



2023 - 2024
**COLLEGE
CATALOG**

**SISSETON WAHPETON
COLLEGE**

Sisseton Wahpeton College

2023-2024
Catalog



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Sisseton Wahpeton College retains the right to make course, program, or cost changes, and modify any statement in accordance with unforeseen conditions. The institution disclaims the liability for unintentional errors, and is not responsible for faculty or academic advisor statements contrary to the published information.

The contents of this catalog are believed to be accurate as of the date of publication. They cannot, however, be considered contractually binding.



SWC Logo



The symbols on the SWC logo represent the seven political districts of the Sisseton Wahpeton Oyate and the four core values of the traditional Dakota people at a time when we were a proud, independent people before European contact. The cultural philosophy of SWC is that the people need to embrace these values and transform them into modern concepts and principles to rebuild the ancient foundations that once made the Dakota people a strong nation. These values provided the foundation for a socio-economic system rooted in the natural elements and harmoniously immersed with the total creation.

Vision Statement

As a 1994 land grant institution, SWC will lead higher education in preserving and extending Dakota culture, language and history while contributing to economic development through the provision of human capital and other resources.

BRAVERY
“Wowaditake”



Courageous
“Waditaka”

Bravery was highly valued by traditional Dakota people. Living in an environment that could be contrary or even hostile from either natural or human elements required a steadfast human character. The Dakota had to cultivate bravery early in life and it was one of the most coveted values. Courage was necessary for the survival of the individual and the village. The wolf symbolizes this value. The wolf hunted alone and sometimes with a pack, bravely providing for and protecting his family.

WISDOM
“Woksape”



Wisdom for the Dakota was that ability to see beyond the normal range of vision and understanding. True wisdom is always accompanied by humility. Wisdom thrives in the heart of a humble person. The Creator is the source of all wisdom and this wisdom is revealed through the creation. Wisdom was often associated with age and a thing to be desired as the true quality of an elder. An eagle has a vision that is said to be four times that of man and sees without being seen and thus symbolizes wisdom.

ENDURANCE
“Wakis’akapi”



Fortitude
“Wakisakapi”

The Dakota lifestyle was not established in pursuit of material wealth or human comfort. By their own choice, they learned to endure physical and emotional hardships in a sometimes harsh environment. Were a person to give up the struggle, they would most likely succumb to the elements. Indian children were eager to become recognized as adults and one way was to demonstrate their fortitude. The buffalo, which symbolizes this value, was an animal that could endure extreme physical elements and survive.

INTUITION
“Ecakensdonyapi”



Knowledge
“Wosdodye”

Ecakensdonyapi means “knowing naturally.” This intuitive knowledge was necessary to a people who lived in close harmony with nature. The Dakota had to be able to read and understand nature’s signs. Intuitive knowledge is gradually being replaced by intellectual knowledge, but intuitive knowledge is still needed when one needs to see beyond the material world in order to make more sense out of it. Knowing naturally means having the ability to think and function in another dimension. In this sense, the material and physical world are but shadows of the real world. Ecakensdonyapi was a natural means for getting at the real causes that are commonly observed in forms of symptoms and behaviors on the outer surface.



DAKOTA VALUES

The following are also important values to the Dakota Oyate.

- (1) **Wicowahba - Humility**
Don't think of yourself as better than others.
- (2) **Wakitanpi - Perseverance**
Don't quit! No matter how hard something is, keep on going.
- (3) **Woohda - Respect**
Treat others the best that you can; even better than yourself. Respect applies to everything such as to the Earth, animals, ideas, and life.
- (4) **Woyuonihan - Honor**
Always act in such a way that those who know you will be proud of you.
- (5) **Wowausida/Wastedaka - Compassion/Love**
Act out of love and kindness and not coldness or hatred. Be kind to others as if it were you.
- (6) **Wosnapi - Sacrifice**
Sometimes you have to give up your own for someone else, even for the Oyate.
- (7) **Wowicake - Truth**
Always say what is true; do not lie.
- (8) **Bdiheca (F)/Handitaka (M) - Industrious**
Do not be lazy; think of ways to make do with what you have, and help to meet the needs of others.
- (9) **Canteyuke - Generosity**
Give of what you have, especially to the elders, the sick, and to those who do not have.

In 1994, twenty-nine Native American post-secondary institutions were recognized by the U.S. Congress with land grant status under the authorization of the Equity in Educational Land Grant Status Act (Section 354 of P.L. 103-382). This legislation was significant as these institutions represented Indian Tribes with land bases not receiving primary land grant support prior to 1994. Sisseton Wahpeton College was one of the Tribal Colleges and Universities (TCUs) identified in the legislation as a 1994 Tribal Land Grant College. Acquiring land grant status was instrumental in creating opportunities and obtaining resources for TCUs to carry out the three traditional tenets of land grant institutional missions: teaching, extension, and research. The TCUs are now charged with organizing and delivering land grant programs for Indian Nations and Tribal communities that have historically been neglected by mainstream institutions. The 1994 Tribal Land Grant Colleges and Universities are supported in the following areas:

1. An endowment fund (in lieu of a land grant)
2. Equity grants to be used for specific institutional projects related to the Tribal land and natural resource needs
3. Extension programs for addressing Tribal community needs
4. Research

HISTORY

Sisseton Wahpeton College is part of a long history of education that has gone through many phases and changes since first contact with Europeans. Before the United States of America was a nation, the Sisseton and Wahpeton Bands knew and practiced applied sciences and lifelong learning. Their knowledge of the natural sciences astounded many Europeans who could not accept them as more than primitive savages.

The Sisseton and Wahpeton have survived mission schools, boarding schools, and hundreds of educational laws and policies, and even being banned from their homeland to a reservation. Here in the northeastern corner of the state of South Dakota, the remnants of the two bands were allowed to retain a small triangular-shaped piece of land now known as the Lake Traverse Reservation. Here the elders of the tribe visualized a time when their own people would take control of the education of its youth.

On August 7, 1979, this vision became a reality with the establishment of Sisseton Wahpeton Community College (SWCC). The College received a needed financial boost in 1980 when federal funds were allocated through the Tribally Controlled Community College Assistance Act. While these funds are about half the amount given the individual states for educational assistance, it was enough to get some basic programs established.

In spite of a lack of adequate funding and limited resources, SWCC continued to pursue the vision. In 1983, the College was granted educational candidacy by the North Central Association's Commission on Institutions of Higher Education. The College received initial accreditation in 1990. In 2002, the College's name was changed to Sisseton Wahpeton College (SWC). The College has kept its doors open to serve anyone who desires an education. Although the State of South Dakota does not provide any support for the non-Native students attending SWC, they are served alongside Native students.

The College has made enormous strides towards achieving the vision of its Founders. Academic programs include Business, Computers, Counseling, Dakota Language Teaching Certificate, Dakota Studies, Early Childhood Development, General Studies, Nursing, and Vocational Education. The College provides such support services as high school equivalency testing, Career Counseling, Financial Aid, Library Services, and the Learning Lab.

The College has made its resources available to the tribe. The tribe is one of a few nationwide that has accepted the challenge to develop and administer welfare reform measures. SWC is a partner in this effort to prove basic education needs and job readiness training. As the tribe enters the new millennium, SWC will continue its mission to meet the ever changing needs of its tribal members and community.

ACCREDITATION AND MEMBERSHIPS

Sisseton Wahpeton College is accredited by the Higher Learning Commission and a member of the North Central Association. The Nursing Program is approved by the South Dakota Board of Nursing. SWC is a member of the American Indian Higher Education Consortium and the Association of Community Colleges.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 Fax: 312.263.7462 info@hlcommission.org
<http://www.hlcommission.org>



Sisseton Wahpeton College



Mission Statement

Sisseton Wahpeton College provides extensive, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all its community. The college values its role as an educational leader, embracing change and responding to the complex needs of those it serves.

SWC BOT Approved

ADMISSIONS

Student Admission Procedures

Sisseton Wahpeton College utilizes an open admissions policy. SWC admits students of any race, creed, and national or ethnic origin. To be admitted under regular college admission requirements, a prospective student must possess a high school diploma or General Education Development (GED) certificate.

1. Complete an SWC Application for Admission and return it to the SWC Office of Admissions. **This must be submitted no later than one week prior to the date of registration.**
2. Request that official academic transcripts and/or documents from all previously attended high schools, high school equivalency test centers, and colleges be forwarded directly to the SWC Office of Admissions.

NOTE: All transcripts received from other institutions that have been presented for admission or evaluation become a part of each student's permanent academic file of the college and cannot be released, duplicated, returned or forwarded to another institution.

3. Former SWC students must complete a SWC Application for Re-admission and return it to the SWC Office of Admissions.
4. Submit certification of Tribal membership, or Tribal ID, if a member of a recognized Tribe.
5. If student is not an enrolled tribal member, but considered a lineal descendant, student will need to submit a copy of their birth certificate and enrolled parent's certification of Tribal membership.
6. Upon receipt of all required forms and documents as described above, an official letter of acceptance will be issued to the prospective student.
7. Confer with the SWC Financial Aid Director for information on financial aid requirements.

One is considered a transfer student if one has been enrolled for any college level course work, whether full-time or part-time, in a college other than SWC.

Assessment and Basic Skills Testing

Assessment tests in reading, writing, and mathematics are administered in order to place students in the appropriate courses. All new students, as well as transfer students and former students who have not met the English or mathematics requirements, are required to take assessment tests. Former students who attended SWC within the last two years are not required to retake the assessment tests. Non-degree students or students with "Special Student" status who are registering for four credits or less may be exempt from taking the assessment test. **Assessment tests must be taken before the student will be allowed to register.**

The "Ability to Benefit" is a requirement for students to enroll in a post-secondary institution if they do not have a high school diploma or General Education (GED) certificate. A student admitted on the basis of "Ability to Benefit" must meet the criteria established by the Department of Education in order to enroll in classes and to be eligible for grants, loans, or work assistance.

The information provided about ATB tests/policies is subject to change without notice in order to comply with test publisher and Department of Education requirements.

In December 1990, the United States Department of Education issued a policy requiring the testing of applicants who did not possess a high school diploma or a GED (General Educational Development) credential but who wished to enroll in postsecondary education and apply for federal financial aid. Passing an appropriate test at the specified level would indicate that the candidate has sufficient "Ability to Benefit" (ATB) from postsecondary education and consequently that the application process for federal financial aid could begin. Reference: Federal Register, Oct. 29, 2010 effective July 1, 2011.

The following scores will be used to determine if the candidate has sufficient "Ability to Benefit".

The current minimum test scores are :	AccuPlacer
Math –AAF	229
Math –QAS	239
Reading	246
Writing (Objective)	246

Any returning or continuing student with an outstanding balance will not be allowed to register for classes until payment arrangements have been made with the Business Office. SWC reserves the right to prohibit registering to a student who has not made satisfactory settlements to his or her account. Up to \$200 of the student's Pell award can be applied to an outstanding balance.

*Advisement &
Registration
Procedures*

1. Pick up an Admission Checklist.
2. Make an appointment with your assigned advisor. (Advisors are assigned based upon an individual student's major program of study.)
3. In consultation with your assigned advisor, select and schedule courses.
4. Complete an official registration form with your advisor and submit it to the Registrar's Office. **Once this is done, you are officially registered for classes.**
5. Complete the Admission Checklist and return it to the Registrar's Office.

Cost of Attendance

Tuition and Fees per semester:

ISC funded students

Per semester hour	\$140.00
Example: (15 credits X \$140)	\$2,100.00

NON-ISC funded students

Per semester hour	\$160.00
Example: (15 credits X \$160)	\$2,400.00

Registration Fee:	
Full-time	\$50
3/4-time	\$45
Half-time	\$35
Part-time	\$20
Lab Fee (estimate)	\$50
Library Usage/Email Account Fee	\$30
Building Usage Fee	\$25
Nursing Fee (each semester)	\$500
Technology Fee	\$100
Books and Supplies (estimate)	\$600
Graduation Fee (final term)	\$40
Audit (per credit)	\$72
Activity Fee	\$40
Off Campus Delivery	\$100.00
Per Online Course	\$25.00

Costs of attendance is set by the Board of Trustees and may be changed at any time without prior notification.

Any student who drops his/her classes **BEFORE** the two-week drop date deadline is not responsible for tuition and fees. Books will not be refundable if opened or written in. However, those students withdrawing from classes after the drop date will be responsible for payment of all costs including books.

In order to encourage students to actively recruit new students to SWC, an incentive program has been established. For more information on this program, please contact the Admissions Office or consult the Student Handbook.

FINANCIAL AID

It is the policy of the Sisseton Wahpeton College that no student be denied access to post-secondary education due to the lack of personal funds. Financial aid programs are available to students, who without such help, would not be able to attend SWC. Financial aid is awarded for one academic semester at a time. All students should complete the Free Application for Federal Student Aid (FAFSA). If you complete this application and are considered ineligible, then the SWC Financial Aid Office will work with you to find other sources of financial assistance. Financial aid is processed according to the SWC academic calendar (add/drop deadlines, last day to withdraw, etc.).

Financial assistance at SWC includes scholarships, grants, and Title IV programs such as PELL, Federal Supplemental Opportunity Grant (FSEOG), Federal College Work Study Program. SWC has decided to not participate in the Federal Stafford Loan Program.

Students interested in applying for financial aid should contact the Financial Aid Office for information and application materials. FAFSA can also be completed online at: www.fafsa.ed.gov.

When submitting the FAFSA the **SWC School Code is 016080**. This will ensure that SWC receives a copy of the Student Aid Report (SAR) electronically. The Institutional Student Information Record (ISIR) must be on file before being considered for federal financial aid.

The Sisseton Wahpeton College adheres to the Higher Education Amendments of 1992. Students who withdraw from all of their classes after receiving federal financial assistance and before completing at least 60% of the program, may not receive a full refund of their award. Since SWC does not participate in the Federal Stafford Loan Program, the only refunds will be from the Title IV Pell Grant Program. Federal Supplemental Opportunity Grants are generally not processed until after the 10th week of classes. For all refunds, the date of withdrawal will be determined by the date on the withdrawal form.

Federal Pell Grant: A grant from the federal government that does not have to be repaid if courses are successfully completed. Specific eligibility requirements for the Pell Grant are that the student be either an undergraduate, or be in an eligible post-baccalaureate program, and not be incarcerated in a federal or state penal institution. Funds received through this program are used to pay tuition, books and fee costs.

*Types of
Financial Aid*

Federal Supplemental Educational Opportunity Grant (FSEOG):

A grant from the federal government. Award provisions are:

- 1) Full time students with zero expected family contribution (EFC) are given first priority
- 2) 3/4 time students with zero EFC are given second priority
- 3) If funds remain all other full time and 3/4 time students with an EFC higher than zero will be considered

Federal Work Study Program (FWSP): If funds are available, this program provides employment opportunities for students who demonstrate a financial need. At SWC awards range from \$500 to \$3,000 per semester depending on need. Students can work up to 20 hours per week. Applications are available in the SWC Financial Aid Office.

Tribal Higher Education Scholarship Grants: (formerly known as BIA Higher Education Grant) - Are available to Native American students through the tribe in which they are enrolled; amounts of awards may vary. Awards are disbursed by Tribal Education Officers. Native American students should contact their tribal headquarters to see if a program is available from their Tribe.

Veteran's Benefits: Available to veterans of active military service. All veterans should contact the local Veteran's Administration Service Office for more information.

Vocational Rehabilitation: Designed to assist students with disabilities. Students who think they might qualify are encouraged to contact the Vocational Rehabilitation Offices located in their city or state.

American Indian College Fund Scholarships: The American Indian College Fund, headquarters in Denver, Colorado, provides scholarships. Eligibility for these funds is based on private donor requirements. A list of available scholarships is posted at the beginning of each semester when they become available. All students are encouraged to apply and are strongly encouraged to search the internet for other scholarship opportunities. SWC Student Services and library have additional resources for locating financial aid and scholarship opportunities.

Tuition Waiver

Tuition waiver applications are available from the SWC Financial Aid Office. In order to be eligible for a tuition waiver you must meet the following requirements:

- 1) You must be a member of a federally recognized tribe
- 2) You must be 55 years of age or older
- 3) You must complete a waiver form each semester

Classes that have been taken before, regardless if you passed or failed the course in the past, are not eligible for tuition waiver.

Important: All students applying for and/or receiving federal aid should be aware of the strict regulations governing such aid. It is the obligation of the student to abide by all regulations and to provide correct and accurate data on the application form. Failure to do so can result in penalties and loss of financial aid.

*Rights and
Responsibilities of
Financial Aid
Recipients*

Sisseton Wahpeton College, in compliance with The Education Amendment of 1976, P.L. 94-482, 20 U.S.C. 1088 (f.), established these policies and procedures to ensure that students who receive federal financial aid are making satisfactory academic progress toward a degree,

*Standards of
Satisfactory
Academic Progress
for Financial Aid
Recipients*

or certificate. This policy applies to all periods of enrollment whether the student received federal aid during those periods or not. ***At the conclusion of each semester satisfactory academic progress will be evaluated for all students at SWC.*** Students who fail to meet these standards of satisfactory academic progress will not be eligible to receive federal financial assistance until eligibility has been re-established.

To be eligible to receive financial aid, students must meet the following minimum standards as established by the Sisseton Wahpeton College:

1. Qualitative Academic Standards:

- A. Students classified as freshmen (30 credits or less) must maintain a semester grade point average of 1.5 or better
- B. Students classified as sophomores and above (31 credits or more) must maintain a semester grade point average of 2.0 or better.

2. Quantitative Standards:

- A. Students must complete their program of study within 150% of the number of credit hours required for their program. For example: If a program of study requires you to complete 66 credits you will then be eligible to receive up to 150% or 99 credit hours to complete your program of study ***Enrolled hours must be in your degree or certificate program. If you do not meet the 150% program completion requirements you will no longer be eligible for Title IV financial aid at SWC. The semester credit hour limits indicated includes semester credit hours transferred from other colleges that apply to your degree and all semester credit hours attempted and/or earned at SWC for your degree or certificate program*** whether or not the student received financial assistance for the semester credit hours.

3. Pace of Progression Standards:

- A. Students must successfully complete 2/3 (66%) of the semester credit hours attempted each term and cumulatively complete 2/3 of attempted credits throughout his or her academic career.

If a Title IV financial aid recipient fails to satisfy the standard of academic progress he/she will be placed on **Financial Aid Warning** during the next semester attended.

Financial Aid Warning: When on Financial Aid Warning students **are eligible to receive Title IV financial aid.** While on Financial Aid Warning, if a financial aid recipient fails to satisfactorily complete each course attempted with an acceptable GPA, the recipient will be considered to be making unsatisfactory progress and will be placed on **Financial Aid Suspension.**

Financial Aid Suspension: Financial Aid Suspension means ***a student is not eligible*** for any federal financial aid or scholarships administered by SWC.

In order to regain satisfactory progress for *not meeting the Satisfactory Academic Standards*, a student must:

1. Satisfactorily complete a minimum of 6 credit hours of coursework with an acceptable GPA. During that semester the student is not eligible for financial aid. A student on Financial Aid Suspension cannot receive an I, F, or W (see p. 21 in the college catalog for description of these grade assignments) in any class for which they are registered.
2. A student who is placed on Financial Aid Suspension may appeal the cancellation of financial aid eligibility to the SWC Academic Standards Committee *based on an unusual circumstance. The student must complete the Satisfactory Academic Progress Appeal Form which can be picked up in the Financial Aid Office.* Students who file an appeal must do so prior to the start of any given semester. *The appeal must state why the student did not meet the standards and what steps they will take to achieve their degree from Sisseton Wahpeton College.* All appeals will be handled in a case-by-case fashion. If Academic Standards Committee approves a student's appeal of his or her Financial Aid Suspension status, he or she will be placed on a **Financial Aid Probation** status.

