recorded traditions and sources of information; and other important issues that face Indigenous researchers, both now and in future. Of particular importance in Indigenous research are proper use and dissemination of research findings, as well as the role of Institutional Review Boards and Human Subjects Ethics, with particular attention to issues of power and control. To this end, the following questions are emphasized: to whom does the research belong, whose benefit and interests are at stake, who is the researcher and what is their relationship to the research community, who carries out the research, and who controls and disseminates the results. Students will complete a research proposal that dovetails with the Senior Capstone project.

Prereq: 4th yr PSYC major or Instructor Consent

Coreq: none

SCID 101 5 cr (W)
[List C, DS, H, I]

Science, Society and Culture explores the complex inter-relationship of science, cultures and social systems. It investigates the scientific method, and explores the way that assumptions, beliefs, and scientific discovery interact to shape both science and the social fabric it is a part of. Case studies demonstrate the effect society has on science, and how new technology and beliefs that result from scientific discovery have an effect on the culture, ethics and belief systems of a society.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
CATEGORY	[List A] pg. 25 [List F] pg. 29	[List B] pg. 26 [List G] pg. 29	[List C, DM] pg. 27 [List H] pg. 31	[List DS] pg. 28 [List I] pg. 32
				[List E] pg. 28 [List J] pg. 33

COURSE DESCRIPTIONS SCID 114-SCLG 308

SCID 114 3 cr (W)

Scientific Literature is a survey of resource related journals and the scientific writing style that is used to report the results of scientific research. Students will learn to access, read and critically interpret the literature of science.

Prereq: none

Coreq: none

Challengeable course

SCID 210 4 cr (F)

[List DS, I]

Science for Educators I: Life Science and Ecology is a general overview into the Life Sciences for education majors. Topics explored will include scientific and traditional creation stories, the scientific method, the foundations of life, cells, botany, animal adaptations, ecological systems, and alternative scientific theories. The course will include hands-on lab activities and will conclude with a re-examination of cultural perspectives on life sciences.

Prereq: none

Coreq: none

SCID 211 4 cr (W)

[List DS, I]

Science for Educators II: Earth and Sky is a general overview into the Earth and space sciences for education majors. Topics explored will include the basic principles of geology and geomorphology, meteorology, meteorology and astronomy, with special attention to the inclusion of Native American cultural perspectives and an inquiry-based, hands-on approach to instruction. The scope of these topics will reflect content appropriate for use by teachers of students in the elementary grades.

Prereq: SCID 210

Coreq: none

SCID 212 4 cr (S)

[List DS, I]

Science for Educators III: Our Physical World is a general overview physical sciences and chemistry for education majors. Topics explored will include properties of matter, mechanics of force, electricity, magnetism, light and optics, sound, and the foundations of chemistry. The course includes numerous hands-on embedded lab activities, many of which involved cultural themes or frameworks.

Prereq: SCID 211

Coreq: none

SCID 280 1 to 5 cr (OD)

Science Research Project provides an opportunity for students to conduct supervised research in a science discipline.

Prereq: Permission of instructor; at least sophomore standing

Coreq: None

SCID 293 1-3 cr (OD)

General Science Capstone requires Math/Science/Engineering students to synthesize a comprehensive and scholarly project applying skills, concepts and techniques acquired during their tenure at SKC. Students complete and present their project in this course, which is designed to assess competency in computer, math, critical thinking and communication skills. May be repeated for up to 3 credits.

Prereq: math/science or pre-engineer major; sophomore standing, and permission of instructors

Coreq: none

SCID 310 3 cr (F)

Conducting and Reporting Scientific Research is designed to support Secondary Science Education students in designing and conducting scientific research and in writing a formal paper that reports their research. Its primary objectives are to provide students with a research experience to deepen their understanding of the nature of science and to develop students' skills in writing in the scientific genre.

Preq: ENGL 202, Junior status in BSSE or permission of instructor

Correq: None

SCLG 110 5 cr (FWS)

[List C, H]

Introduction to Sociology is an overview of social issues and concerns such as equality, deviance, sports, capital punishment, information control, and the media.