Financial Aid Probation: This is the status if a student's appeal of his or her Financial Aid Suspension status has been approved a *student is eligible for* federal aid. Once on a Financial Aid Probation status, a student will remain on probation as long as he or she continues to meet the requirements of the appeal approval or until he or she has improved his or her statistics to meet the standards of satisfactory academic progress as outlined above. *In order to show continued improvement to meet the minimum standard or graduate from Sisseton Wahpeton College the Academic Standards Committee may determine the student must meet an Academic Plan.* This plan can include, but is not limited to: What classes a student needs to take to complete his or her program of study and the time frame for the student to complete his or her program of study. This plan can be produced by an advisor.

Repeated Coursework: All repeated coursework, including those graded with a W, I, or F, count towards the maximum attempted credit limit and the most recent grade earned counts towards the calculation of GPA. The cost for repeat courses will be covered once as long as the student has never passed the course. Repeating a class with a previous grade of "C" or higher will not be eligible for Financial Aid.

Remedial Coursework: Remedial coursework is eligible for federal aid but does not apply towards a degree or GPA calculations. Enrollment in these courses will increase the number of attempted credits.

Transfer Credits: All undergraduate courses of "C" or better *that count towards the degree at Sisseton Wahpeton College* and are approved by the Registrar and Program Advisor, are accepted in and count towards the maximum attempted credit limit.

*Attendance
Requirements for Title
IV Funds*

A student must attend each class at least once in the first two weeks of school, first week during the summer session, to meet the Federal Pell Grant eligibility. If the student doesn't begin attendance in all of his or her classes, it will result in a change in the student's enrollment status which will recalculate a Pell award. A student is considered not to have attended a class in which SWC is unable to document that attendance.

SERVICES

SWC Bookstore/ Giftshop

The SWC Bookstore / Gift shop is owned and operated by SWC under policies authorized by the Board of Trustees. Its primary mission is to provide for the sale of textbooks and supplies associated with the academic programs of the college.

Cafe

SWC operates a café as a service for the students and the staff. The café offers a complete menu. Meal plans can be purchased in the Business Office.

Student Services and Counseling

The Student Services staff is available to assist students with academic advising and personal counseling. Students may schedule appointments or "drop in" the Student Services office to meet with a counselor or advisor to discuss any concerns they may have.

Tutoring

The Learning Lab provides students access to computers and tutoring in a variety of subject areas. A student should visit with the Learning Lab Supervisor to request additional tutoring services.

Student Orientation

Orientation for new, transfer, and returning students will be held in conjunction with student registration at the beginning of fall and spring semesters. All new, transfer, and returning students are required to attend.

Student Orientation features:

- a) Overview of the college system and services.
- b) Overview of policies and procedures related to financial aid, attendance, etc.
- c) IT personnel to facilitate the service of student email and E-learning accounts.
- d) Campus tour.



*SWC
Library Services*

The library subscribes to periodicals and has a collection of more than 7,000 volumes in the general collection. The special Native American collection contains many volumes unique to the Dakota people. All the materials in the general collection have been selected to support classes, programs, and interests of the college and community. SWC students are encouraged to use the library for research, study, recreational reading, and browsing.

The library has computers for community use. The Internet is available for research. Other resources in the library include: online journals, videos, cassette tapes, pamphlets and articles, indexes, college catalogs, telephone directories, children and youth publications, books on tape, CD's, audio and visual media equipment.



STUDENT ACTIVITIES

Student Senate

The Student Senate is an organization of students established to give the student body a voice to express their concerns and opinions to SWC's Administration and Board of Trustees. The Student Senate President participates in the SWC Board of Trustees meetings. The Student Senate also organizes social and cultural activities in which the student body and the public participate.

AIHEC

The annual American Indian Higher Education Consortium Conference is held every year in the spring. Students are selected to compete in a variety of events. These events include competitions in business, speech, science, art, web site competition, knowledge bowl, critical inquiry, Mr. & Ms. AIHEC, bowling tournament, pool tournament, hand games, along with many other activities.

CAMPUS POLICIES

Equal Opportunity

Sisseton Wahpeton College is committed to a policy of non-discrimination and equal educational opportunity in providing services to students, and in regard to staff and faculty employment without regard to race, color, religion, age, sex, or national origin.

Drug-Free Environment

It is the policy of the Sisseton Wahpeton College to create and maintain a work and study environment that is free from the unlawful manufacture, distribution, possession, or use of controlled substances.

Sexual Harassment

Sisseton Wahpeton College, by virtue of its commitment to the values of the Dakota tradition and culture, dignity, equality, and mutual respect for all people, deplores and condemns any form of sexual harassment on its campus or at any location where academic or extra-curricular activity may occur. It is the policy of Sisseton Wahpeton College that sexual harassment is illegal, unacceptable, and shall not be tolerated. No employee or student may sexually harass another. Any employee or student will be subject to disciplinary action, including possible termination/expulsion, for violation of this policy.

Sex Offender

In the interest of campus safety and in compliance with the Jacob Wetterling Act, and the provisions of the Family Education Rights and Privacy Act, as amended by the Campus Sex Crimes Act, the Sisseton Wahpeton College (SWC) will disclose information concerning registered sex offenders.

The purpose of this reporting is to ensure that members of campus community have information available concerning the presence of registered sex offenders. Any person who is required to register as a sex offender shall provide notice as required under Federal, State, and Tribal law to both law enforcement and to the SWC Registrar's Office.

The information regarding sex offenders at SWC is available to students through the SWO Sex Offender Registry: <http://swo.nsopw.gov/>
The Registry of Sex Offenders in South Dakota is available through the State Sex Offender Website: <http://www.homefacts.com/offenders/South-Dakota/html>

Procedures:

- * Registered sex offenders are not barred from enrollment at SWC.
 - * Registered sex offenders must register with the SWC Registrar's Office and with law enforcement as required by Federal, State, and Tribal Law.
 - * Registered sex offenders will be posted on the web site set forth above.
- All registered sex offenders are required to self-report their status to SWC upon enrollment. Failure to self-report may result in disciplinary action up to and including expulsion.

Pursuant to the Sisseton Wahpeton College Board of Trustees Resolution, registered sex offenders are prohibited from attending extracurricular activities at SWC. This includes extracurricular activities sponsored by the College and its Student Organizations or any activities for youth. Registered sex offenders are prohibited from being within the SWC campus housing.

The Sex Offender Registry database is made available to alert possible victims of potential danger, not to punish or embarrass offenders.



ACADEMIC POLICIES

Transfer of Credits

The Sisseton Wahpeton College is accredited by the Higher Learning Commission. Credits are transferable to colleges and universities throughout the United States. The transfer of credits is a determination made by the institution receiving a student’s transcript. Students who have identified a college or university to which they wish to transfer, should review College’s requirement with their advisors. Colleges and universities vary in their policies regarding acceptance of transfer credits.

Evaluation of Transfer Credit

An evaluation of transfer credits will be done when a complete Application for Admission has been filed and all required official transcripts have been received by the Registrar’s office. Applicability of transfer courses will be determined by the Registrar. Transfer coursework will be evaluated by the program advisor and the Registrar. Advisor, Course Instructor, and Registrar may ask to review copies of course syllabi. Credit will be granted only for courses in which a grade of “C” or better has been earned. Credit from institutions that are regionally accredited is evaluated for SWC equivalencies first, and then evaluated for elective credit. Transfer credit will be given for acceptable courses in which passing grades (A, B, C, P) are received.

Credit Hour

SWC uses a semester system that consists of 16-week fall and spring semesters. Each semester is comprised of 15 weeks of regular class and one week of finals. Each credit hour assigned to a course is the equivalent of a 50-minute direct faculty instruction and a minimum of two hours of out-of-class student work (such as reading, research, or completion of homework). Most courses meet for two eighty-minute periods during a week and are awarded three credit hours. One credit hour of credit for laboratory work, internships, and other academic work requires three hours of contact hours each week for fifteen weeks.

Summer school requires two hours of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work (such as reading, research, or completion of homework) each week for approximately eight weeks for one semester hour of credit.

Classification of Students

Students enrolled at SWC are classified according to the following definitions:
 Part-time: student registered for fewer than 12 credit hours.
 Full-time: student registered for 12 or more credit hours.
 Freshman: student with 30 earned semester credits or less.
 Sophomore: student with 31-60 or more earned semester credits.
 Junior: student with 61-90 or more earned semester credits.
 Senior: student with 91 credits or higher.
 Special Student: students registered for 4 credits or fewer who are not working toward a degree or certificate.

Attendance Policy

A student is responsible for maintaining regular attendance in all classes for which he/she is registered. Failure to attend may result in a lower or failing grade. In the event an absence is caused by serious illness or emergency, the student must notify the instructor and arrange to complete assignments and course work to the instructor’s expectations. Class attendance is a requirement for various scholarships and grants.

Academic Performance

Although a student is considered full –time with 12 credit hours, the normal progress rate toward completion of a degree requires (15-19) semester credits and (32) grade points each semester. To be in good academic standing a student must maintain the following minimum semester performance:

First Year	1.5 grade point average
Second Year	2.0 grade point average
Third Year	2.0 grade point average
Fourth Year	2.0 grade point average

If the student does not maintain this average, the scholastic status will be affected as follows:

Academic Warning Students are placed on academic warning when their semester *or* cumulative grade point average drops below the required level for Freshmen (1.5) or Sophomore and above (2.0). A student must satisfactorily complete a semester of acceptable work with a grade of ‘C’ or better in all courses while on academic warning .

Academic Suspension Students are placed on academic suspension if they fail, during the warning period, to meet the minimum *semester* grade point average of 2.0, which is required for students who are placed on academic warning. If a student withdraws from all of his/her courses during two consecutive semesters, that student will be considered to be making unsatisfactory progress, and will be placed on academic suspension. If a student is on academic suspension they will have to sit out for one semester not including summer semester. A student placed on academic suspension may appeal to the Academic Standards Committee for re-admission.

Course Numbering

Courses at SWC are numbered 040 through 499. Courses numbered lower than 100 are not transferable and should be selected only upon the recommendation of the student’s advisor in an effort to build skills important to accomplishing college level course work.

*Directed Study,
Independent Study,
Special Topics
Class Auditing*

Directed Study is a course listed in the catalog, but not offered during the term requested. Enrollment in directed study will be considered if a student needs it to graduate. The Dean of Academics must approve the directed study request. The directed study form must be completed and returned to the Registrar’s Office for final approval prior to registering for the course.

The student needs to be making satisfactory progress in the student’s degree plan and have a 2.0 cumulative GPA at the time of requesting a directed study course.

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

Independent Study is an advanced study of one or more selected topics according to students’ special needs and interests in an area of study. A student completes an individualized plan of study which includes significant one-on-one student-teacher involvement. The faculty member and student negotiate the details of the study plan. The class is usually taught to one student with a credit ranging from 1-3 semester credits. Independent study classes may be taken more than once.

Special Topics (180, 280, 380, 480) are courses with titles not listed in the catalog and taught to a class of students with credit ranging from 1-3 semester credits.

Audit Anyone who wishes to audit a course without credit may do so with the approval of the instructor and the Dean of Academics, providing that there is space after all registered students have been accommodated. All who wish to audit a course must submit a “Request for Audit” form to the Registrar office.

Challenging Courses

The following procedures are established to permit a student to challenge a required course in their area of study. Any student enrolled in the college may request a special examination to establish credit under the conditions specified below:

1. The student must enroll in the course he/she wishes to challenge.
2. The student must receive permission from his/her academic advisor and the Dean of Academics to challenge a course.
3. The student must consult with the instructor of the required course who will conduct a preliminary examination of the student's proficiency.
4. If the instructor agrees that a student challenge is likely to be successful, the student is required to complete the course challenge form within the first two weeks of the semester.
5. Upon successful completion of the examination, the instructor will assign a grade of 'E' which will count toward graduation, but will not be used in calculating the grade point average. If the student unsuccessfully challenges the course, he/she must remain in the class until completion.
6. If the credit is accepted by examination, the permanent record will show course name - credit by examination (E) and the specified amount of credits.
7. Credit by examination will not be permitted if:
 - (a) The student has received prior college credits for the same course or its equivalent.
 - (b) The student has been enrolled previously in the course at the college level and received a failing grade.
8. No more than 10 semester credit hours may be earned at this institution by course challenge.

Adding or Dropping a Class

Adding and dropping courses is initiated by the student with guidance from the student's faculty advisor. An add/drop slip is signed by the instructor and taken to the Registrar's Office to be recorded. It is the responsibility of the student to complete this process if they will not be able to attend classes after they have registered. Courses may be added during the first week of a semester. Classes may not be dropped after the deadline established on the academic calendar. A student must file the necessary forms with the Registrar before a drop takes place.

If a student is not in attendance during the first ten instructional days, the student **will be** administratively dropped by the instructor.

Withdrawal from College

A student who finds it necessary to withdraw from the college during an academic term must contact the Student Services Office. A completed withdrawal form must be filed with the Registrar to officially withdraw. **Failure to officially withdraw results in failing grades in all courses.**

An instructor **may** initiate a withdrawal if a student has not been in attendance for a two week period of time and fails to make contact with his/her instructor. The last date to withdraw is on the academic calendar.

The evaluation of a student’s academic achievement is recorded on a letter grade scale, as determined by instructors. Grade reports are issued to the student after the completion of each semester.

Grade Definition		Grade Points
A	High degree of Achievement	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure to Meet Course Standards	0
I	Incomplete	0
P	Pass: no letter grade	0
S	Satisfactory Progress	0
W	Withdrawal	0
E	Examination	0

NOTE: Any letter grade lower than a “C” is not considered to be passing at SWC.

Hours Earned: The hours earned by a student are the number of semester hours of credit earned in which grades of A, B, C, D, or E have been received. For courses that have been repeated, only the most recent attempt is utilized in this calculation.

Grade Point Average (GPA): The grade point average is determined by dividing the number of grade points earned by the number of credits earned. Courses with a course number less than 100 are not calculated in the GPA and do not count toward graduation.

Repeated Courses: A student may repeat a course to attempt to improve the grade, but cannot receive credit for the course more than once. When a student repeats such a course, the grade received at the most recent time is computed in the grade point average, and will replace the previous grade even if the last grade is lower than the previous one.

Incomplete: The purpose of the Incomplete is to allow a student additional time to complete the course due to extraordinary circumstances. An Incomplete may be assigned to a student at the discretion of the instructor to indicate that some part of the student’s work in the course has, for good reason such as illness or death in the family, not been completed. The deadline for submitting a request for an incomplete is the last week of classes in a given semester. The student must have completed 75% of the coursework required for a passing grade prior to requesting an Incomplete. However, if a student has not met the 75% of course work requirement, the student can submit an appeal. This includes a written statement and documentation to be presented to the Dean of Academics for approval. The Incomplete is not an option to be exercised frequently by the student. Students on academic or financial aid probation may not receive any incomplete grades.

***Requests for an Incomplete must be initiated by the student and be approved by the instructor of the course and the Dean of Academics.**

An Incomplete must be made up by the 30th instructional day of the following semester. If the course has not been completed by the 30th day, the Incomplete will be converted to an ‘F’. Once the Incomplete has been converted to an ‘F’, the course must be repeated in order to have the grade changed.



*Second Major/
Double Major*

Students may elect to take a second major with the approval of the advisor of the second major and advisor of the first major during the final semester of the first major. Exceptions will only be allowed if the courses needed for the primary major are not being offered during the semester needed.

If the two majors have the same degree (AA, AS or AAS), regardless of department, then the requirements for both majors need to be fulfilled. Depending upon the two majors selected, students must be able to fulfill the requirements for both majors without exceeding 1.5 times the credits needed for the primary major (approximately 96 credits) or financial aid will not cover the courses beyond that amount.

If one of the majors is a certificate program, that degree needs to be completed first due to financial aid requirements. Financial aid will only cover approximately 45 credits for a certificate program. If a student has previously received an AA, AS, or AAS, then he/she has already exceeded the credits allowed to receive financial aid. Therefore, if a student enrolls in a certificate program, after receiving an AA, AS, or AAS degree, the student will not receive financial aid and is responsible for paying for the courses to complete the certificate program.

Transcripts of Grades

All final grades are recorded on a student transcript and kept on file at the college. A student's transcript contains all the courses and credits a student has attempted, earned, or challenged. Transcript requests for personal use, transfer institutions, or prospective employers will be issued only upon written request by the student. Telephone requests are not accepted by the Registrar's Office. Sisseton Wahpeton College does not fax transcripts. Each student receives the first copy (either official or unofficial) free of charge; thereafter, a fee of \$5 will be charged for an unofficial and \$10 for an official transcript.

***NOTE: Any student having an outstanding bill in the Business Office will not be issued an official/unofficial transcript.**

Dean's List

A student who successfully completes 12 credits or more of course work of 100 level or higher and attains at least a 3.50 grade point average in a given semester is placed on the Deans List. A student having an "I" (incomplete grade) during the semester is not eligible for the Dean's List. The names of students achieving the Dean's List are announced by the Registrar's Office at the end of each semester.

*Requirements for
Graduation*

The Sisseton Wahpeton College awards the following degrees: Bachelors, Associate of Arts, Associate of Science, Associate of Applied Science, along with Vocational Certificates. All candidates for graduation must meet the following criteria:

1. Complete a prescribed course of study.
2. Earn a cumulative Grade Point Average (GPA) of 2.0 with a letter grade of 'C' or above in all of the degree requirements.
3. Earn the last fifteen credits of credit from SWC.
4. File an intent to graduate form with the Office of the Registrar at the time of registration for the final semester of study.
5. **Fulfill all financial and academic obligations prior to graduation.**

A graduation fee will be assessed for those students who will be graduating in the spring. A maximum of two degrees can be obtained by any one student from SWC.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 is a federal law which provides that the institution will maintain the confidentiality of each student's educational records. It states:

- (a) that a written institutional policy must be established.
- (b) that a statement of adopted procedures covering the privacy rights of students be made available.

Sisseton Wahpeton College accords all the rights under the law to any person enrolled as a student. No individual or organization outside the institution shall have access to, nor will the institution disclose any information from student's educational records without the written consent of students except to the following personnel:

- (a) employees of the College (for official purpose only)
- (b) officials of other institutions in which students seek to enroll
- (c) persons or organizations providing student financial aid
- (d) accrediting agencies carrying out their accreditation function
- (e) persons in compliance with a judicial order
- (f) persons in an emergency in order to protect the health or safety of students or other persons.

Directory information, such as name, address, telephone number, and enrollment status may be disclosed by the Registrar's Office at its discretion unless otherwise informed by the student in writing.

*Student Responsibility/
Student Handbook*

Students are individually responsible to conform to SWC policies and regulations.

Faculty advisors are available to provide direction; however, each student is responsible for selecting courses which fulfill requirements for one's selected degree and for adhering to the standards of the college. The Student Support Services are available to assist with academic counseling, course selection, and registration.

Standards of student conduct, disciplinary sanctions for breach of the standards, and procedures to be followed in arbitrating charges of both academic and non-academic misconduct are set forth in the Student Handbook. The Student Handbook is available from Student Support Services Office. The student is to follow the Student Handbook policies of their first semester of attendance.

SPECIAL OFFERINGS

Workshops and Seminars

Courses in general or occupational education, as well as specially designed programs, are provided at times and locations convenient to the participant. These courses are intended to enhance culture, improve work skills, and provide recreational or vocational opportunities.

The college sponsors special workshops or seminars to meet the needs of agencies, organizations, or adult students in general. These educational offerings may carry college credit and are advertised in advance of the instruction.

Community Interest Workshops

Non-credit courses may periodically be offered to meet community members' requests and interests which are not being met in the regular curriculum. Persons or organizations interested in having additional courses offered should submit a request to the Dean of Academics of the college for consideration.

Core Abilities

CORE ABILITIES

- A. Integrate Dakota Culture values into personal and professional activities.
- B. Demonstrate effective written and verbal communication skills.
- C. Utilize technology for research and communication.
- D. Apply mathematical and critical thinking skills to solve real-world problems.



ACADEMIC PROGRAMS



Programs of study at Sisseton Wahpeton College are designed to provide opportunities for students to develop skills, competencies, and experience in chosen areas. Students can complete programs of study preparing them to transfer to a four-year institution or to seek immediate employment. SWC also welcomes those seeking personal enrichment or new or updated job skills.

The Bachelor of Science (BS) degree consists of an assortment of focused, upper level courses in a specified field of study. The bachelor's degree programs require a minimum of 120 semester credit hours, 30 of which must be upper level courses in their major field areas. Majors are structured around a set of program outcomes and focus on a specific field of study or an interdisciplinary field of study with courses from varied departments.

The **Associate of Arts (AA) Degrees** are designed to prepare a student for earning his or her bachelor's degree. This degree may lead to jobs in a number of career fields. It does not limit a person to one career.

The **Associate of Science (AS) Degrees** are designed for students intending to pursue further education. The A.S. degree can lead to more specific occupations.

AA and AS: All students wishing to transfer should work closely with their academic advisor at SWC and the intended transfer schools in the planning of their course of study while at SWC. The academic curriculums differ and can adversely impact a student's ability to transfer credits unless a student plans properly. All candidates for an Associate of Arts or Associate of Science degree must successfully complete a minimum of 60 semester credits depending on their particular degree.

The **Associate of Applied Science Degrees** are intense programs of study designed to prepare students for employment after graduation.

Although the AAS degree is designed primarily for employment preparation, many of the courses in these degree programs can transfer to four-year colleges or universities.

The **Certificate Programs** are designed to provide opportunities to develop skills in areas that would lead to employment. All credits earned in the certificate program can be applied towards the Associate of Applied Science degree. Students should consult with an academic advisor to determine eligibility for continuation in an associate program.

CERTIFICATE PROGRAMS

Culinary Food Science
Dakota Language Teaching
General Building Trades Technology
Licensed Practical Nursing
Life Skills
Tribal Arts

ASSOCIATE OF APPLIED SCIENCE DEGREES

Carpentry Technology
Multimedia Technology

ASSOCIATE OF ARTS DEGREES

Dakota Studies
General Studies

ASSOCIATE OF SCIENCE DEGREES

Addiction and Diversity Counseling
Behavioral Science
Business Administration - Optional
Accounting Emphasis
Early Childhood Development
Sustainable Environmental Studies

BACHELOR DEGREES

Behavioral Science
Business Administration



COURSE AND CURRICULUM PLANNING AND DEVELOPMENT

Sisseton Wahpeton College develops and reviews courses and curriculum as part of the institutional planning and evaluation process. Faculty members serve as the primary vehicle to initiate, review, and evaluate courses and curriculum. This faculty participation does not preclude central curriculum planning.

Curriculum development is the responsibility of the faculty who play a significant role in developing, implementing, and assessing new courses and programs. New, revised, and deleted curriculum must pass through each academic department, the Curriculum Committee, and the Dean of Academics who are charged with overseeing academic quality and content in instructional programs and courses.

SYLLABI

Faculty members develop a course plan and a course syllabi for their courses. There is a format of items to be included in every syllabi.



GENERAL EDUCATION STATEMENT

General Education at Sisseton Wahpeton College reflects a belief that for success, students must be exposed to principles, concepts, and methodologies from multiple disciplines. General Education is designed to create opportunities for students to build a foundation of knowledge and develop skills necessary for life-long learning. Students' life-quality is enhanced when they are encouraged to understand and value the world, and contribute to global well-being.

General Education at Sisseton Wahpeton College provides students with opportunities to:

- Integrate Dakota culture and values into personal and professional activities.
- Use effective written and verbal communication skills.
- Utilize technology for research and communication.
- Apply mathematical and critical thinking skills to solve real-world problems.

SWC faculty are dedicated to supporting the mission of the college and promoting the skills and attitudes that every graduate should possess, thereby enriching the quality of life of our students, and contributing to economic development through the provision of human capital and other resources.

Each program of study at Sisseton Wahpeton College is responsible for determining the appropriate platform for delivery of general education outcomes and establishing assessment measures and improvement plans to benefit student learning in their discipline. The Curriculum Committee evaluates the quality and validity of these programs as related to student learning.

CULINARY FOOD SCIENCE

Certificate Program
Credit Hours Required: 31

The Culinary Food Science Program (or CFS), will introduce the students to the basic skills and responsibilities necessary to work in the Food Industry. The curriculum provides the post-secondary student, opportunities to explore career choices within the culinary field. Upon satisfactory completion of the certificate program the student will be employment ready. The Culinary Food Science Program is designed to provide students the entry-level competencies needed to proceed and succeed in their choice of employment within the Food & Hospitality Industry.

Required Culinary Food Science Courses 27

CFS 100	Introduction to Culinary Food Science	3
CFS 104	Food Safety and Cost Control	3
CFS 105	Culinary Foundations	3
CFS 107	Baking and Pastry 1	3
CFS 202	Advanced Culinary Techniques	3
CFS 203	Advanced Culinary and Baking	3
CFS 204	Catering & Buffets/Cuisines Across Cultures	3
CFS 211	Kitchen Management, Professional Development, & Ethics	3
CFS 212	Culinary Externship	3

General Education Requirements 4

Specific to Culinary Food Science Program		
DKT 120	Introduction to Dakota Studies or	3
DKT 130	Dakota History or	
DKT 140	Dakota Culture	
GEN 270	Capstone Course	1

Certificate Requirements - Culinary Food Science

Culinary Food Science Requirements	27
General Education Requirements	4

TOTAL CREDITS HOURS 31

Program Outcomes

- A. Adhere to a respectful relationship with team mates, staff, and community members.
- B. Develop team work skills.
- C. Develop and apply Ethical and Professional skills.
- D. Develop Time Management skills.
- E. Develop a positive work culture.
- F. Incorporate Sanitation (Food Safety) and environmental safety when performing in the kitchen.
- G. Produce a quality food product with confidence and pride.
- H. To work quickly and urgently without compromising the quality of food product or the safety of others or oneself.

DAKOTA LANGUAGE TEACHING

Certificate Program
Credit Hours Required: 34

The certificate program in Dakota Language is designed to prepare students with the skills needed to teach the Dakota Language. Students will acquire proficiency in the Dakota Language, knowledge of teaching methods and their application, and a foundational understanding of linguistics. Upon successful completion of all certificate requirements, students will receive certification as a Dakota Language instructor through Sisseton Wahpeton College and the State of South Dakota. The goal of this program is to prepare students to teach the Dakota Language and to produce more proficient speakers of the Dakota Language.

Required Dakota Language Teaching Course 22

DKT 110	Dakota Language I	3
DKT 112	Dakota Language II	3
DKT 130	Dakota History	3
DKT 140	Dakota Culture	3
DKT 212	Dakota Language Vocabulary Review	3
DKT 225	Dakota Language Literature and Composition	3
DKT 277	Dakota Language Teaching Methodology	4

Program Electives 8

Must choose from the following:
DKT 223, DKT 226, DKT 227, and DKT 228

General Education Requirements 4

ENG 110	Speech Communications	3
GEN 270	Capstone Course	1

Certificate Requirements - Dakota Language

Dakota Language Teaching Requirements		22
Dakota Electives		8
General Education Requirements		4

TOTAL CREDIT HOURS 34

Program Outcomes

- A. Acquisition of an understanding of Dakota Language and Dakota Language teaching methods.
- B. Identify and address the development and continuation of issues impacting Dakota Language and Dakota Language teaching methods through analysis and study of contemporary and historical events.
- C. Acquisition of intermediate competency in the Dakota Language.
- D. Demonstrates critical thought and analysis about Dakota Language and Dakota Language teaching methods..
- E. Demonstrates effective written and verbal communication skills about Dakota Language and Dakota Language teaching methods



GENERAL BUILDING TRADES TECHNOLOGY

Certificate Program
 Credit Hours Required: 31

The General Building Trades Technology offers courses that provide students with realistic skills to enter the residential construction industry. These courses are taught in both classroom and lab settings in order to help prepare the student for employment in this field.

Required General Building Trade Courses 21

CA 105	Practical Carpentry I (Lab)	3
CA 114	Floor & Wall Framing and Stairway Const. Lab	3
CA 117	General Building Trades Technology	3
CA 201	Practical Carpentry II (Lab)	3
CA 202	Residential Drafting	3
CA 220	Interior Finishing, Drywall, Tape & Texture	3
TR 110	Fundamentals of Plumbing and Electrical	3

General Education Requirements 10

Specific to General Building Trades Technology Program

CA 103	OSHA Training	1
DKT 120	Introduction to Dakota Studies or	3
DKT 130	Dakota History or	
DKT 140	Dakota Culture	
MATH 102	Construction Trades Mathematics	3
GEN 270	Capstone Course	1
HPER 160	First Aid & CPR	2

Certificate Requirements - General Building Trades Technology

Building Trade Requirements	21
General Education Requirements	10

TOTAL CREDIT HOURS 31

Program Outcomes

- A. Students will communicate effectively in the technical language of the Carpentry/Construction Trades, including written, verbal, and mathematical computation skills.
- B. Students will develop a foundation of core skills necessary to operate power tools and equipment used to build, repair, and remodel homes to current code requirements.
- C. Students will analyze building components and blue prints in order to determine the proper execution of construction or repair.
- D. Student will focus on health and safety issues that impact the worker, homeowner, and the environment.

LICENSED PRACTICAL NURSING

Certificate Program
Credit Hours Required: 55

The Licensed Practical Nursing students will receive a strong nursing focused curriculum. This is enhanced with pre-nursing and nursing courses to give the student a foundation preparing them to take the national examination for Practical Nursing and to provide safe, caring, culturally-competent nursing care within the scope and practice of the Licensed Practical Nurse.

Required Nursing Courses 26

NUR 101	Medical Terminology	1
NUR 116	Basic Nursing Processes and Skills	3
NUR 117	Basic Nursing Processes and Skills Lab and Clinical	4
NUR 118	Human Development and Relationships in Nursing	2
NUR 119	Human Development and Relationships in Nursing Clinical	1
NUR 132	Maternal-Child Nursing Processes and Skills	2
NUR 133	Maternal-Child Nursing Processes and Skills Clinical	2
NUR 134	Basic Medical-Surgical Nursing	3
NUR 135	Basic Medical-Surgical Nursing Lab and Clinical	5
NUR 141	Clinical Experience in Practical Nursing	3

General Education Requirements 29

Specific to LPN Program (To be completed prior to taking nursing courses)

NUR 103	Nursing Assistant or must be a CNA	4
HPER 112	Contemporary Health Issues	2
NS 231	Anatomy	4
PSY 110	General Psychology	3
CST 141	Microcomputer Applications	3
DKT 110	Dakota Language I or	3
DKT 120	Introduction to Dakota Studies or	
DKT 130	Dakota History or	
DKT 140	Dakota Culture	
ENG 112	English Composition I	3
MATH 120	Intermediate Algebra or	3
MATH 130	College Algebra	
GEN 101	Pathways to Success	3
GEN 270	Capstone Course	1

Certificate Requirements - Licensed Practical Nurse

Nursing Requirements	26
General Education Requirements	29

TOTAL CREDIT HOURS 55

Program Outcomes

- A. Graduates will have a 75% annual pass rate on the NCLEX-PN.
- B. Attrition rate will be expected to be no more than 20%.
- C. 75% of graduates will obtain employment as entry-level practitioners within 12 months of completion of the program.
- D. 75% of employers of graduates will report that graduates were adequately prepared as entry-level practitioners.
- E. 75% of students will express satisfaction with the program.

LIFE SKILLS

Certificate Program
Credit Hours Required: 28

The Life Skills Certificate is designed for those who have a desire to attend college but lack the cognitive abilities to complete most college courses. After completion of the program, students will have acquired the ability to manage money and time. Students will also be able to perform skills learned in a real world environment.

Required Life Skill Courses 12

GEN 105	Life Skills Customer Service/Relations	3
GEN 106	Internship I	3
GEN 107	Internship II	3
GEN 108	Internship III	3

General Education Requirements 16

DKT 120	Introduction to Dakota Studies	3
GEN 070	Foundations of Literacy	3
GEN 101	Pathways to Success	3
GEN 111	Intro to Computer Skills	3
GEN 170	Capstone Course	1
MATH 040	Foundations of Math	3

Certificate Requirements - Life Skills

Life Skill Requirements	12
General Education Requirements	16

TOTAL CREDIT HOURS 28



Life Skills

TRIBAL ARTS

Certificate Program
Credit Hours Required: 22

The certificate program in Tribal Arts is designed to introduce students to Dakota tribal arts while promoting and encouraging the preservation and revitalization of traditional art forms. The program will nurture student awareness, knowledge, and ability to develop quality art forms.

Required Art Courses	6
ART 118 Introduction to Art or	3
ART 120 Introduction to Native American Art	
ART 210 Art as a Profession I	3
 Program Electives	 15
<p>* Students are required to complete 15 semester credits of elective courses. These courses must be chosen with permission of the advisor. They may include but are not limited to the following.:</p> <p>ART 135, ART 145, DKT 115, DKT 135, DKT 136, DKT 137, DKT 138, DKT 146, DKT 214, DKT 217, DKT/ART 180/280 Special Topics, ENG 120, ENG 210.</p>	
General Education Requirements	1
GEN 270 Capstone Course	1
Certificate Requirements - Tribal Arts	
Art Requirements	6
Program Electives	15
General Education Requirements	1
TOTAL CREDIT HOURS	22

Program Outcomes

- A. Acquisition of an interdisciplinary understanding of the arts of the Dakota Oyate.
- B. Identify and address the development and continuation of experiences impacting Dakota art through analysis and study of contemporary and historical events.
- C. Acquisition of introductory and advanced knowledge and skill of broad Dakota artistic techniques.
- D. Demonstrates critical thought and analysis about the arts of the Dakota Oyate.
- E. Demonstrates effective written and verbal communication skills about the arts of the Dakota Oyate



ASSOCIATE OF APPLIED SCIENCE DEGREE

GENERAL EDUCATION REQUIREMENTS

ENGLISH / COMMUNICATIONS 6 CREDITS

- ENG 110 Speech Communications (3)
(Or course specific to degree program)
- ENG 112 English Composition I (3)
(Or course specific to degree program)

MATHEMATICS / COMPUTER SCIENCE 6 CREDITS

- Math 120 or 130 or Higher (3)
(Or course specific to degree program)
- CST 141 Microcomputer Applications (3)

DAKOTA STUDIES 6 CREDITS

* Students are required to complete 3 credit selected from:

- DKT 110 Dakota Language I (3)
- DKT 120 Introduction to Dakota Studies (3)
- DKT 130 Dakota History (3)
- DKT 140 Dakota Culture (3)
(and choose one other Dakota Class)

GENERAL EDUCATION 4 CREDITS

- GEN 101 Pathways to Success (3)
- GEN 270 Capstone Course (1)

ELECTIVES 3 CREDITS

* Students can choose classes of their choice

TOTAL GENERAL EDUCATION CREDITS 25 CREDITS



CARPENTRY TECHNOLOGY

Degree: Associates of Applied Science
 Credit Hours Required: 64

The Carpentry Program offers courses that provide students with realistic skills to enter the residential construction industry. These courses are taught in both classroom and lab settings in order to help prepare the student for employment in this field.

Required Carpentry Technology Courses 33

CA 105	Practical Carpentry I Lab	3
CA 114	Floor & Wall Framing and Stairway Const. Lab	3
CA 117	General Building Trades Technology	3
CA 201	Practical Carpentry II Lab	3
CA 202	Residential Drafting/CAD	3
CA 203	Roof Framing, Energy Efficiency, Interior & Exterior Finishing	3
CA 220	Interior Finishing, Drywall Tape & Texture	3
CA 225	Practical Carpentry III	3
CA 230	Practical Carpentry IV	3
CA 251	Building Design & Print Reading	3
TR 110	Fundamentals of Plumbing and Electrical	3

Program Electives 6

* Students are required to complete 6 credits of elective vocational course. These courses must be chosen with permission of the advisor.

General Education Requirements 25

Refer back to page 34 of the catalog for a full description of each of these General Education requirements.

ENG 102 or higher	3
CST 141 Microcomputer Applications	3
MATH 102 Construction Trades Mathematics	3
BUS 120 Introduction of Business	3
DKT Dakota Studies	6
HPER 160 First Aid and CPR	2
CA 103 OSHA Training	1
GEN 101 Pathways to Success	3
GEN 270 Capstone Course	1

Degree Requirements - Carpentry Technology

Carpentry Technology Requirements	33
Program Electives	6
General Education Requirements	25

TOTAL CREDIT HOURS 64

Program Outcomes

- A. Demonstrate and perform framing skills.
- B. Perform 6 different mechanical cabinetry joints.
- C. Perform carpentry tasks safely and efficiently.
- D. Construct a project using a working blueprint.
- E. Create a bill of materials and estimate costs.
- F. Follow construction safety principles.



MULTIMEDIA TECHNOLOGY

Degree: Associate of Applied Science
 Credit Hours Required: 61

The Multimedia Technology (MT) program is designed to assist students in developing and using their creative skills to prepare for a career in graphic design and digital media. Career skills that could be developed within this curriculum include: graphics design, web design, app design, digital photography, and digital audio/video editing and production.

Required Multimedia Technology Courses 21

ART 118	Introduction to Art	3
BUS 120	Introduction to Business	3
CST 218	Desktop Publishing & Graphics	3
CST 271	Introduction to Web Design	3
CST 272	Introduction to Multimedia Design	3
CST 273	Introduction to Photoshop	3
CST 275	Multimedia Design and Production	3

Program Electives 15

* Students are required to complete a minimum of 15 semester credits from Art, CST or Business courses. These courses must be chosen with permission of the advisor.

General Education Requirements 25

Refer back to page 34 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Computer Science	6
Dakota Studies	6
General Education	7

Degree Requirements - Multimedia Technology

Multimedia Technology Requirements	21
Program Electives	15
General Education Requirements	25

TOTAL CREDIT HOURS 61

Program Outcomes

- A. Demonstrate mastery of various digital design skills through creation of a professional portfolio.
- B. Collaborate as a team member in designing and producing a media project.
- C. Work with media users to develop a project from the concept to the finished project.
- D. Effectively utilize the software application necessary to produce a finished project.
- E. Identify and effectively utilize appropriate hardware devices for completing a project.
- F. Develop critical thinking skills in written analysis of digital media objects.