Prereq: none

Coreq: none

SCLG 285 3 cr (F) [List H]

Race and Ethnic Relations is an analysis of the dynamics of American racial and ethnic relations. The course focuses on differential power, inter-group conflict, and adaptation.

Prereq: none

Coreq: none

SCLG 308 5 cr (W) [List J]

Social Psychology examines research about ways people think about, influence, and relate to one another. Some areas of interest include conformity and obedience, persuasion and indoctrination, love and liking, anger and aggression, stereotypes and prejudice, peace-making and cooperation.

Prereq: PSYC 110 or SCLG 110 and ENGL 202

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS SCLG 310-SCWK 310

SCLG 310 3 cr (S) [List F, J]

Intercultural Communication takes a cross-cultural look at the various ways cultures and subcultures communicate, the problems that may arise within intercultural communication, and a number of diverse patterns of cultural communication.

Prereq: none

Coreq: none

SCWK 160 3 cr (FS) [List H]
Introduction to Addiction Studies

provides an overview of the addiction counseling field, including addiction theories; prevention, intervention, and treatment models; and impacts on families and society.

Prereq: ENGL 101

Coreq: none

SCWK 200 2 cr (W)
[List H; SCWK elective]

Story Keepers is an introductory course in gerontology and the processes of aging. Basic information is provided through a variety of media including student generated activities to gain better understanding of elderly folks and their force in our lives, communities and the world. This course provides a primer in advocacy skills for social workers and others in helping professions.

Prereq: none

Coreq: none

SCWK 201 3 cr (FS) [List H]

Introduction to Social Work provides an overview of the history, mission, values, and current challenges of the social work profession; introduces the SKC Bachelor of Social Work Program; and allows students to assess their interest in a social work career.

Prereq: ENGL 202

Coreq: none

SCWK 203 2 cr (FS) [List H]

Domestic Violence: Breaking the Cycle is a two-day workshop that provides an overview of domestic violence issues, including the cycle of abuse, myths about abuse, healthy and unhealthy survival skills, the emotional healing process, community resources, intervention planning, and legal and cultural aspects.

Prereq: ENGL 202

Coreq: none

SCWK 263 3 cr (S) [List I]

Pharmacology of Psychoactive Substances examines the mental and physical effects of psychoactive drugs and behavioral addictions, such as compulsive eating and gambling.

Prereq: ENGL 202; BIOS 101, 102

Coreq: none

SCWK 300 3 cr (F)
Human Behavior in the Social

Environment I examines the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development from prenatal stages to adolescence, with special focus on the individual within the contexts of family, groups, and the broader community. The impacts of stress, deviant behavior, pathology, disease, and disability are also examined.

Prereq: SCWK 201

Coreq: SCWK 101, 310, 320

SCWK 301 3 cr (W)
Human Behavior in the Social

Environment II is a continuation of HBSEI and examines the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development. The course concentrates on the developmental stages of early, middle, and late adulthood and how the maturation processes and environment impact behavior.

Prereq: SCWK 300

Coreq: SCWK 102

SCWK 306 2 cr (FS) [List F]

APA Writing Style provides an in-depth review and practice of both foundational writing skills and standardized research and writing skills used in social service professions and required by the American Psychological Association. Students will write a literature review research paper in APA style and orally present their findings using PowerPoint technology.

Prereq: CAPP 100 or equivalent; SPCH 100; ENGL 306

Coreq: none

SCWK 307 2 cr (F)

Social Work Writing Lab I focuses on developing professional writing skills emphasizing sentence structure, paragraphing and essay organization. Students will practice the writing process by completing practice worksheets and using prewriting, revising, and editing to complete social work assignments utilizing the Six Traits Writing Program and APA writing style.

Prereq: ENGL 306, Junior standing in the BSW Program

Coreq: SCWK 300

SCWK 309 2 cr (S)

Social Work Writing Lab III focuses on revising, including proofreading and editing skills and creation of resumes and cover letters. Students will edit their own social work assignments and peer review the work of other students.

Prereq: SCWK 308, SCWK 301

Coreq: SCWK 352

SCWK 310 3 cr (F)

Social Work Practice I (Individuals) provides foundational knowledge and skills needed for effective generalist social work practice with individuals. This course introduces interviewing skills, including engaging the client and identifying the strengths, capacities and resources of individuals.