SWC Picture



ASSOCIATE OF ARTS DEGREE

GENERAL EDUCATION REQUIREMENTS

ENGLISH / COMMUNICATIONS

6 CREDITS

- ENG 110 Speech Communications (3)
- ENG 112 English Composition I (3)

MATHEMATICS / SCIENCE

7 CREDITS

* Students are required to complete 3 credit hours selected from:

- MATH 120 Intermediate Algebra (3)
- MATH 130 College Algebra (3)

* Students are required to complete 4 credit hours selected from:

- NS 140 Principles of Chemistry I (4)
- NS 212 General Biology (4)
- NS 245 Organic Chemistry (4)
- NS 250 Microbiology (4)

* Or any Natural Science (NS) course listed in catalog course descriptions that is 4 credit hours.

HUMANITIES

3 CREDITS

* Students are required to complete 3 credit hours selected from:

- ART 118 Introduction to Art (3)
- ART 120 Introduction to Native American Art (3)
- DKT 112 Dakota Language II (in sequence) (3)
- DKT 216 Images of Indians in Art & Film (3)
- DKT 240 Dakota Religious Traditions & Movements (3)
- ENG 210 Native American Literature (3)
- ENG 114 Introduction to Literature (3)

* Or any Art, Literature, Language, or approved Humanities.

SOCIAL SCIENCES

6 CREDITS

One course must be a History/Government course and one course must be Psychology /Sociology

* Students are required to complete 3 credit hours selected from:

- DKT 130 Dakota History (3)
- DKT 265 American Indian Sovereignty (3)
- GEO 120 World Geography (3)
- HPS 120 United States Government (3)
- HPS 150 Current Events (3)
- HPS 160 Western Civilization I (3)
- HPS 165 Western Civilization II (3)
- HPS 210 State and Local Government (3)
- HPS 230 American History I (3)
- HPS 232 American History II (3)
- HPS 250 Introduction to Tribal Government (3)
- HPS 275 Introduction to Tribal Law (3)
- BUS 214 Macroeconomics (3)
- BUS 217 Microeconomics (3)

* Or any HPS Course from approved Social Science List.

* Students are required to complete 3 credit hours selected from:

PSY 110	General Psychology	(3)
PSY 205	Life Span Development	(3)
PSY 230	Pseudoscience & Controversy	(3)
SS 110	Introduction to Sociology	(3)
SS 120	Introduction to Criminal Justice	(3)
SS 135	Social Problems	(3)
SS 210	The Family in Society	(3)
SS 241	Introduction to Criminology	(3)

* Or any Psychology (PSY) or Social Science (SS) from approved PSY or SS list

DAKOTA STUDIES **6 CREDITS**

* Students required to complete:

DKT 110	Dakota Language I	(3)
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(and choose one of the following)

DKT 112	Dakota Language II	(3)
DKT 120	Introduction to Dakota Studies	(3)
DKT 130	Dakota History	(3)
DKT 140	Dakota Culture	(3)

COMPUTER SCIENCE **3 CREDITS**

CST 141	Microcomputer Applications	(3)
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GENERAL EDUCATION **4 CREDITS**

GEN 101	Pathways to Success	(3)
GEN 270	Capstone Course	(1)

ELECTIVES **6 CREDITS**

* Students can choose classes of their choice—it is suggested to choose ones required by the school they are transferring to.

TOTAL GENERAL EDUCATION CREDITS **41 CREDITS**



DAKOTA STUDIES

Degree: Associate of Arts
Credit Hours Required: 62

The Dakota Studies Program is designed to prepare students for entrance into the local workforce or to transfer to a four-year institution. In this program, students acquire an interdisciplinary understanding of the culture, language, history, arts, and contemporary situations of Dakota people.

Required Dakota Studies Courses 12

DKT 130 Dakota History*	3
DKT 140 Dakota Culture*	3
DKT 160 Dakota Oral Traditions*	3
DKT 250 Introduction to Tribal Government*	3

Program Electives 9

* Students are required to select three Dakota Studies Electives
(Students may not select a course used for any other requirement)

General Education Requirements 41

Refer back to pages 38-39 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science - One Math course & One Science course	7
Humanities (Must be DKT 112)	3
Social Sciences	6
Dakota Studies (Must be DKT 110 and DKT 120)	6
Computer Science	3
General Education	4
Electives	6

Degree Requirements - Dakota Studies

Dakota Studies Requirements	12
Program Electives	9
General Education Requirements	41

TOTAL CREDIT HOURS 62

*Cannot be used for General Education Requirements

Program Outcomes

- A. Acquisition of an interdisciplinary understanding of the culture, language, history, and arts of the Dakota Oyate.
- B. Identify and address the development and continuation of issues impacting Dakota communities through analysis and study of contemporary and historical events.
- C. Acquisition of basic competency in the Dakota Language.
- D. Demonstrates critical thought and analysis about the experiences of Dakota people.
- E. Demonstrates effective written and verbal communication skills about the experiences of Dakota people.

GENERAL STUDIES

Degree: Associate of Arts
 Credit Hours Required: 60

The General Studies Curriculum is designed for those students intending to pursue a Bachelor's Degree. Emphasis is placed on obtaining both range and depth in the traditional Liberal Arts.

Required General Studies Courses 10

ENG 212 English Composition II	3
MATH 130 College Algebra*	3
Natural Science	4

Program Electives 9

* Students are required to complete 9 semester credits of elective professional courses. These courses may be chosen from any area.

General Education Requirements 41

Please refer back to pages 38-39 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science - One Math course & One Science course	7
Humanities	3
Social Sciences	6
Dakota Studies	6
Computer Science	3
General Education	4
Electives	6

Degree Requirements - General Studies

General Studies Requirements	10
Program Electives	9
General Education Requirements	41

TOTAL CREDIT HOURS 60

*Cannot be used for General Education Requirements

Program Outcomes

- A. Express knowledge pertaining to customized program of cross-discipline discovery.
- B. Apply behavioral principles to factual situations and reason to a sound conclusion based on practicality solutions.
- C. Prepare students for career objectives and life-long learning through academic participation which promotes student progression and persistence.



ASSOCIATE OF SCIENCE DEGREE

GENERAL EDUCATION REQUIREMENTS

ENGLISH / COMMUNICATIONS

6 CREDITS

ENG 110 Speech Communications	(3)
ENG 112 English Composition I	(3)

MATHEMATICS / SCIENCE

7 CREDITS

* Students are required to complete 3 credit hours selected from:

MATH 120 Intermediate Algebra	(3)
MATH 130 College Algebra	(3)

* Students are required to complete 4 credit hours selected from:

NS 140 Principles of Chemistry I	(4)
NS 212 General Biology	(4)
NS 245 Organic Chemistry	(4)
NS 250 Microbiology	(4)

* Or any Natural Science (NS) course listed in catalog course descriptions that is 4 credit hours.

HUMANITIES

3 CREDITS

* Students are required to complete 3 credit hours selected from:

ART 118 Introduction to Art	(3)
ART 120 Introduction to Native American Art	(3)
DKT 112 Dakota Language II (the sequence)	(3)
DKT 216 Images of Indians in Art & Film	(3)
DKT 240 Dakota Religious Traditions & Movements	(3)
ENG 114 Introduction to Literature	(3)
ENG 210 Native American Literature	(3)

* Or any Art, Literature, Language, or approved Humanities

SOCIAL SCIENCES

6 CREDITS

One course must be a History/Government course and one course must be Psychology /Sociology

* Students are required to complete 3 credit hours selected from:

DKT 130 Dakota History	(3)
DKT 265 American Indian Sovereignty	(3)
GEO 120 World Geography	(3)
HPS 120 United States Government	(3)
HPS 150 Current Events	(3)
HPS 160 Western Civilization I	(3)
HPS 165 Western Civilization II	(3)
HPS 210 State and Local Government	(3)
HPS 230 American History I	(3)
HPS 232 American History II	(3)
HPS 250 Introduction to Tribal Government	(3)
HPS 275 Introduction to Tribal Law	(3)
BUS 214 Macroeconomics	(3)
BUS 217 Microeconomics	(3)

* Or any HPS Course from approved Social Science List

* Students are required to complete 3 credit hours selected from:

PSY 110	General Psychology	(3)
PSY 205	Life Span Development	(3)
PSY 230	Pseudoscience & Controversy	(3)
SS 110	Introduction to Sociology	(3)
SS 120	Introduction to Criminal Justice	(3)
SS 135	Social Problems	(3)
SS 210	The Family in Society	(3)
SS 241	Introduction to Criminology	(3)

* Or any Psychology (PSY) or Social Science (SS) from approved PSY or SS list

DAKOTA STUDIES **6 CREDITS**

* Students are required to complete 3 credit hours selected from:

DKT 110	Dakota Language I	(3)
DKT 120	Introduction to Dakota Studies	(3)
DKT 130	Dakota History	(3)
DKT 140	Dakota Culture	(3)

(and choose one other Dakota Class)

COMPUTER SCIENCE **3 CREDITS**

CST 141	Microcomputer Applications	(3)
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GENERAL EDUCATION **4 CREDITS**

GEN 101	Pathways to Success	(3)
GEN 270	Capstone Course	(1)

ELECTIVES **6 CREDITS**

Students can choose classes of their choice—it is suggested to choose ones required by the school they are transferring to.

TOTAL GENERAL EDUCATION CREDITS **41 CREDITS**

ADDICTION & DIVERSITY COUNSELING

Degree: Associate of Science
Credit Hours Required: 65

The Addiction and Diversity Counseling degree prepares a student for counseling in an agency or institution which provides treatment for individuals who suffer from addiction. This degree also serves as a foundation for a Bachelor's Degree in any Human Service related field, as well as in the Chemical Dependency field.

Required Addiction & Diversity Courses 24

ADC 115 Introduction to Alcohol Use and Abuse	3
ADC 116 Introduction to Drug Use and Abuse	3
ADC 223 Ethics for the Alcohol and Drug Professional	3
ADC 227 Alcohol and Drug Group Counseling	3
ADC 234 Native American and Substance Abuse	3
ADC 256 Counseling Families with Alcohol or Other Drug Issues	3
ADC 261 Alcohol and Drug Treatment Continuum	3
ADC 296 Treatment Internship	3

General Education Requirements 41

Please refer back to pages 42-43 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science	7
Humanities	3
Social Science	
(Must be ADC 141 and DKT 140)	6
Dakota Studies	6
(Must be DKT 110 and DKT 120)	
Computer Science	3
General Education	4
Electives	6
(Must be ADC 230 and ADC 244)	

Degree Requirements - Addiction and Diversity Counseling

Addiction & Diversity Requirements	24
General Education Requirements	41

TOTAL CREDIT HOURS 65

Program Outcomes

- A. Develop professional relationship that empowers the individual to use their own problem solving skills
- B. Apply skills to the development of treatment interventions and care plans.
- C. Demonstrate confidentiality, advocacy with professional and ethical standards.
- D. Adhere to a respectful relationship with staff, clients, families, and communities in a culturally competent manner
- E. Demonstrate assessment, knowledge, skills and strategies for clients with substance abuse and mental health issues.

BEHAVIORAL SCIENCE

Degree: Associate of Science
Credit Hours Required: 62

The Behavioral Science curriculum is designed for students who intend to seek a career working with people. The curriculum is aimed at allowing students to pursue an occupation in social services/people related jobs. The Behavioral Science Degree will also set the foundation for students who intend to pursue a Baccalaureate degree in Psychology, Sociology, or Criminal Justice.

Required Behavioral Science Courses 12

SS 110	Introduction to Sociology	3
PSY 110	Introduction to Psychology	3
PSY/SS 230	Pseudoscience & Controversy	3
MATH 210	Introduction to Statistics	3

Program Electives 9

* Students are required to complete 9 semester credits of elective professional courses. These courses must be chosen with permission of the advisor. They may include but are not limited to the following:

PSY/SS 125, PSY 204, PSY 205, PSY 240, SS 210, SS 241, HPS 250, HPS 275, BUS 217, ADC 115, ADC 116, ADC 223, ADC 234, and ADC 244.

General Education Requirements 41

Please refer back to pages 42-43 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science - Math 130 & One science course	7
Humanities	3
Social Science - Any HPS/GOV course	6
Dakota Studies	6
Computer Science	3
General Education	4
Electives	6

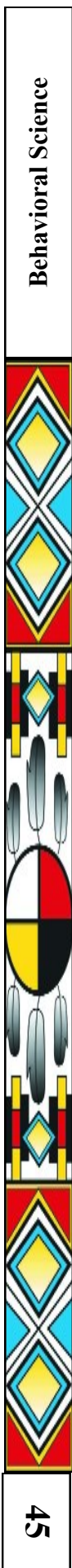
Degree Requirements - Behavioral Science

Behavioral Science Requirements	12
Program Electives	9
General Education Requirements	41

TOTAL CREDIT HOURS 62

Program Outcomes

- A. Demonstrate utilizing technical writing skills and research skills in Behavioral Science, i.e.: Research papers.
- B. Apply concepts of interpersonal knowledge for reporting responsibilities. This would include but not limited to possible bias views and utilizing the ability to interpret information.
- C. Understand the ethical principles as it pertains to the program.
- D. Apply the Behavioral Science Theories to real world situations.



BUSINESS ADMINISTRATION

Degree: Associate of Science
Credit Hours Required: 62 (Accounting Emphasis 68)

The Associate of Science Degree in Business Administration is designed to provide a student with a strong foundation in general education and the core business courses. Students successfully completing this program may transfer to a four year college.

Required Business Courses 21

BUS 106	College Accounting I	3
BUS 107	College Accounting II	3
BUS 120	Introduction to Business	3
BUS 128	Business Communications	3
CST 208	Business Applications for Microcomputers	3
BUS 214	Macroeconomics	3
BUS 217	Microeconomics	3

Program Electives 3

Students are required to complete 3 semester credits of elective business courses. These courses must be chosen with permission of the advisor.

General Education Requirements 38

Please refer back to pages 42-43 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science	7
Humanities	3
Social Science	6
Dakota Studies	6
Computer Science	3
General Education	4
Electives	3

Degree Requirements - Business Administration

Business Requirements	21
Program Electives	3
General Education Requirements	38

TOTAL CREDIT HOURS 62

Accounting Emphasis: (In Lieu of Electives)

BUS 202	Federal Income Tax Accounting	3
BUS 215	Principles of Financial Accounting	3
BUS 216	Principles of Managerial Accounting	3
BUS 230	Computerized Accounting	3

Program Outcomes

- A. Apply technology skills to the functions of a business.
- B. Apply ethical and professional behaviors to business.
- C. Communicate business information effectively using a multitude of communication skills.
- D. Demonstrate accounting knowledge.
- E. Analyze business situations and apply problem-solving techniques individually and in a team environment.

EARLY CHILDHOOD DEVELOPMENT

Degree: Associate of Science
 Credit Hours Required: 63

The Associate of Arts Degree in Early Childhood Development is designed to acquaint students with methods of instruction used in early childhood education. Students will be provided an opportunity to gain practical experience in actual classroom settings. Upon completion of the program students may transfer to a four year college to pursue study for a Bachelor's Degree.

Required Early Childhood Courses 22

EC 160 Early Childhood Curriculum and Instruction I	3
EC 170 Early Childhood Curriculum and Instruction II	4
EC 212 Family Relationships and Parent Education	3
EC 220 Working with Children & Families at Risk	3
EC 230 Health, Safety and Nutrition	3
EC 241 Early Childhood Field Experience	3
EC 250 Administering an Early Childhood Program	3

General Education Requirements 41

Please refer back to pages 42-43 of the catalog for a full description of each of these General Education requirements.

English/Communications	6
Math/Science	7
Humanities	3
Social Sciences (One must be PSY 110)	6
Dakota Studies	6
Computer Science	3
General Education	4
Electives (They must be EC 140 & PSY 205)	6

Degree Requirements - Early Childhood Development

Early Childhood Requirements	22
General Education Requirements	41

TOTAL CREDIT HOURS 63

Program Outcomes

- A. Utilize critical thinking skills to assess children's needs, possible interventions, and community resources in a comprehensive fashion while taking into consideration individual, family, and/or community values, practices, and beliefs.
- B. Demonstrate knowledge of curriculum planning and evaluation necessary to be effective with young children.
- C. Utilize the process of observation and assessment techniques and strategies as applied to teacher and classroom practices.
- D. Serve as a positive role model within early childhood education settings and the community ie ethics, confidentiality.
- E. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
- F. Demonstrates knowledge of developmental skills in young children and develops curriculum to meet those needs.



SUSTAINABLE ENVIRONMENTAL STUDIES

Degree: Associate of Science

Credit Hours Required: 61

The curriculum for Sustainable Environmental Studies is designed to prepare students to transfer to an environmental science program at a four-year institution or to further employment opportunities. This degree provides a well rounded approach to the environmental sciences with a strong emphasis on core biology and chemistry components

Required Science Courses 20

Students are required to complete two of the following: 8

- | | | |
|------------------------------|-----|--|
| NS 130 Principles of Botany | (4) | |
| NS 212 General Biology | (4) | |
| NS 225 Environmental Science | (4) | |

Students are required to complete 12 credit hours selected from: 12
NS 115, NS 135, NS 140, NS 170, NS 215, NS 226, or NS 260

General Education Requirements 41

Please refer back to page 42-43 of the catalog for a full description of each of these General Education requirements.

- | | |
|------------------------|---|
| English/Communications | 6 |
| Math/Science | 7 |
| Humanities | 3 |
| Social Sciences | 6 |
| Dakota Studies | 6 |
| Computer Science | 3 |
| General Education | 4 |
| Electives | 6 |

Degree Requirements - Sustainable Environmental Science

- | | |
|--------------------------------|----|
| Science Requirements | 20 |
| General Education Requirements | 41 |

TOTAL CREDIT HOURS 61

Program Outcome

- A. Synthesize basic concepts of environmental sciences.
- B. Exhibit knowledge with at least one major taxonomic group.
- C. Recognize environmental issues impacting both the Lake Traverse Reservation and the Global community.
- D. Incorporate environmental behaviors that reflect community awareness.
- E. Perform good laboratory practices.
- F. Exhibit basic mastery of course content.
- G. Analyze a land use plan.

BACHELOR OF SCIENCE DEGREE

GENERAL EDUCATION REQUIREMENTS

ENGLISH / COMMUNICATIONS

9 CREDITS

ENG 110	Speech Communications	(3)
ENG 112	English Composition I	(3)
ENG	Elective	(3)

MATH / COMPUTER SCIENCE

6 CREDITS

* Students are required to complete 3 credit hours selected from:

MATH 130	College Algebra	(3)
CST 141	Microcomputer Applications (or higher)	(3)

HUMANITIES

3 CREDITS

* Students are required to complete 3 credit hours

SOCIAL SCIENCES

6 CREDITS

* One course must be a History/Government course and one course must be Psychology /Sociology

DAKOTA STUDIES

3 CREDITS

* Students are required to complete 3 credit hours

SCIENCE

4 CREDITS

* Students are required to complete 4 credit hours

GENERAL EDUCATION

4 CREDITS

GEN 101	Pathways to Success	(3)
GEN 270	Capstone Course	(1)

TOTAL GENERAL EDUCATION REQUIREMENTS

35 CREDITS



BEHAVIORAL SCIENCE

Degree: Bachelor of Science
Credit Hours Required: 120

The Bachelor of Science in Behavioral Science program at SWC is designed for students who intend to seed a career working with people. Curriculum within the program is interdisciplinary in nature blending courses from the following disciplines; anthropology, criminal justice, psychology, political science, and sociology. The interdisciplinary nature of the program will allow students to explore career options in criminal justice fields, social services, marketing, human services, and other career fields and graduate programs related to the behavioral sciences.

Required Professional Courses 25

SS 110	Intro to Sociology	3
PSY 110	Intro to Psychology	3
PSY/SS 230	Pseudoscience and Controversy	3
Math 210	Intro to Statistics	3
BHSC 350	Research Methods	4
BHSC 320	Social Psychology	3
BHSC 425	Ethical Issues in BHSC	3
BHSC 470	Capstone	3

Professional Electives 33

* Students are required to complete 33 semester credits of elective professional courses. Eight of these courses must be at the 300/400 Level.

Electives 27

This may include an approved minor

General Education Requirements 35

English/Communications	9
Math/Computer Science	6
Humanities	3
Social Science	6
Dakota Studies	3
Science	4
General Education	4

Degree Requirements - BS in Behavioral Science

Professional Requirements	25
Professional Electives	33
Electives or Minor	27
General Education Requirements	35

TOTAL CREDIT HOURS 120

Program Outcomes

- A. Demonstrate utilizing technical writing skills and research skills in Behavioral Sciences, i.e.: research papers.
- B. Demonstrate the ability to apply critical thinking skills, analytical thinking skills, and problem-solving skills to real world problems.
- C. Apply concepts of interpersonal knowledge for reporting responsibilities. This would include but not be limited to possible bias views and utilizing the ability to interpret information.
- D. Understand ethical and professional principles as they pertain to the program and the disciplines addressed in the program.

Please check with your advisor to develop your academic plan.

BUSINESS ADMINISTRATION

Degree: Bachelor of Science
 Credit Hours Required: 122

The Bachelor of Science in Business Administration program at SWC is designed to provide a student with a strong foundation in general education, introductory business courses, and upper level business courses.

Required Professional Courses 27

BUS 106	College Accounting I	3
BUS 107	College Accounting II	3
BUS 214	Macroeconomics	3
BUS 217	Microeconomics	3
MATH 210	Intro to Stats	3
BADM 301 (BUS 250)	Principles of Management	3
BADM 310	Principles of Marketing	3
BADM 363	Business Finance	3
BADM 453	Strategic Management	3

Professional Electives 33

Students are required to complete 33 semester hours of elective professional courses. These courses must be chosen with permission of the advisor. Eight of these courses must be at the 300/400 level.

Electives 27

This may include an approved minor

General Education Requirements 35

English/Communications		9
Math/Computer Science		6
Humanities		3
Social Science		6
Dakota Studies		3
Science		4
General Education		4

Degree Requirements—BS in Business Administration

Professional Requirements		27
Professional Electives		33
Electives or Minor		27
General Education Requirements		35

TOTAL CREDIT HOURS 122

Program Outcomes

- A. Student will be able to demonstrate advanced level ability to communicate through writing and oral skills.
- B. Student will demonstrate advanced proficiency in the integration of business concepts.
- C. Student will be able to apply advanced management theory and techniques to real-world business situations.
- D. The student will be able to evaluate an organization and provide strategic business recommendations.
- E. Student will be able to analyze the impacts and challenges of tribal businesses and the situations they face.
- F. Student will demonstrate proficiency of current computer information systems within the business environment.

Please check with your advisor to develop your academic plan.



COURSE DESCRIPTIONS



ADDICTION AND DIVERSITY COUNSELING

ADC 115 Introduction to Alcohol Use and Abuse

This course explores the history of alcohol use, and the basic knowledge of the medical effects of alcohol use and abuse. (3)

ADC 116 Introduction to Drug Use and Abuse The fundamentals of mood-altering chemicals other than ethyl alcohol and the symptomatology and treatment of the abuse of them. (3)

ADC 141 Foundations of Individual Counseling

This course will define counseling, characteristics of a counselor and counseling relationships. Emphasis is on counseling theories and related techniques. (3)

ADC 150 Working with Children and Adolescents

Major issues in working with Children and Adolescents will be explored. There will be an in-depth look at the helping/relationship and processes, professional issues in working with children, understanding Child and Adolescent Development, and developing children's social and emotional well-being. (3)

ADC 220 Addiction Helping Skills

Basic communication and individual helping skills appropriate in dealing with abusers of alcohol and other drugs will be explored and practiced using one to one and group role plays. (3)

ADC 223 Ethics for the Alcohol and Drug

Professional This course will explore the ethical and legal issues within the substance abuse field. This course will include an opportunity for identification and discussion of ethical and legal issues frequently encountered by prevention and treatment professional. (3)

ADC 227 Alcohol and Drug Group Counseling

Introduces basic theories and dynamics of counseling groups. Develops the facilitative skills appropriate to working with those groups in the management of alcohol and drug abuse. (3)

ADC 230 Interviewing Techniques This course examines the social and psychological dynamics of violence i.e. incest, battering, rape and other types of assault. Focus will be on how to: express empathy through reflective listening, note discrepancies between client's current and desired behavior, communicate respect for and acceptance of people and their feelings, listen rather than tell, gently persuade, with the understanding that change is up to the person, and how to provide support throughout the process of recovery. (3)

ADC 234 Native American and Substance Abuse This course is designed to acquaint the substance abuse student/professional with the cultural and spiritual basics of effective substance abuse prevention and treatment with Native American populations and individuals. This will aid the student/professional in applying culturally and spiritually appropriate prevention and treatment with Native American clients. Dakota Perspectives on health will be explored. (3)

ADC 244 Diverse Populations This course is an introduction to current research that supports the need for individualized treatment that is sensitive to the client's culture. The following will be examined and explored: delivery of culturally competent treatment, clinical implications of culturally competent treatment and sketches of diverse client population, including: Hispanics/Latinos, Native Americans, Asian Americans and Pacific Islanders, persons with HIV/AIDS, lesbian, gay, and bisexual (LGB) populations and others. (3)

ADC 256 Counseling Families with Alcohol or Other Drug Issues

This course is designed to explore the multigenerational nature of substance use disorders in family systems with an emphasis on risk factors for addictive behaviors, dynamics of family roles, and impacts on the health of family members within the family life cycle. Family involved approaches include interdisciplinary therapeutic models. Students will explore treatment strategies to assist families and significant others throughout the various stages of active addiction through long-term recovery, and for restoring relationships within the family. (3)

ADC 261 Alcohol and Drug Treatment Continuum

The treatment continuum process of alcohol and drug abuse from intervention through treatment and aftercare is examined. The core function areas used within each part of the process are emphasized. (3)

ADC 296 Treatment Internship Supervised experience in an alcoholism treatment program or related agency. Students can choose the setting for internship (e.g. Addiction facility or Diverse population facility). Internship specifics will be determined by setting supervisor and instructor. (3)

ART

ART 118 Introduction to Art A broad overview of art from the prehistoric era through the present day, as well as an introduction to basic concepts of art history and art theory. Special attention will be paid to Native American Art towards the end of the semester. (3)

ART 120 Introduction to Native American Art

Students will explore the inter-relationships of Native American Art, history and oral narratives through the objects human created in tribal societies across the America's. This course surveys Native American art from prehistoric ages to the reservation period as it highlights the continuity of art forms and styles in various media as new ideas or materials were modified or adopted today. (3)

ART 135 Watercolor Introduces the basic techniques and materials necessary in working with transparent watercolor. Provides experience in using the different wash techniques and mixing colors. Learn about the different types of paper and brushes, with some attention to design and composition. (3)

ART 136 Dakota Beadwork Students will be introduced to the equipment, materials and basic stitches of Dakota beadwork. Emphasis will be on designs in beadwork. (3)
ALSO listed as DKT 136

ART 137 Dakota Quillwork Students will be introduced to the equipment, materials and basic stitches of porcupine quill work. Emphasis will be on dyeing and design in quilting. A project in quilting will be completed. (3)
ALSO listed as DKT 137

ART 138 Dakota Design & Painting Foundation in composition, design, and color. Emphasis is on traditional Dakota design and its application to contemporary Native American Art. (3) ALSO listed as DKT 138

ART 145 Native American Textile Arts The use of various textile in modern forms of traditional art. Students will receive a brief history on use of traditional material used in functional art and decorative art as well as what is used today. Projects will range from home decor/household items to fashion. (3)

ART 210 Art as a Profession The student will learn the basics for emerging artists to market their art work. (3)

ART 180, ART 280 Special Topics Significant issues or consideration of particular technical aspects of art are possible investigations. (3)

ART 190, ART 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of art. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

BEHAVIORAL SCIENCE

BHSC 310 Criminology Studies behavior of norm violation (e.g., crime, delinquency, drug addiction, or suicide) and mechanisms of social control (e.g., law enforcement, courts., prison, and probation). This course will also examine cultural and socio-economic factors, public policies, and other factors. (3)

BHSC 320 (R) Social Psychology Provides a comprehensive overview of the field of social psychology, covering a review of the field's founding principles, classic findings, and a survey of recent findings. This course covers the application of social psychology within the broad spectrum of the behavioral sciences. Topics will include social perception, attributions and attitudes, stereotypes, social influence, group dynamics, and aggressive and prosocial tendencies. (3)

BHSC 321 Introduction to Comparative Politics We will examine over the course of the semester the central themes, theories, concepts, and questions of the contemporary study of Comparative Politics. This means that our course will be primarily thematic. Representing such a diverse field of study in one course is practically impossible; therefore, the objective is to acquire a basic knowledge of the basic concerns and approaches of the field. These will prove vital for an understanding of how political institutions, actors, and processes operate around the world and how they affect society, culture, and the economy. (3)

BHSC 325 Public Policy This course examines a wide range of issues, from the norms and values informing democratic policymaking to the basics of cost-benefit and other tools of policy analysis. The course will study the institutional arrangements for making public policy decisions, along with the role of various actors-including nonprofit and private-sector professionals-in shaping policy outcomes. (3)

BHSC 330 Ethnic Groups and Minorities Introduces learners to the study of diversity from a local to a global environment using a holistic, interdisciplinary approach. Encourages self-exploration and prepares the learner to work in a diverse environment. In addition to an analysis of majority/minority relations in a multicultural context, the primary topics of race, ethnicity, age, gender, class, sexual orientation, disability, and religion are explored. (3)

BHSC 340 Victimology This course will cover scope of crime victims suffering; history of victims along with the measurement of victimization. This course will also look at what victims face in the United States Criminal Justice System. (3)

BHSC 350 Research Methods The intent of this course is to provide understanding of different methodologies and the opportunity to use them in research. This understanding will be acquired by utilizing the approaches in data collection, design and examining information obtained. (4)

BHSC 410 Delinquency and Juvenile Justice Studies the history and evolution of the juvenile justice within the United States legal systems. The course will examine the social and psychological dimensions of juvenile delinquency, past and current policies; and programs of prevention and treatment of delinquents. (3)

BHSC 415 Contentious Politics and Social Movements This course is writing-intensive. It has two goals. First, it reveals the "black box" between the existence of social discontent and the emergence of collective protests, and untangles various realities during the aftermath of contentious politics. Second, it teaches students to develop their own research throughout the semester, using concepts, theories and approaches studied in this course. We will begin the course by analyzing the concept of power and the logic of collective action. What is power? What are some ways in which power affects people's decisions to join or not join collective action? Do common interests always generate collective action? We will then discuss theoretical analysis of contentious politics and social movements, including eight themes: value, identity, networks, organization, repertoire of protests, movements and counter-movements, policing and political opportunity, and impact of contentious politics. We will look at case studies and discuss a documentary of related subject. (3)

DKT 415 Tribal Law Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state and federal government. (3)

BHSC 416 Women and Politics We will analyze the participation of women in American political life; examine women's public roles and the effects of feminism in altering women's public roles in both historical and contemporary contexts; delve into women's participation in electoral politics; study women's behavior and influence as public officials; and analyze the intersection of gender with other categories such as race/ethnicity and political party. Over the course of the semester, we will analyze the historic 2018-midterm election, study the 2016 and 2020 presidential elections, and examine the relationship between gender and policymaking. This course is designed to introduce students to the study of gender and U.S. politics including the central questions, concepts, and debates in the field. (3) Prerequisites: HPS 120 or BHSC 325

BHSC 420 Psychological Assessment The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing and behavioral observation, standardized testing, measurement methods and validity, and the impacts of cultural and socio-economic factors. (3)

BHSC 425 (R) Ethical, Legal & Professional Issues in Behavioral Science This course provides a basic understanding of the theoretical foundations of ethical thought. Diverse ethical perspectives will be used to analyze and compare relevant issues. Students will critically evaluate individual, social and/or professional standards of behavior, and apply a systematic decision-making process to these situations. (3)

BHSC 430 Deviance and Psychopathological Perspectives

This course will explore evidence-based conceptualizations of both normal and disordered mental states, together with an examination of the etiology, development, manifestation, and potential treatment of mental disorders in infants, children, adolescents, and adults. (3)

BHSC 435 Stereotyping, Prejudice, and Discrimination Studies the sociological impact of these phenomena at the level of individuals, small groups, and institutions. The course will also examine the history of discrimination and its role in inter-group dynamics, along with discrimination-related policies. (3)

BHSC 440 Psychology of Women and Gender This course covers contemporary areas of research and theory in areas such as self-objectification, self-sexualization, neuro-sexism, intensive parenting, and the glass cliff/escalator. Students encounter many of these key issues in their daily life and will encounter many more throughout their life. (3)

BHSC 445 Culture and Psychology This course explores the psychological processes that influence culture. It will identify how culture influences psychological processes, individual thoughts, and actions affect the individual. The course will delve into the influence cultural norms and practices have made as they have evolved over time. (3)

BHSC 450 Criminal Justice Policy Issue and Reforms This course examines a number of issues within the Criminal Justice System, including policing strategies, corrections and reformation strategies, community relations, and addiction/mental illness. (3)

BHSC 455 Forensic Psychology This course is an introduction to the field of forensic psychology and its relation to the broad field of criminal justice, starting with forensic psychology field's historical development. The field of forensic psychology is the application and techniques involving investigation of crime and explores the psychological causes and motivators that cause people to engage in criminal activity. Students will learn how psychology as a science and practice applies to questions and issues relating to law and the legal system. Students will gain a better understanding of the criminal mind and what motivates antisocial and criminal behavior. (3)

BHSC 470 (R) Behavioral Science Capstone This course provides the opportunity to synthesis and demonstrate the content learned throughout the degree program. Students will complete a project that demonstrates the knowledge gained throughout the degree coursework. (3)

BUSINESS

BADM 301 Principles of Management This course covers the basic functions of a manager including planning, organizing, staffing, directing and controlling activities at all levels. It is designed to provide students with the information essential to develop a framework about management and to develop managerial knowledge and skills. (3)

BADM 303 Human Resource Management The principles and techniques of human resource management including legislation affecting employers today. Included is in-depth study of the principles and methods of recruiting, selecting, training, evaluating, motivating and rewarding personnel. Also included is the administration of personnel policies and dismissals. (3)

BADM 305 Management Information Systems This course surveys the application of information technology in organizations and the roles of managers/staff in developing and using information systems. Issues include planning, operations, control, electronic communications, electronic commerce, and current and future technologies. (3)

BADM 310 Principles of Marketing An introduction to the basic concepts and practices of the modern marketing process from product development through consumer purchase. Topics include marketing and its linkages to business, consumer buying behavior, marketing channels, strategy and planning, product and pricing decisions, product life-cycle, social responsibility, physical distribution and promotion decisions, marketing management, and evaluation and control aspects for both consumer and industrial goods. (3)

BADM 314 Applied Statistics A continuation of MATH 210 Elementary Statistics. Topics include normal distribution, z-scores, central limit theorem, estimation and confidence intervals, hypothesis testing, inferences about differences and chi-square distributions. Graphing calculator required. Prerequisite: MATH 103 College Algebra or approval of instructor. (3)

BADM 323 Managerial Accounting A study of the various state and federal laws pertaining to payment of wages and salaries, preparation of employment records, payroll registers, employee earning records, time cards and state and federal reporting requirements. Prerequisite: BUS 106 College Accounting I. (3)

BADM 333 Business Writing A course of modern practices in preparing, planning, writing and dictating types of business letters, memos, and reports, which is commonly required in business operations. Prerequisites: ENG 112 English Composition I, CST 141 Microcomputer Applications. (3)

BADM 351 Organizational Behavior Examination of relevant management and behavioral science concepts, techniques and research essential to an understanding, prediction, and control of individuals and groups in organizational settings. Includes the study of individual characteristics, communications, interpersonal behavior, motivation, decision making, leadership, conflict management, group dynamics, and the methods of coordination, design, change, and adaptation within an organization. (3)

BADM 353 Tax Procedures This course provides an examination of the various laws that affect employers in their payroll operations and the payroll and personnel records that they use to meet the requirements of the laws. We will also do an overview of Tax Planning and Tax Administration, Partnership and Corporate Income Tax as well as Individual Taxation and depreciation. (3)

BADM 363 Business Finance This course provides an overview of financial theory including the time value of money, budgeting, capital structure theory, dividend policies, asset pricing, risk and return, efficient markets hypothesis, bond and stock valuation, business performance evaluation, and other financial topics. (3)

BADM 375 Grant Proposal Writing & Management A study of grant writing. Learning how to become proficient in the format required by most grants, the do's and don'ts, ways to gather needed information, and an understanding of the criteria funders use to determine funding. Students will actually research, write and present a complete mock-Grant Proposal as the culminating class exercise. (3)

BADM 405 New Venture/Entrepreneur The process of getting a new venture started, growing the venture, successfully harvesting it and starting again. The concepts of entrepreneurship and competencies, skills, know-how and experience those that are sufficient to pursue different entrepreneurial opportunities. Prerequisite: BUS 120 Introduction to Business. (3)

BADM 407 Business Law An overview of legal concepts, theories, principles and issues that affect everyday business decisions. Topics include an introduction to the law, the U.S. Court system, legal process, government regulation, and criminal, tort, and contract issues. The course will incorporate unique instructional methodologies that combine theory with real life case examples of practical application and significance. (3)

DKT 415 Tribal Law Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state and federal government. (3)

BADM 430 Business Ethics A study of the ethical problems that evolve in the modern business world, including a brief history of ethics and the practical ethical problems associated with running a business. Knowledge of ethical concepts as they apply to management is explored. Investigate ethical issues, apply critical thinking techniques, and debates issues on the role of management as it affects stockholders, product safety, employees, plant closures, communities, advertising, doing business in other countries, and the overall role of business and society. (3)

BADM 451 Tribal Planning and Administration Exploration of tribal communities and their governments viewed as social, political, and economic systems. Methods of tribal planning and administration are addressed through topics exploring political, economic, and social factors affecting tribal community growth and decline. (3)

BADM 453 Strategic Management This course provides a basis for integrating knowledge of various business disciplines. Skills developed are applied to the formation and implementation of strategic operation plans. The case study method is used throughout the course. Prerequisite: BADM 301 Principles of Management. (3)

BADM 495 Business Internship This course is intended for the student nearing completion of a degree goal. This course involves a more intense participation and responsibility in the area of study of Business Administration. Prerequisite: Senior Standing or Department Chair Approval. (3)

BUS 106 College Accounting I A sound basic knowledge of accounting terms, concepts, and procedures, presented in practical, easy-to-understand manner. Areas of study are the full accounting cycle for a sole proprietorship service business and merchandising firm, bank accounts, payroll, special journals, depreciation, bad debts, and inventory. (3)