Prereq: SCWK 201

Coreq: SCWK 101, SCWK 300, SCWK 320

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COURSE DESCRIPTIONS SCWK 311-SCWK 402

SCWK 311 3 cr (W)

Social Work Practice II (Families & Groups) provides foundational knowledge and skills needed for effective generalist social work practice with families, couples and groups, giving special attention to group facilitation, case management, and leadership development.

Prereq: SCWK 310 or instructor permission

Coreq: none

SCWK 312 3 cr (S)

Social Work Practice III (Organizations & Communities) examines a broad range of social services available within the local, tribal, state, and federal social services systems while exploring strategies for community change and advocacy. Collecting and assessing information and analyzing the data to plan for effective service delivery will also be explored.

Prereq: SCWK 311

Coreq: none

SCWK 315 3 cr (W)

Welfare Policy and Services provides an overview of public, private, and tribal social services; reviews the history of social welfare in the United States; and explores methods of influencing social policy. Special attention is given to the foster care system and the Indian Child Welfare Act.

Prereq: POLS 100

Coreq: none

SCWK 320 3 cr (F)

Social Work Values and Ethics provides an overview of social work ethics and addiction counseling ethics and uses case studies and other activities to develop critical thinking skills needed for ethical decision-making.

Prereq: SCWK 201

Coreq: SCWK 100, SCWK 300, SCWK 310

SCWK 330 5 cr (W) [List J]

Race, Gender, Ethnicity, and Class examines the social processes seen between various minority groups and mainstream culture in the United States, with focus on the dynamics of oppression and the interface between race, gender, ethnicity, class, and religion.

Prereq: ENGL 202 or instructor permission

Coreq: none

SCWK 352 3 cr (S)

Internship Seminar prepares students for the internship experience through a review of professional standards and internship requirements. Students will become familiar with SKC Social Work Program criteria for internship placement and expectations of student interns. In completing this course, students will explore possible internship placements, conduct a self-evaluation and cultural assessment, and develop a portfolio.

SCWK 355 2 cr (S)

Technical Writing for Social Work provides training in technical writing required by many social services agencies for effective service delivery and caseload management.

Prereq: SCWK 201 or instructor approved

Coreq: SCWK 310

SCWK 357 Cr (S)

The Fundamentals of Politics and Management in Social Work examines the political and administrative factors that influence social work practice including Tribal and non-Tribal social work agencies; Learn the fundamentals of social work administration and the importance of effective social work management.

Prereq: SCWK 315

Coreq: GNSD 350

SCWK 400 5 cr (F)

Internship I provides 150 hours of supervised work experience in a community-based social services agency. Students assess their internship experience and identify personal learning objectives. Students identify personal learning objectives; apply classroom knowledge, theory, and skills to work with clients; and assess their internship experience. The Internship provides students with an opportunity to grow personally and professionally by receiving field instruction under the supervision of a trained and approved site supervisor.

Prereq: completion of Junior level SCWK core courses

Coreq: SCWK 415

SCWK 401 5 cr (W)

Internship II is a continuation of Internship I, providing an additional 150 hours of supervised work experience in a community-based social services agency.

Prereq: SCWK 400

Coreq: SCWK 416

SCWK 402 5 cr (S)

Internship III is a continuation of Internship II, providing the final 150 hours of supervised work experience in a community-based social services agency.

Prereq: SCWK 401

Coreq: SCWK 417

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COURSE DESCRIPTIONS SCWK 420-TRHP110

SCWK 420 3 cr (F)

Advanced Research Methods in Social Work builds research literacy and knowledge and skills required for basic social work research. It provides an overview of the social science research; introduces both Western and indigenous research methods; examines ethical, political, and socio-cultural forces that influence research. By the end of the course students will submit a proposal for their capstone project that addresses an area of high need in our community. Prereq: Math 241, SCWL 306, senior standing in the BSW program Coreq: none

SCWK 422 3 cr (W)

Social Work Capstone II students to further refine their critical thinking, investigative, and written communication skills while implementing a research project that addresses an area of high need in our community. The course focuses on using appropriate data collection and analysis methods. The capstone series culminates in a written research report and an oral presentation that summarizes the project and discusses the implications of findings.