BUS 107 College Accounting II Continuation of College Accounting I and presenting material in a practical, easy-to-understand manner. Areas of study are notes payable and receivable, estimating inventories, valuation of plant and equipment, voucher system, partnerships, and corporations. Prerequisite: BUS 106 (3)

BUS 120 Introduction to Business A survey of the phases of business; organization, accounting, marketing, insurance, banking, managerial and governmental controls and opportunities. (3)

BUS 124 Business Math Designed for awareness of various mathematics related consumer/business manager options with emphasis in solving problems involving simple and compound interest, installment buying, bank policies, credit shopping, discounts, markups and insurance. Prerequisite: MATH 040 or based on the entrance exam. (3)

BUS 125 Personal Finance Provide students with tools necessary for making decisions in managing financing resources. This involves management of budgets, savings, credit, insurance, and investments. (3)

BUS 128 Business Communications Effective communication is learned in business communications. Emphasis is on correct English usage and clarity in business correspondence and reports. (3)

BUS 145 Customer Relations Management Customer Relations Management can determine a company's and employee's success or failure. This course covers the skills necessary for an individual to build and maintain good relationships with internal and external customers, and the role the customer service team plays in developing, evaluating, and improving customer service systems. (3)

BUS 202 Federal Income Tax Accounting Principles and procedures involved in individual federal income tax issues, familiarization with income tax problems and other entities. Prerequisites: BUS 106. (3)

BUS 204 Introduction to Marketing This course introduces the student to the basic concepts and practices of modern marketing: consumer behavior, marketing research, distribution and promotion decisions, salesmanship and advertising. (3)

BUS 206 Word Processing An introduction to the basic concepts of word processing procedures and terminology and the opportunity for "hands on" experience with word processors. Prerequisite: CST 141 or permission of instructor. (3) ALSO listed as CST 206

BUS 208 Business Applications for Microcomputers Learning techniques in computer spreadsheet applications and database management. Focusing on solving problems in the areas of business, mathematics, and sciences with the use of functions, formulas, creating of graphs, and exporting data to other programs. Will also include creating, formatting, and laying out financial reports. Student will gain practical experience in creating and updating databases, modifying the structure of databases, entering and retrieving data, rearranging records, and generating reports. Prerequisite: CST 141 or permission from instructor. (3) ALSO listed as CST 208

BUS 212 Office Procedures An improvement in skills and abilities to meet the requirements of a constantly changing office environment. A preparation for job responsibilities requiring a high level of skill, a depth of understanding and knowledge, and a large degree of motivation. (3)

BUS 214 Macroeconomics Considers the economy of the U.S. as a part of the world economic system. Study of aggregate economic problems and how monetary and fiscal policy can influence income and employment, economic growth, inflation, interest rates, debt, and other factors. (3)

BUS 215 Principles of Financial Accounting This course teaches the information that is needed for sound economic decision making. This includes the preparation and examination of financial reports that provide information about a firm's performance to external parties such as investors, creditors, and tax authorities. The General Accepted Accounting Principles (GAAP) guidelines will be followed. Prerequisite: BUS 107. (3)

BUS 216 Principles of Managerial Accounting Managerial Accounting is concerned with provisions and use of accounting information to managers within organizations, to provide them with the basis to make informed business decisions that will allow them to be better equipped in their management and control functions. Prerequisite: BUS 107. (3)

BUS 217 Microeconomics Study of individual economic problems as they relate to consumer, worker, and business decisions. Analyzing supply and demand, division of labor, production and cost, technology, market resource allocation, and distribution of income. Market structures are analyzed regarding their effect on price, output, and competitiveness. (3)

BUS 218 Desktop Publishing / Graphics A clear understanding of the concepts of word processing procedures and terminology and the opportunity for "hands on" experience with desktop publishing software. Prerequisite: CST 141 or permission of instructor. (3) ALSO listed as CST 218

BUS 230 Computerized Accounting A practice in the use of the computer in the accounting department beginning with recording journal transactions and going through end of period closing; building spreadsheets and constructing a database for accounting problems. Prerequisite: BUS 107. (3) ALSO listed as CST 230

BUS 238 Advanced Applications of Computers in Business An integration of an entire office suite of products in a realistic, challenging office setting using word-processing, spreadsheets, database, and presentation software. Project based activities using the software applications as well as e-mail, fax, Internet, and Web applications. Prerequisite: BUS 206 and BUS 208 or permission of instructor. (3) ALSO listed as CST 238

BUS 242 Small Business Management A basic study of management principles, with specific emphasis on the problems of small business. Prerequisite: BUS 120 or permission of instructor. (3)

BUS 250 Principles of Management Study of theories, research, and practice dealing with human behavior in an organizational setting. Areas covered include: leading, planning, controlling, decision making, organizing, staffing, communicating, and motivating. (3)

BUS 180, BUS 280 Special Topics Significant issues or consideration of particular technical aspects of business are possible investigations. (1-3)

BUS 190, BUS 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of business. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

BUS 295 Business Internship Work in a business performing a wide range of jobs in the firm to learn the business, beginning with basic duties. Prerequisite: permission of instructor. (3)

COMPUTER SYSTEMS TECHNOLOGY

CST 141 Microcomputer Applications Overview of microcomputers and their applications with primary emphasis on "hands-on" participation by the students. This "hands-on" experience is gained by working with Microsoft Office Suite software package. Specifically, the student will be introduced to Microsoft Word, Microsoft Excel, Microsoft Access and Power Point and the integration of these applications. Prerequisite: Basic familiarity with keyboarding or permission of the instructor. (3)

CST 206 Word Processing An introduction to the basic concepts of word processing procedures and terminology and the opportunity for "hands on" experience with word processors. Prerequisite: CST 141 or permission of instructor. (3) ALSO listed as BUS 206

CST 208 Business Applications for Microcomputers Learning techniques in computer spreadsheet applications and database management. Focusing on solving problems in the areas of business, mathematics, and sciences with the use of functions, formulas, creating of graphs, and exporting data to other programs. Will also include creating, formatting, and laying out financial reports. Student will gain practical experience in creating and updating databases, modifying the structure of databases, entering and retrieving data, rearranging records, and generating reports. Prerequisite: CST 141 or permission from instructor. (3) ALSO listed as BUS 208

CST 218 Desktop Publishing / Graphics A clear understanding of the concepts of word processing procedures and terminology and the opportunity for "hands on" experience with desktop publishing software. Prerequisite: CST 141 or permission of instructor. (3) ALSO listed as BUS 218

CST 230 Computerized Accounting A practice in the use of the computer in the accounting department beginning with recording journal transactions and going through end of period closing; building spreadsheets and constructing a database for accounting problems. Prerequisite: BUS 106, BUS 107, and CST 141. (3) ALSO listed as BUS 230

CST 238 Advanced Applications of Computers in Business An integration of an entire office suite of products in a realistic, challenging office setting using word-processing, spreadsheets, database, and presentation software. Project based activities using the software applications as well as e-mail, fax, Internet, and Web applications. Prerequisite: BUS 206 and BUS 208 or permission of instructor. (3) ALSO listed as BUS 238

CST 263 Database Management & Design Designed to make the students knowledgeable of the fundamentals underlying the design, implementation, and management of database systems. Prerequisite: CST 141 or permission of the instructor. (3)

CST 271 Introduction to Web Design An introduction to the Internet, World Wide Web, and the Web Design. This course will introduce several common software applications to the student, as well as give an overview of what makes a good website. Prerequisite: CST 141 or permission of instructor. (3)

CST 272 Introduction to Multimedia Design Provides students with an overview of how multimedia applications are created. The use of text, graphics, animation, sound, and video will be explored, as will the hardware and design software used for creating multimedia projects. Prerequisite: CST 141 or permission of instructor. (3)

CST 273 Introduction to Photoshop Introductory Adobe Photoshop course familiarizes users the editing capabilities of Adobe Photoshop software, such as rotating, cropping, or resizing, as well as more advanced manipulations, such as air-brushing, retouching, photo repair, changing the contrast of images and balancing or combining elements of different images. You'll learn to choose and use the best techniques for common Photoshop jobs. Prerequisite: CST 141 or permission of instructor. (3)

CST 275 Multimedia Design and Production This course introduces the theory and practice of digital media, focusing on the production of art and design using digital tools. Students will learn the basic tools of software and hardware for digital art design. Students will create projects with digital media including text, graphics, image, animation, video, and audio. (3)

CST 180, CST 280 Special Topics Significant issues or consideration of particular technical aspects of computer systems technology are possible investigations. (1-3)

CST 190, CST 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of computer systems technology. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

CST 297 Information Technology Internship Designed to provide experience in a work setting where computers and networking technology are being utilized. Students will apply knowledge and skills learned in the classroom. Prerequisite: permission of the instructor. (1)

DAKOTA STUDIES

DKT 110 Dakota Language I When starting to learn the Dakota language, the elders and fluent speakers will typically say that kinship and community is the most important part to language learning. This course is designed as an introduction to the Dakota language that will focus on Dakota kinship and community while developing a detailed and conversational self-introduction. Considerable class time will be devoted to language learning activities, practicing acquired language, and discussions about the deeper cultural meanings of what is taught. By the end of the course, students will have a strong foundation in the Dakota language with the basic tools to continue their language learning. They will also be able to introduce themselves and their relatives in a detailed and thoughtful way. (3)

DKT 112 Dakota Language II This course will give students the Dakota language skills necessary to discuss events and actions of daily life. This will include vocabulary, such as terms for personal routines, and foundational grammar structures, such as verb conjugations, which are critical for communication in the Dakota language. Class time will be devoted to increasing students' ability to speak and navigate simple conversations in the language by expanding their knowledge of Dakota words and providing speaking and listening practice to increase their confidence in the language. Prerequisite: DKT 110 (3)

DKT 115 Dakota Bow Making An introduction to the history, construction, and use of the traditional Dakota bow. Students will learn the techniques for making their own functional Dakota bow. (3)

DKT 120 Introduction to Dakota Studies Introduction to key concepts and movements in the field of Dakota Studies. It provides a framework of knowing and understanding how the broad influences of history and culture have affected the Dakota people. (3)

DKT 130 Dakota History A study of the history of the Dakota Oyate from creation to contemporary social situations. Review of Dakota world-views, contact, and the impact of Federal Indian Policy on the Dakota Oyate. (3)

DKT 131 American Indian Women An examination of the cultural/historical background of American Indian Women, their resilience through adversity, and their role in the modern context. (3) ALSO listed as HPS 131

DKT 135 Dakota Song and Dance Students will make their own drumstick, practice the sounds for Dakota song, and sing together. They will learn the different categories of traditional songs and how dancers and drum groups are judged at pow-wows. (3)

DKT 136 Dakota Beadwork Students will be introduced to the equipment, materials and basic stitches of Dakota beadwork. Emphasis will be on designs in beadwork. (3) ALSO listed as ART 136

DKT 137 Dakota Quillwork This course provides an overview of basic stitches and design patterns in porcupine quillwork. Students will dye their own quills and complete several mini projects throughout the semester. The course takes a holistic approach by integrating Dakota language, cultural values, and kinship ethics into instruction on quill work. (3) ALSO listed as ART 137

DKT 138 Dakota Design and Painting Students will learn to research historical Dakota design and its change over time with an understanding of environmental context, materials, and use. Knowledge acquired will be applied through a combination of written and art projects. (3) ALSO listed ART 138

DKT 140 Dakota Culture Introduce the cultural aspects of the Sisseton and Wahpeton people, with special emphasis on cultural adaptation (reservation life) and current cultural revitalization. (3)

DKT 146 Dakota Regalia Making An introduction to the history, evolution, and creation of traditional Dakota Regalia. Students will learn the skills and techniques for making their own regalia. (3)

DKT 160 Dakota Oral Traditions This course provides an overview of research on oral traditions, with careful attention to the form and function of Dakota oral narratives. The course emphasizes how Dakota stories are connected to the land, how they are used to provide moral guidance, and how they create a personal and collective sense of identity.(3) ALSO listed as ENG 160

DKT 170 Traditional Plants and Herbs Provide an overview of the traditional and current uses of plants native to the Great Plains and Lake Traverse Reservation. Methods for collecting, preserving and preparing traditional food, non-food uses of plants; propagating native plants in the greenhouse. (4) ALSO listed as NS 170

DKT 210 Native American Literature Survey course of various types of literature written by Native Americans. The emphasis of the course is to give a general knowledge of some of the Native American authors, their style of writing and the sources and availability of the their works. Prerequisite: DKT 120 & ENG 112 (3) ALSO listed as ENG 210

DKT 212 Dakota Language Vocabulary Review In this course, students will continue building their Dakota language speaking skills while learning about Dakota values and worldviews. Dakota values and worldviews will be illustrated through traditional stories, such as Uŋktomi stories, which will also be the springboard for additional language lessons. This course will prepare students for upper-level language courses by introducing advanced verb conjugations and other high-level Dakota language features. Prerequisite: DKT 110 (must be taken after or concurrently with DKT 112 (3)

DKT 214 Dakota Quillwork II A continuation of DKT 137 Dakota Quillwork presenting advanced techniques and design concepts in quilling. Project-based activities will be completed utilizing two quilling techniques. Prerequisite: DKT 137 (3)

DKT 216 Images of Indians in Art & Film Through an analysis of historical images of Native Americans in art and film from the 1930's until present day, students will gain an appreciation and awareness of how Native Americans have been portrayed and represented. This course will focus on stereotypical images of Native Americans in art and film with special emphasis on contemporary representations. (3)

DKT 217 Dakota Beadwork II A continuation of DKT 136 Dakota Beadwork presenting advanced techniques and design concepts in beading. Project-based activities will be completed utilizing two beading techniques. Prerequisite: DKT 136 (3)

DKT 222 Drum Making This unique course presents students with the step-by-step process for making a traditional drum, beginning with hide-tanning. Special emphasis is given to cultural teachings surrounding the drum, including origin stories and protocols. Students who complete this course will thus gain a deeper understanding of Dakota stories and songs while also developing the artistic skill necessary to complete a traditional drum. (3)

DKT 223 Song & Dance in Dakota Fluent elders often emphasize the significance of the language expressed by Dakota songs. This survey course exposes students to Dakota songs that belong to a broad range of different categories. In the process, students will become familiar with the vocabulary, grammar patterns, and cultural teachings associated with different song and dance styles. This topic-based language course thus highlights the connections between language, song, and other aspects of cultural life. Prerequisite: DKT 212 (4)

DKT 225 Dakota Language Literature and Compositions Analysis and comprehension of literature in the Dakota Language. Prerequisite: DKT 212 (3)

DKT 226 Moccasin Games in Dakota The preservation of Moccasin Game is one thing that makes the Sisseton Wahpeton community unique. In this topic-based language course, students will learn the rules, protocols, and narratives associated with Moccasin Game. Particular emphasis will be given to using relevant language while actually playing the game. Prerequisite: DKT 212 (4)

DKT 227 Hunting and Fishing in Dakota Hunting and fishing were foundational to traditional lifeways, and they remain significant for those pursuing self-sufficiency. In this topic-based language course, students will learn Dakota vocabulary and grammar patterns related to hunting and fishing. Special emphasis will be given to the connection between language, land base, and environmental knowledge. Prerequisite: DKT 212 (3)

DKT 228 Gardening & Gathering in Dakota Fluent elders often emphasize the significance of traditional plants and medicines along with the importance of preserving foods. This course will provide students with the knowledge to identify traditional plants and medicines while understanding the culturally appropriate usages. In the process, students will become familiar with the vocabulary, grammatical patterns, and cultural teachings associated with different plants, medicines, and stories. This topic-based course thus highlights the connections between language, plants and medicines, and other aspects of cultural life. Prerequisite: DKT 212 (4)

DKT 240 Dakota Religious Traditions and Movements An introduction to the history and evolution of Dakota religious beliefs and practices over time. This course explores concepts of religion and spirituality, complex issues surrounding religious change, and contemporary interpretations. (3)

DKT 250 Introduction to Tribal Government An examination of traditional concepts of leadership and decision-making and the impact of European political forms. The Indian Reorganization Act (IRA) is studied and its impact on tribal governments. Prerequisite: DKT 130, DKT 140, or permission of the instructor. (3) ALSO listed as HPS 250

DKT 265 American Indian Sovereignty A study of the complexity of American Indian sovereignty and the multitude of cultural, historical, and legal issues it generates for tribal, state, and federal governments.(3)

DKT 275 Introduction to Tribal Law Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state, and federal government. Prerequisite: DKT 130, DKT 140, or permission of the instructor. (3) ALSO listed as HPS 275

DKT 277 Dakota Language Teaching Methodology Review of foundational linguistics and analysis of various approaches to second language acquisition. Students will also participate in student-teaching activities in language classrooms. Prerequisite: DKT 212 (4)

DKT 180, DKT 280 Special Topics Significant issues or consideration of particular technical aspects of Dakota Studies are possible investigations. (1-3)

DKT 190, DKT 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of Dakota Studies. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

DKT 295 Dakota Studies Internship Supervised experience in a Dakota Studies related position. Students can choose the setting for internship. Internship specifics will be determined by setting supervisor and instructor. (3)

EARLY CHILDHOOD DEVELOPMENT

EC 140 Introduction to Early Childhood An introductory course which addresses various professional expectations relating to the field of early childhood and introduces students to early childhood development. Provides an opportunity for students to observe and interact with children under the direct supervision of teachers. (3)

EC 160 Early Childhood Curriculum and Instruction I An introduction to a study of programs for young children including play and developmentally appropriate practices. This course will introduce goal writing and curriculum in physical and cognitive domains (science and fine arts). (3)

EC 170 Early Childhood Curriculum and Instruction II Planning curriculum to meet the needs of young children and their families. Formulating and evaluating developmental goals and objectives and designing lessons and activities to accomplish them through mathematics, emergent literacy and language, social studies and social-emotional growth. Integrating content area to teach to the whole child. (4)

EC 212 Family Relationships and Parent Education Focuses on marital, parent/child, and intergenerational change in family relationships over time and in the Dakota Culture. Emphasis will be placed on involving parents in children's education. (3)

EC 220 Working with Children and Families at Risk Overview of what makes a child or family at risk. This course will look at issues and techniques related to children with special needs and their families. Will explore the coordinated efforts of various agencies and provide skills in developing family service plans such as the Individual Family Service Plan. (IFSP) (3)

EC 230 Health, Safety, and Nutrition Attention will be focused on basic health, nutrition, and safety management procedures for infants, toddlers, and young children; also basic health and safety practices regarding childhood illness and communicable diseases. The students will learn how to identify hazards, assess risks, and take appropriate corrective steps in providing a safe and healthy environment in early childhood settings. (3)

EC 241 Early Childhood Field Experience The field experience is designed to give the student an opportunity to obtain practical skills in working with young children in a program setting. This course requires that students assume increasing responsibility for planning, implementing, and evaluating programs. (3)

EC 250 Administering an Early Childhood Program Designed to give insight into the laws, procedures, and funding available for Early Childhood programs. Special emphasis will be placed on steps that are necessary to plan, set-up, and implement an early childhood program. Professionalism and ethics will be stressed. (3)

EC 180, EC 280 Special Topics Significant issues or consideration of particular technical aspects of early childhood development are possible investigations.(1-3)

EC 190, EC 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of early childhood development. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

EDUCATION

ED 202 Foundations of Education The history, organization, and philosophy of American Education with an emphasis on teaching as a profession. Professional roles, responsibilities, and attributes of teachers are also examined. A field experience of 18 - 24 hours is included in this course. (3)

ED 275 Human Relations for Educators Provide teacher candidates with an understanding of various social elements that contribute to the make up of the classroom and the educational process, including race, class, gender, ability, and sexual orientation. Students will examine their own prejudices, biases, and beliefs, and- through guided self-exploration- will develop human relations skills for navigating a multicultural classroom. Social justice theories of education will be explored in this course, as well as how art can be used as a tool for building cultural understanding and expanding knowledge of the self and others. Students will explore how they will model the Dakota values of woyuonihan (honor) and wowaunsida (compassion) in their classrooms. This course will fulfill the South Dakota state certification requirements for elementary, middle school, and secondary teachers. Prerequisite: Elementary education major or completed teacher program seeking licensure.(3)

ED 279 Teaching Native American Students Offered for teachers of Indian students. The class surveys Dakota history, introduces practice in the Dakota language, and presents information on different values and styles of learning among Native American students. (3) ALSO listed as DKT 279

ED 180, ED 280 Special Topics Significant issues or consideration of particular technical aspects of education are possible investigations. (1-3)

EC 190, EC 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of education. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

ENGLISH

ENG 102 Essentials of College Writing Introduces writing as a college student: Covers five paragraph essays, thesis statements, paragraphs, direct quoting, position papers and rhetorical analysis. Introduces techniques of writing that will be further studied and practiced in Composition I. A prep course for Composition I. Prerequisite: GEN 070 or based on recommendation from the entrance exam. (3)

ENG 110 Speech Communications Examines communication and public speaking. Students study ways to improve self-esteem, develop greater cultural awareness and sensitivity and strengthen conversational effectiveness. Along with working interpersonally and in groups, the class also studies the writing and delivery of informative and persuasive speeches. (3)

ENG 112 English Composition I Concentrates on the process of writing, which involves three essential stages: drafting, editing and revision. Students will write in the 10-12 rhetorical styles employing proper paragraph structure that will lead them into the foundations of essay writing. Student editing skills are strengthened through peer editing groups. Prerequisite: ENG 102, CST 141 or permission of instructor or based on recommendation from the entrance exam. (3)

ENG 114 Introduction to Literature Introduces the three major genres of literature: fiction, poetry, and drama and will describe critical methods, literary terminology and reading strategies for the successful reading of these genres. Co or Prerequisite: ENG 112 (3)

ENG 120 Creative Writing Instruction and work in writing poetry, short fiction, creative nonfiction, with emphasis on intention and meaning and basic elements of both genres. Students read ambitious, powerful prose and then simulate styles to create short essays and short stories. Students peer critique work. Students share their writing with the community through open microphone evening reading at the end of the course. (3)

ENG 160 Dakota Oral Traditions A critical examination and research of oral and written Dakota narratives how the stories can be used in teaching children in the stages of life, as a child, school age specific, youth, and young adults. Students will have the opportunity to create lesson plans specific to their own level of interests. An examination of Dakota Oral Traditions and their underlying concepts. Special emphasis will be given to critical analysis of written narratives. (3) ALSO listed as DKT 160

ENG 210 Native American Literature This is a survey course of various types of literature written by Native Americans. The emphasis of the course is to give a general knowledge of some, of the Native American authors, their style of writing and the sources and availability of their works. Prerequisite: ENG 112 (3) ALSO listed as DKT 210

ENG 212 English Composition II Designed to apply principles of the 10-12 rhetorical styles of writing to polish college level writing. Paragraphs are developed with specific sub supports, and the whole essay is lengthened. Students will learn how to document work properly in preparation for college research. Prerequisite: ENG 112 (3)

ENG 213 Fundamentals of Interpersonal Communication Includes the principles, models, contexts, functions and modes of communication, with particular emphasis on interpersonal success. (3)

ENG 180, ENG 280 Special Topics Offers students opportunity to study various topics of particular timeliness. May be taken more than one time.(1-3)

ENG 190, ENG 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of English. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of Advisor and Dean of Academics. May be taken more than one time. (1-3)

GENERAL EDUCATION

GEN 070 Foundations of Literacy Designed for students that require refreshment of basic reading and writing skills, this course includes lessons in grammar, syntax, and reading comprehension. Course prepares students for ENG 102, Essentials of College Writing. (3)

GEN 101 Pathways to Success Become a master student by learning how to: take charge of mental skills, set and reach goals, manage time, efficiently read textbooks, take notes, be healthier, make limited money stretch, and other skills vital to a successful and prosperous future. (3)

GEN 105 Life Skills Customer Service/Relations Customer service/relations is an important aspect and skill all people should possess. Service/relations that are positive will enhance your work environment. During this course, students will learn to deal with customers in a positive way. This positive dealing of customers and people will be practiced within the classroom. (3)

GEN 106 Life Skills Internship I Internship will deal with utilizing office equipment. Students will learn how to utilize the basic equipment found in an office setting. (3)

GEN 107 Life Skills Internship II Internship II will teach students to interact with customers and other staff. Students will learn how to utilize the equipment in the cafeteria. This equipment would include the cash register, the fryers, and grill. Internship II will give the students an opportunity to learn how to make change, experience a working environment that includes customers. (3)

GEN 108 Life Skills Internship III Internship III will deal with learning maintenance skills. This will be done by working with the maintenance department of the college. During this internship, students will learn basic cleaning and maintenance skills. (3)

GEN 111 Introduction to Computer Skills Basic skills in the operation of the computer. Letter and figure key reaches and simple word processing. (3)

GEN 170 Life Skills Capstone The Capstone course will be used to culminate experiences in which students synthesize subject-matter knowledge they have acquired, integrating cross-disciplinary knowledge, and connect application in preparation for entry into a career. The course will be taken last in a sequence of courses in the student's program. (1)

GEN 199 Elective Transfer Credit Elective transfer credit. (3)

GEN 270 Capstone Course The Capstone course will be used to culminate experiences in which students synthesize subject-matter knowledge they have acquired, integrating cross-disciplinary knowledge, and connect theory and application in preparation for entry into a career or a four-year university. The course will be taken last in a sequence of courses in the student's program. The Capstone course will require students to integrate the student's plan of study into a final product (paper, portfolio, and/or presentation) that demonstrates their ability to make connections and apply their knowledge and skills. (1)

GEN 180, GEN 280 Special Topics Offers students opportunity to study various topics of particular timeliness related to general education. May be taken more than one time. (1-3)

GEN 190, GEN 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of general education. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

GEN 295 General Studies Internship Supervised experience in a General Studies related position. Students can choose the setting for internship. Internship specifics will be determined by setting supervisor and instructor. (3)

HEALTH, PHYSICAL EDUCATION, AND RECREATION

HPER 112 Contemporary Health Issues Examine contemporary health issues. Particular attention will be paid to health issues relevant to SWC students and to residents of the Lake Traverse Reservation. The effect of culture on health practices will be integrated in the discussions of the health issues. It is recommended that nursing students take the course prior to beginning nursing courses. (2)

HPER 160 First Aid and CPR Introduces students to basic first aid and life-saving procedures. (2)

HPER 180, HPER 280 Special Topics Significant issues or consideration of particular technical aspects of health, physical education, and/or recreation are possible investigations. (1-3)

HPER 190, HPER 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of health, physical education, and/or recreation. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

HISTORY AND POLITICAL SCIENCE

HPS 120 United States Government Deals with the basic principles of federal government focusing on the legislative, executive and judicial branches of government. (3)

HPS 131 American Indian Women An examination of the cultural/historical background of American Indian Women, their resilience through adversity, and their role in the modern context. (3) ALSO listed as DKT 131

HPS 150 Current Events Covers events and issues currently important on the international, national, state, and local scene. The causes and possible long-term effects of these events and issues will be the primary focus of discussion. (3)

HPS 160 Western Civilization I A survey of European and Middle Eastern History from the beginning of recorded past to the Modern Age. Topics would include the early civilizations of the Middle East, Egypt, the Empires, the Middle Ages, and the Renaissance. (3)

HPS 165 Western Civilization II (1650 to present) A survey of European History from the dawn of the Modern Age to the present. Topics include the Enlightenment, the Scientific Revolution, Napoleon, Colonialism, and the World Wars. (3)

HPS 210 State and Local Government Deals with the constitutional basis for state and local government as well as its organization and functioning. It also covers political parties, popular sovereignty, the inter-relationship of states and their subdivisions and the governor and state administration. (3)

HPS 230 American History I The colonial period, from first European contacts, the Revolutionary War, up through the Civil War. (3)

HPS 232 American History II This course covers the period from Post Civil War to the present. (3)

HPS 250 Introduction to Tribal Government Examines traditional concepts of leadership and decision making and the impact of European political forms. The Indian Reorganization Act will be studied and its impact on tribal governments. (3) ALSO listed as DKT 250

HPS 275 Introduction to Indian Law Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state and federal government. Prerequisite: DKT 130, DKT 140, or permission of the instructor. (3) ALSO listed as DKT 275

HPS 180, HPS 280 Special Topics Significant issues or consideration of particular technical aspects of history and/or political science are possible investigations. (3)

HPS 190, HPS 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of history/political science. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

MATHEMATICS

MATH 040 Foundations of Math Step by step approach to the mastery of basic skills in mathematics and provides practice in problem solving related to career and personal life. (3)

MATH 050 Introductory Algebra Introduction to elementary algebra for students with little or no background in algebra. Basic algebraic skills and concepts will be introduced and developed as preparation for taking MATH 120. Prerequisite: "P" Passing grade in MATH 040 or based on recommendation from the entrance exam. (3)

MATH 102 Construction Trade Mathematics Step by step approach to the mastery of basic skills in mathematics as it applies to the following vocational fields: carpentry, plumbing, electrical, and masonry trades. Prerequisite: MATH 040 or higher. (3)

MATH 120 Intermediate Algebra Topics to be covered include: Basic algebraic operations, linear equations and inequalities, graphs and systems of linear equations, polynomials and factoring, exponents and radicals, rational expressions, quadratic equations, and an introduction to functions. Prerequisite: "P" Passing grade in MATH 050 or based on recommendation from the entrance exam. (3)

MATH 130 College Algebra Topics covered in MATH 120 will be reviewed in depth, followed by a study of functions and their properties with special emphasis on the polynomial, rational, exponential and logarithmic functions. Prerequisite: MATH 120 or permission of the instructor. (3)

MATH 135 Trigonometry The definition and properties of the trigonometric functions, trigonometric identities and equations, applications of trigonometry, and the conic sections are studied to provide a basis for further course work in mathematics and related subject areas. Prerequisite: MATH 130 (3)

MATH 210 Introduction to Statistics Topics to be covered in this course will be chosen from the following: Frequency distributions, statistical descriptions including measures of location and variation, counting theory, probability theory, probability distributions, sampling theory, hypothesis testing, analysis of variance, nonparametric tests, linear regression, and correlation. Prerequisite: MATH 130 (3)



MATH 180, MATH 280 Special Topics Significant issues or consideration of particular technical aspects of mathematics and/or computer science are possible investigations. (1-3)

MATH 190, MATH 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of mathematics and/or computer science. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

NATURAL SCIENCE

NS 115 General Zoology Study of various organ systems encountered in the animal kingdom. Students in this course will complete a general survey of the major phyla investigating structure, function, life cycle, and taxonomy. A laboratory is included. Laboratory investigations include the study and observation of major representatives. (4)

NS 130 General Botany Designed as an overview of plant biology, dealing with topics involving plant structure and function, reproduction and growth, plant genetics, evolution and origin of plants, plant classification and plants of special importance to man. A laboratory is included. A portion of the laboratory deals with plants found on the Lake Traverse Reservation. (4)

NS 135 Insect Biology Involves the study of the general biology and classification of insects. Students in this course will learn: taxonomy, methods of identification, and ecological role of insects. Students will become familiar with basic insect anatomy and morphology, classification of the order level with exemplary families that include Taxa of the Dakota culture, agricultural and environmental interest. From this course students will have the ability to sight recognize particular species that have Dakota cultural value, agricultural, environmental, wildlife, and human/livestock health importance. Field trips and a collection are required. A laboratory is included. (4)

NS 140 Principles of Chemistry I The study of chemical concepts introduces students to the history of chemistry, measurement systems and conversions, matter and energy, atomic theory, the periodic table, chemical bonding, chemical equations, stoichiometry, and heats of reactions. A laboratory is included. Prerequisite: MATH 050 or higher. (4)

NS 170 Traditional Plants and Herbs Designed to provide an overview of the traditional and current uses of plants native to the Great Plains and Lake Traverse Reservation. Methods for collecting, preserving and preparing traditional foods; non-food uses of plants; propagating native plants in the greenhouse. (4)
ALSO listed as DKT 170

NS 176 Principles of Physics I The study of mechanics, kinetic theory, heat and thermodynamics, wave motion and sound, and electricity. A laboratory is included. Prerequisite: MATH 050 or permission of the instructor. (4)

NS 212 General Biology Provides coverage of fundamental biological concepts. Students will investigate the basic structures and life mechanisms of simple and complex organisms, especially in relation to man. Discussions on special current topics are also included. A laboratory is included. (4)

NS 215 Geology Studies of the geologic materials and processes that shape our earth and environment are explored as they relate to our everyday lives. Topics include: global tectonics; earthquakes and other geologic hazards; glacial, river and coastal processes that form our landscapes; water, mineral and energy resources; and waste disposal and pollution. (4)

NS 225 Environmental Science The study of natural environment, natural resources, and the interrelationships with man. Emphasis is placed on the forests, wildlife, soil, water pollution problems and environmental quality, especially those found on the Lake Traverse Reservation. A laboratory is included. (4)

NS 226 Landscape Ecology This course provides students with an introduction to the discipline of landscape ecology. Landscape ecology might be defined best by its focus on the interplay between spatial pattern and process; specifically, how to characterize spatial pattern, where it comes from, why it matters, and how it changes through time. Thus, the focus is on the following: detecting and characterizing landscape patterns, how patterns develop on landscapes, landscape dynamics, implications of landscape pattern, landscape management. (4)

NS 231 Anatomy Focuses on structures of the human body at the molecular, cellular, tissue, organ and organ system levels. Some basic concepts of physiology are included for better understanding of the human anatomy. The lab consists of topic related studies including human dissection and surgery videos. (4)

NS 241 Physiology Focuses on the physiology of the human body, the interrelationship of the organ systems with each other and how they maintain homeostasis. The lab will consist of physiological experiments pertaining to the organ systems study. (4)

NS 245 Organic Chemistry A survey of the chemical principles important to biological systems, including properties, synthesis and reactions of organic compounds and introduction to biochemistry. A laboratory is included. Laboratory will demonstrate organic principles discussed in the lecture. Prerequisite: NS 140. (4)

NS 250 Microbiology A survey course of bacteriology and immunology. Emphasis on bacterial anatomy, physiology and genetics immune response, and food, industrial and medical applications. A laboratory is included. The laboratory demonstrates common clinical procedures involved in the isolation and identification of bacteria. (4)

NS 260 Ornithology Ornithology is the scientific study of bird biology. The course will include the identification of bird species and bird song, classification of bird species, life histories, ecology, habits, and special structural and physiological adaptations of various groups. Lab experiences, field observation, and field exercises will accompany the course. Birds are integral to the South Dakota culture and belief system-as such, traditional Dakota knowledge of bird species, habitat, and ecology will be included, especially in relation to the various other biological systems and cycles found the Lake Traverse Reservation, in the state of South Dakota, and on Mother Earth as a whole. (4)

NS 180, NS 280 Special Topics Significant issues or consideration of particular technical aspects of natural science are possible investigations. (1-4)

NS 190, NS 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of natural science. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-4)

NS 295 Natural Science Internship/Research Student will take part in research regarding general biology, ecology, and or botany of the northeastern South Dakota area. Student can pick his or her topic and get approval from the SWC science instructor or assist the SWC science instructor with their own research as needed. (1-4)

NURSING

NUR 101 Medical Terminology This course explores the professional language of those directly or indirectly involved in the art of healing. The course includes analyzing and learning the component parts of medical terms through workbook activities and testing. Required for nursing students. Open to any student. (1)

NUR 103 Nursing Assistant Prepares students for entry level jobs in nursing homes and other health care facilities. It includes the federally required 16 hours of training prior to direct contact with a patient/resident. Theory and skill training provide basic skills to provide care for clients in long term care facilities. A clinical experience in a nursing home is included. This course is designed to prepare the student to complete the Nursing Certification Competency Examination. (4)

NUR 116 Basic Nursing Processes and Skills

The nursing knowledge, meanings and skills required to provide nursing care for the basic physical needs of the adult and geriatric population will be explored in this course. Students are introduced to the nursing process and its use in helping to meet the basic human physiologic needs of individuals. Basic concepts of microbiology, health promotion, health screening, the physiological process of aging and evidence-based nursing practice will be discussed. Principles of pharmacology and drug administration are introduced. The nursing values of accountability and patient advocacy will be explained. Nursing skills will be reinforced and practiced in a laboratory setting. Prerequisite: NUR 103 or CNA (3)

NUR 117 Basic Nursing Processes and Skills Lab and Clinical

Nursing Skills are reinforced and practiced in a laboratory setting. Long term settings will provide the students with supervised opportunities to gain confidence in basic practical nurse nursing skills and care. Prerequisites: NUR 103 or CNA, CPR and AED Certification (4)

NUR 118 Human Development and Relationships in Nursing

Nursing knowledge and skills required to provide nursing care for the basic psycho-social, emotional and spiritual needs of the adult and geriatric population will be explored. Communication, oral, written and technical, is emphasized, as well as basic concepts of mental, emotional, social and spiritual health. Developmental tasks across the life span are discussed. Critical thinking and teaching/learning in both nurse and client are also explored. The nursing values of accountability, professionalism and the legal, professional, and ethical regulation of nursing are introduced. The history of nursing, current trends in the field, the healthcare delivery systems are also discussed. Prerequisites: ENG 112, NUR 103 or CNA (2)

NUR 119 Human Development and Relationships in Nursing Clinical

Nursing clinical experiences will be provided in assisted living and other various other community facilities and will emphasize the role of the practical nurse in providing care to meet a client's psycho-social, emotional and spiritual basic needs under the direct supervision of nursing faculty. Prerequisites: NUR 103 or CNA, CPR and AED Certification. (1)

NUR 132 Basic Maternal-Child Health Nursing

Examines the basic concepts of maternal/child nursing and the role of the . It provides an overview of MCH health care which includes the puerperium, labor and delivery, pre and post natal care as well as fetal growth and development and infant care. It also includes the normal stages of development of the child as well as health problems of each developmental stage. Pharmacology is integrated throughout. Prerequisites: NUR 116, NUR 117, NUR 118, NUR 119, CPR and AED Certification. Must be taken congruently with NUR 133.(2)

NUR 133 Basic Maternal-Child Health Nursing

Clinical Clinical experience provides the student the opportunity to examine the basic concepts of maternal/child nursing and the role of the PN in the clinical setting. It provides an overview of MCH health care which includes the puerperium, labor and delivery, pre and postnatal care as well as fetal growth and development and infant care. It also includes the normal stages of development of the child as well as health problems of each developmental stage. Pharmacology is integrated throughout. (2)