Prereq: SCWK421

SCWK 470 3 cr (F)

[List B; SCWK elective]

Working with Children and Families at Risk provides an overview of the use of art and psychodrama as techniques for assessment and intervention methods.

Prereq: none

Coreq: none

SCWK 471 5 cr (W)

[SCWK elective]

Foster Care/Child Abuse and Neglect provides an overview of foster care and adoption processes, child abuse and neglect concerns, and the protective services system, including substitute care, separation and loss, developmental concerns, and reunification.

Prereq: ENGL 202, or consent of instructor

Coreq: none

SPCH 100 3 cr (FWS)

Basic Communications emphasizes the public speaking skills needed in community and business settings. Students will learn how to write and deliver three basic speeches.

Prereq: ENGL 101 w/C or higher

Coreq: none

SPCH 360 3 cr (WS) [List F]

Professional Presentation Skills provides extensive training in the creation and proper integration of multimedia aids in speech presentations. Students will learn and develop public speaking skills necessary for success in community, academic, and professional workplace settings.

Prereq: SPCH 100; CAPP 100 or Computer Competency; ENGL 306 passed w/C or higher, or equivalent upper divisional writing in the discipline course with instructor consent.

Coreq: none

SVLN 100 1 cr (FWS)

Community Service Learning can range from working with the elderly to being a youth mentor to analyzing strategic plans for the future of the Reservation. This component is built into each major area of study.

Prereq: none

Coreq: none

SVLN 250 1 cr (S)

Service to the Environment I is for Natural Resources students only. This course is designed to introduce students to the philosophy of volunteerism through community service with particular focus on Natural Resource agencies; Science, Technology, Engineering, and Mathematics (STEM) organizations; Non-profits; and other Non-governmental Organizations (NGO). Participants will prepare to work in a volunteer capacity for thirty (30) hours of time at an instructor-approved agency or nonprofit organization.

Prereq: none

Coreq: none

SVLN 450 1 cr (S)

Service to the Environment II is for Natural Resources students only. This course is designed to introduce students to the philosophy of volunteerism through community service with particular focus on Natural Resource agencies; Science, Technology, Engineering, and Mathematics (STEM) organizations; Non-profits; and other Non-governmental Organizations (NGO). Participants will complete thirty (30) hours of time at an instructor-approved agency or nonprofit organization.

Prereq: SVLN 250

Coreq: none

TRHP 110 3 cr (W) [List H]

Introduction to Tribal Historic Preservation introduces the basic tenants of cultural resource management and approaches to tribal historic preservation. Students will explore the diverse ways in which tribes conduct historical and archaeological research, approach fieldwork, monitor their historic properties, protect and preserve archaeological and cultural resources, and create museums to represent their histories.

Prereq: none

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS TRHP 495-WILD 332

TRHP 495 4 cr (OD)

Capstone in Tribal Heritage Preservation is the culmination of coursework for the Tribal Historic Preservation major and provides an opportunity to conduct substantive, original research resulting in a senior thesis related to historic preservation issues and practice in North America. Topics may include historical and theoretical issues in the American historic preservation movement, the identification and documentation of historic properties, preservation technologies, strategies for the conservation of historic resources and critical assessments of the philosophy and principles of preservation as relates to American Indian tribes or Native American historic resources.

Prereq: ANTH 101, ANTH 210, ANTH 420
Coreq: none

TRUK 100 10 cr (FW)

Introduction to Truck Driving will assist students in gaining a working knowledge of information needed to obtain a Class A CDL learners permit through classroom instruction. This class also includes simulator and backing practice, preventative maintenance and safety training, and the driving experience necessary to demonstrate the technical skills required to pass the pre-trip, skills, and driving exam for the Montana Class A CDL.

Prereq: none
Coreq: none

TRUK 110 10 cr (S)

Truck Driving Field Experience is designed to provide students with additional skills in a working environment. Loading and dumping trucks, load securement and transport of heavy equipment, and safety and preventative maintenance are emphasized in preparation for an entry-level job in "trucking". Also included is the continued development of the basic skills learned in TRUK 100.

Prereq: TRUK 100
Coreq: none

WILD 112 3 cr (S)

Biological Field Methods surveys standard methods of identifying, estimating populations and ages of plants and animals, and recording movement, sex and behavior of animals. Students will develop their skills in field observation and data recording.

Prereq: none
Coreq: none

WILD 202 3 cr (W) [List DS]

Introduction to Fisheries and Wildlife is an introductory course that covers the basics of fisheries and wildlife management. Students will learn fundamental principles of fish and wildlife ecology, conservation and habitat management. The course will provide an understanding of how environmental issues are interrelated with social, cultural and political arenas, and how fish and wildlife managers balance these various needs.

Prereq: none
Coreq: none

WILD 210 3 cr (F)

Wetland and Riparian Habitats describes the importance of wetland and riparian habitats to fish, wildlife, ecological functioning and human interests. Students will learn about human impacts to these areas and methods used to manage and conserve their value and diversity. Emphasis will be placed on the wetland and riparian habitats of Montana

Prereq: none
Coreq: none

WILD 325 3 cr (F)

Entomology is a survey of insect biology, ecology and evolution. Students will learn about insects' morphology, physiology and behavior, and their impact on human health and economy.

Prereq: BIOS 114 and BIOS 115
Coreq: BIOS 341

WILD 326 1 cr (F)

Entomology Laboratory will focus on field and laboratory activities that will enhance the students' knowledge of insect biology, ecology, evolution, morphology, physiology and behavior.

Prereq: BIOS 114 and BIOS 115

Coreq: BIOS 340

WILD 330 3 cr (W)

Mammalogy addresses the evolution, life history, adaptations and ecology of mammals, with emphasis on North American species. Students learn to identify mammals and their signs in the laboratory and in the field.

Prereq: BIOS 114/115

Coreq: BIOS 331

WILD 331 2 cr (W)

Mammalogy Laboratory is a laboratory and field course with a focus on mammal biology, identification, adaptations, conservation, management, habitat relationships and research techniques. Emphasis will be placed on North American species, especially those found in Montana and on the Flathead Indian Reservation.

Prereq: BIOS 114 and BIOS 115

Coreq: BIOS 330

WILD 332 Ornithology 3 cr (S)

Ornithology is the study of birds; in this course the focus is on those birds found in western Montana. Through lectures and field trips, students learn to identify birds and their ecological relationships.

Prereq: BIOS 114/115

Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand	
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COURSE DESCRIPTIONS WILD 333-WILD 402

WILD 333 1 cr (S)

Ornithology Laboratory is a laboratory and field course with a focus on avian biology, identification, adaptations, conservation, management, habitat relationships and research techniques. Emphasis will be placed on North American species, especially those found in Montana and on the Flathead Indian Reservation.

Prereq: BIOS 114 and BIOS 115
Coreq: BIOS 332

WILD 341 4 cr (F)

Ichthyology and Herpetology examines the biology, taxonomy, adaptations, life history, ecology, conservation and management of fishes, amphibians and reptiles. This course investigates major regional and global concerns for these organisms. Emphasis will be placed on North American species, especially those found in Montana and on the Flathead Indian Reservation.

Prereq: BIOS 114 and BIOS 115
Coreq: BIOS 342

WILD 342 1 cr (F)

Ichthyology and Herpetology Laboratory will focus on the biology, identification, conservation, management and research techniques for fishes, amphibians and reptiles. Emphasis will be placed on North American Species, especially those found in Montana and on the Flathead Indian Reservaton.

Prereq: BIOS 114 and BIOS 115
Coreq: BIOS 341

WILD 402 4 cr (F)

Wildlife and Fisheries Techniques is an examination of research and management techniques for fish, wildlife and habitats. Students will learn about a variety of methodologies and techniques used by professionals to conduct research studies and design management plans. Other topics will include the interpretation of scientific studies, how research is used to guide management decisions and the influence of human values and perceptions on the management of wildlife and habitats.

Prereq: WILD 2XX, BIOS 260 and BIOS 261
Coreq: none

TERM	(F) Fall Quarter	(W) Winter Quarter	(S) Spring Quarter	(OD) On Demand
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