NUR 134 Basic Medical-Surgical Nursing

The focus of this course is on disease processes of the various body systems and the physical, emotional, cultural, and spiritual needs of the patients who manifest them. The role of the practical nurse in meeting these needs is explored. The principles of surgical intervention and the pre and post operative care of the surgical client will be discussed. Intravenous and pharmacological therapies used in the treatment and management of disease processes will be integrated throughout the course. Prerequisites: NUR 116, NUR 117, NUR 118, NUR 119, CPR and AED Certification. Must be taken congruently with NUR 135. (3)

NUR 135 Basic Medical Nursing Clinical

The focus of this clinical experience will provide the student the opportunity to apply the disease processes of the various body systems and the physical, emotional, cultural and spiritual needs of the patients who manifest them. The role of the practical nurse in meeting these needs is integrated. The principles of surgical intervention and the pre and post operative care of the surgical client will be initiated. Intravenous and pharmacological therapies used in the treatment and management of disease processes will be integrated throughout the experience. (5)

NUR 141 Clinical Experiences in Practical Nursing

This course emphasizes the application of the nursing process by the practical nurse in various clinical settings. The student will be monitored by a preceptor knowledgeable in the role of the Licensed Practical Nurse in specific clinical situations. (3)

NUR 180, NUR 280 Special Topics Significant issues or consideration of particular technical aspects of nursing are possible investigations. (1-4)

NUR 190, NUR 290 Independent Study

Advanced study of one or more selected topics according to students' special needs and interests in the area of nursing. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

NUTRITION FOOD SCIENCE

NFS 111 Food and People This course provides information on the culture, health, food, and nutrition habits of people. It examines the influence of culture in what, how, when, and why we eat. Designed to help health professionals, chefs, and others in the food service industry learn to work effectively in a culturally sensitive manner. (3)

NFS 141 Food Principles I An introductory guide to learning about foods, food preparation, food service, and food science. A lab experience will explore food science through food selection and evaluation, food safety, and food chemistry. This course will prepare you for a variety of careers in the food industry. (4)

NFS 251 Introduction of Food Safety and Technology

This course is an introductory to the fundamentals of food safety and the technology of converting agricultural raw material into finished food products suitable for food consumption. Course material will also include world food needs, chemical additives and current food safety issues. (3)

PSYCHOLOGY

PSY 110 General Psychology Examines the history, development, and objectives of psychology, general psychology, methods of research and control. The student will acquire a scientific understanding of behavior. (3)

PSY 120 History of Psychology The history of psychology has been shaped by the understanding of men and woman and what it is like to be human. Learn about the major theorist's and their theory. Link this to the relevance of history to contemporary psychology. (3)

PSY 125 Social Theories of Policing The course will look at various theories of policing and compare what works and does not work. The course will look at the justification of punishment. (3)

PSY 130 Human Development I A study of human development from conception to school age. Focuses on biological growth, social, emotional, and intellectual development as it affects behavior and shapes the individual. Prerequisite: Psy 110. (3)

PSY 204 Psychological Aspects of Drug Use Studies how drugs effect an individual based on the chemical structure of the drug and the interaction of the drug pertaining to body and mind. This will also include the psychological and environmental aspects of the drug user. Prerequisite: Psy 110. (3)

PSY 205 Life Span Development This course will take the students through the entire lifespan of a person. Starting at conception and ending in death. The course will cover the development of a person, physically and mentally. Prerequisite: Psy 110. (3)

PSY 230 Pseudoscience & Controversy Pseudoscience takes a look at extraordinary claims and determines their validity. Some items that will be considered: life after death, prayer, spiritualism, mind over matter, parapsychology and more. This course will take a look at disputed areas in psychology and human behavior. (3) ALSO listed SS 230

PSY 240 Abnormal Psychology The course will look at abnormal behaviors of individuals. This will include the origins, symptoms and treatment of the psychological disorder. The course will explain the origins of a disorder, whether it is biological, social, or a combination of both factors. Possible treatments will be explained for the psychological/abnormal behaviors of individuals. (3)

PSY 180, PSY 280 Special Topics Significant issues or consideration of particular technical aspects of Psychology are possible investigations. (1-3)

PSY 190, PSY 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of psychology. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

PSY 295 Behavioral Science Internship Supervised experience in a Behavioral Science related position. Students can choose the setting for internship. Internship specifics will be determined by setting supervisor and instructor. (3)

PSY 318 Psychology of Human Relations Explores the relationship between the general principles of psychology and our everyday lives. Students are given the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding enables students to improve their relationships with others at work, in the family and in society. (3)

SOCIOLOGY

SS 110 Introduction to Sociology A survey of human social interaction, the structure and function of social groups and organizations. (3)

SS 120 Introduction to Criminal Justice An overview of criminal justice institutions involved in the operations of criminal law including the police, attorney, bail system, trial, guilty plea, sentencing, corrections, and an analysis, of criminal law in terms of why certain kinds of conduct are criminal in our society. (3)

SS 125 Social Theories of Policing The course will look at various theories of policing and compare what works and does not work. The course will look at the justification of punishment. (3)

SS 135 Social Problems A generalized study of basic sociological problems, the family, sexism, poverty, crime, dependency, racial problems and social disintegration. Prerequisite: SS 110 or permission of the instructor. (3)

SS 210 The Family in Society Studies the family as the basic unit of society, its organization, structure and development. (3)

SS 220 Research Methods The intent of this course is to provide understanding of different methodologies and the opportunity to use them in research. This understanding will be acquired by utilizing the approaches in data collection, design and examining information obtained. (4)

SS 230 Pseudoscience & Controversy Pseudoscience takes a look at extraordinary claims and determines their validity. Some items that will be considered: Life after death, Prayer, Spiritualism, Mind over Matter, Parapsychology and more. This course will take a look at disputed areas in psychology and human behavior. (3) ALSO listed PSY 230

SS 241 Introduction to Criminology The course will concentrate on theory, method, and criminal behavior. Criminology will look into the methods of operation for vast majority of crimes and why certain individuals are more likely to commit those crimes. (3)

SS 180, SS 280 Special Topics Significant issues or consideration of particular technical aspects of sociology are possible investigations. (1-3)

SS 190, SS 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of sociology. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

VOCATIONAL COURSES

CARPENTRY

CA 101 Fundamentals of Carpentry Covers the basics of measurement and computation, use and care of hand tools, portable tools, framing squares, wood working machines and safety precautions. (3)

CA 102 Estimating and Blueprint Reading Students will learn how estimate the cost of a house and gain in-depth knowledge of carpentry math. They will learn the basic principles of interpreting blueprint reading and transferring the knowledge into a complete project. Prerequisite: CA101 (3)

CA 103 OSHA This course covers all aspects of safety for the job site. (1)

CA 105 Practical Carpentry I (Lab) Work experience in lab setting erecting projects with batter boards and locating building lines. Also some work with grade stakes and squaring up a new building project. (3)

CA 114 Floor and Wall Framing and Stairway Construction Lab Designed for identification and assembly of all components in Western Platform framing construction in accordance with all state and local codes. Students will perform horizontal and vertical layout of interior and exterior wall assemblies. Erect, plumb and brace wall sheathing. Students will learn stair terminology, layout and construction by building a straight and a quarter turn stairway. (3)

CA 117 General Building Trades Technology This course will establish safety procedures, shop, and site operations, the proper use and maintenance of tools, construction methods and building materials. The course introduces uniform building code and basic blueprint knowledge. (3)

CA 118 Understanding Measurement Students will gain knowledge of measurement using various tools of measurement. This course will also introduce students to different joinery techniques used in cabinetmaking as well as other areas of trades. (3)

CA 201 Practical Carpentry II This course will be a lab experience in performing the necessary skills to complete the interior finish for a residential building project. (3)

CA 202 Residential Drafting This course will introduce students to a computer program for drawing blueprints. After completing the course, students will be able to draw and dimension a blueprint, insert windows and doors and other components. (3)

CA 203 Roof Framing, Energy Efficiency, Interior & Exterior Finishing In this course students will study various stages of the exterior finishing. Windows, siding practices, roof framing, applying roofing materials, and the importance of weather tight practices will be learned. (3)

CA 205 Cabinet Making & Countertop Construction In this course students will gain knowledge of cabinet making styles, building techniques, and installation. This course will also teach the construction of countertops to include the use of plastic laminates applied to substrates. (3)

CA 220 Interior Finish, Dry Wall, Tape & Texture Covers identification and application of all types of interior finish materials, installation of such materials and finishing techniques, dry wall application, taping and texture. (3)

CA 223 Concrete Construction Students will learn about types of foundations, concrete mixture variations, concrete forming methods, foundation design for heavy construction, heavy concrete construction formwork, concrete placement for heavy construction, and precast concrete systems. (3)

CA 225 Practical Carpentry III Upon completing of this course, the student will demonstrate the ability to lay out and erect all framework and complete the exterior finish on a residential building. (3)

CA 230 Practical Carpentry IV After completing this course, the student will have a better understanding of building codes, advanced stair construction and installation, how ventilation works, and light commercial work. (3)

CA 251 Building Design & Print Reading Provide students with a knowledge of building designs, plans and specifications, language of prints, plot plans, floor plans, elevation drawings, sectional drawings, detail plans, finishing schedules, and building codes. (3)

CULINARY FOOD SCIENCE

CFS 100 Introduction to Culinary Food Science

The Culinary Food Science Program is structured so that students will have knowledge of basic cooking and skill development. The major portion of this course will be comprised of: the History of Food Service, Mise en Place, Food Safety, identification, care, and use of basic tools and equipment of the professional kitchen. Emphasis is on the theory and practice of food and environmental sanitation, food science, classical cooking procedures and techniques. (3)

CFS 104 Food Safety and Cost Control Key principles of food and safety management, health department guidelines, temperature recommendations and basic sanitation procedures leading up to a Food Manager's Certification. HAACP training, government regulations, reportable diseases, toxins, and food code and inspections are also covered as well as CPR, OSHA, and Safety Regulations. Introduction to purchasing cost control function. Emphasis will be on the procedures for purchasing, inventory procedures, menu development and menu sales analysis. Specifically how purchasing, forecasting, and cost controls affect business. (3)

CFS 105 Culinary Foundations This course is a follow up to the basic introduction of 100 and provides foundational work and teaches kitchen skills and principles of stocks, sauces and soups as well techniques for eggs and breakfast preparations as well as potatoes, pastas, grains and rice. Emphasis is placed on time management, side work, menu knowledge and translation, knowledge of wine and cheese, and Garde Manager production. (3)

CFS 107 Baking and Pastry I Introduction to the fundamental theories, methods of baking, and pastry production. Students will learn to identify baking ingredients, weights, measurements, mixing methods, sanitation and safety, along with terminology. Basic history, identification of equipment, its use, and maintenance. Emphasis is placed on correct mixing method, techniques, mis en place, basic recipe conversions, production, and product quality and sanitation, (3)

CFS 202 Advanced Culinary Techniques

Introduction to meat, game, poultry and seafood identification, structure, grading, fabrication and cooking methods. Emphasis is on COP (Center of the plate) items and presentation. Students will be working quickly and efficiently, without compromising safety or quality of food. (3)

CFS 203 Advance Culinary & Baking This advanced course builds upon theories, techniques, processes, and recipe development in the prerequisite courses. Preparation, production, and safety of special needs diets, cured foods, sausages, pates, advanced breads, pastries, and desserts. Emphasis on presentation, product quality, and proper techniques. (3)

CFS 204 Catering & Buffets/Cuisines Across Cultures Foundations and infrastructure of organizational and day-to-day operations of catering and buffets. Hands on catering and buffet events and marketing those events along with financial controls and costing. This course also focuses on cuisines from many cultures, from our back yard to across the world. (3)

CFS 211 Kitchen Management Professional Development and Ethics To provide each student with a working and theoretical knowledge of restaurant and kitchen management. To provide a resource manual in the form of a detailed notebook from hand outs and instructions that will assist the student in the early stages of their career goals. (3)

CFS 212 Culinary Food Science Externship The Externship Program is the final phase of the Culinary Food Science Program. This is the opportunity for students to practice the skills, and knowledge they have acquired, in a professional kitchen setting, under specific supervision, and monitored by the instructor. (3)

MISCELLANEOUS

TR 105 Trades Lab Work experience in a lab setting covering areas requested in the general building trades technology program. (2)

TR 108 Blueprint Reading for the Trades Outlines principles of interpreting blueprints and trade specifications common to the building trades. (3)

TR 109 Facilities Management Students will learn skills for care of different types of buildings and homes, it will also include site layout for buildings, and how to works in the trades in a safe environment. (3)

TR 110 Fundamentals of Plumbing & Electrical This course will be study of the basic electrical and plumbing principles covering the use of tools and materials specific to the trade. (3)

TR 180, TR 280 Special Topics Significant issues or consideration of particular technical aspects of building trades are possible investigations. (1-3)

TR 190, TR 290 Independent Study Advanced study of one or more selected topics according to students' special needs and interests in the area of building trades. A course not listed as a regular offering in the catalog. Requires objectives, scope of work and plan of study specified by instructor and/or student. Consent of advisor and Dean of Academics. May be taken more than one time. (1-3)

TR 295 General Building Trades Internship Supervised experience in a General Building Trades related position. Students can choose the setting for internship. Internship specifics will be determined by setting supervisor and instructor. (3)

EL 101 Fundamentals of Electrical Construction
This course is currently under development.

MA 101 Fundamentals of Concrete Masonry This course will introduce the fundamentals of masonry trade. History, tools, equipment, and safety practice will be studied. Types of materials, the use of brick, block, and concrete in construction and mixing mortar will be covered. (3)

PL 101 Fundamentals of Plumbing Course provides basic plumbing principles and covers the use of tools and materials specific to the trade. (3)

Organization of the College

BOARD OF TRUSTEES

NAME		DISTRICTS
Janel Williams	Chair	Enemy Swim
Izola Simon	Vice Chair	Long Hollow
Jessica Redthunder	Secretary	Lake Traverse
Mary Jo Keeble	Member	Big Coulee
Heather Larsen	Member	Buffalo Lake
James Bird Jr.	Member	Old Agency
Marie Renville	Member	Veblen/Heipa
Gypsy Wanna	Ex-Officio	Tribal Council

ADMINISTRATION

LaBatte, Rhonda – Comptroller/Interim President
M.S., Northern State University
B.A., Mount Marty College

Morgan, Scott – Dean of Academics
M.S., Capella University
B.S., North Dakota State University

Owen, Vince – Dean of Students
M.S., Walden University
B.A., Mount Marty College



STAFF

Anderson, Christina – Café/Cook

Anderson, Debbie - Human Resource Manager
B.S., Mount Marty College
A.S., Sisseton Wahpeton College

Anderson-Renville, Jamie – Dakota Studies Office Manager
A.A. Sisseton Wahpeton College

Brushbreaker, Kalab – Language Curriculum Development Specialist
Cert., Sisseton Wahpeton College - Dakota Language Teaching

Ceroll, Randi - Institutional Research Program Assistant
A.S., Minnesota State Community and Technical College

Christopherson, John—Land Grant Coordinator
B.S., South Dakota State University

Cloud, Raine – Language Curriculum Development Specialist
Cert., Sisseton Wahpeton College - Dakota Language Teaching

Crawford, Samantha - Facilities

Crawford, Samuel – Safety & Security Director

Donnell, Joseph—Outreach Coordinator
M.A., Continental Theological Seminary
B.A., Trinity Bible College

Eastman II, Donald (Butchie) - Co-Director of Dakota Studies
B.A., Haskell Indian Nations University

Eastman, Ohiyesa – Dakota Language Apprentice

Eder, Jasmine – Dakota Language Apprentice
Cert., Sisseton Wahpeton College - Dakota Language Teaching

Farmer, Steve – Extension Assistant
A.S., Sisseton Wahpeton College
A.A.S., Sisseton Wahpeton College

Felix, Joslyn – Dakota Language Learner

Finley, Rita – Café/Cook

Fischer, Erica – Land Grant Assistant
B.A., University of Minnesota Morris

Fonder, Alisa - Registrar
A.A., White Earth Tribal and Community College
A.S., Sisseton Wahpeton College

Flute, Sylvan - Financial Director
AA, Sisseton Wahpeton College

Fuentes, Racheal– Receptionist/Admissions

Greely, Jason—Safety Officer

Grimmer, Bryan – Student Services Assistant/Dorm Supervisor
A.A.S., Sisseton Wahpeton College

- Grimmer, Mandy** – IT Support Specialist
A.A.S., Sisseton Wahpeton College
- Hagel, Delphine** - Librarian
B.A., North Dakota State University
SD Dept of Ed Library Certificate
- Herrick, Henry (Sonny)**- Distance Education Coordinator
AAS, Lake Area Technical Institute
- Jaker, Alessandro** – Linguistics
Ph.D. Stanford University
- Johnson, Joy** – Safety Officer
- Jones, Dale** - Accounts Receivable/Student Accounts
AA, Sisseton Wahpeton College
- Jones, Evette** – Café/Cook
- Keoke, Garrett** - Facilities/Maintenance
AA, Sisseton Wahpeton College
- Kohl, Rochelle (Missy)** - Tutor/Testing Coordinator
- Lawrence, Derrick** - Director of Technology
B.S., Western Governors University
A.A.S., Lake Area Technical Institute
A.A., Sisseton Wahpeton College
- Max, Christy** – Bookstore Manager/Assistant Librarian
A.A. Sisseton Wahpeton College
- McCauley, Derrick** - Athletic Director/Head Coach
BS, South Dakota State University
- Lee, Richard** – Statistician
M.S., University of Akron
- Miller, Kendall** - Network Administrator
AAS, Sisseton Wahpeton College
- Owen, Lauren**– Executive Administrative Assistant
AAS, Western Dakota Technical Institute
- Pelzel, Jennifer** - Accountant
MPA, University of South Dakota
B.B.A., University of South Dakota
- Ragan, Nola** - Nursing Director
MSN, South Dakota State University
BSN, Moorhead State University
- Redthunder, David** - Facilities Manager
A.A., Sisseton Wahpeton College
- Richotte, Debbie** - Accounts Payable
- St. John, Angelic** – Assistant Financial Aid Director
A.A., Sisseton Wahpeton College
- Thue, Braden** – Co-Director of Dakota Studies
B.A., Harvard University
Cert., Sisseton Wahpeton College - Dakota Language Teaching

FULL-TIME FACULTY

- Bonsu, Samuel** - Business Instructor
Ph.D., Walden University
M.B.A., Southern Wesleyan University
B.S., Kwame Nkrumah University of Science and Technology
- Buckman, Julie** - Behavioral Science Instructor
Ph.D., Capella University
M.S., Capella University
B.A., Sinte Gleska University
B.S., Bellevue University
- Flute Josh** - Business Instructor
M.S., North Dakota State University
B.S., North Dakota State University
- DuMarce, Harvey** - Dakota Studies Instructor
M.A., University of Iowa
B.A., University of California
- Flute, Heather** - English Instructor
M.A., North Dakota State University
- Hannasch, Jason** - General Building Trades Technology Instructor
Diploma, Lake Area Technical Institute
- Lafromboise, Landon** - CDL Instructor
A.A.S., Sisseton Wahpeton College
- Li, Wenjing** - Math Instructor
M.S., University of South Alabama
Ph.D., University of Georgia
- Manning-Peters, Akisa** - Dakota Language Instructor
Cert., Sisseton Wahpeton College - Dakota Language Teaching
- Marx, Melissa** - Nursing Instructor
M.S.N., University of North Dakota
B.S.N., University of North Dakota
- Mejdoubi, Leila** - Science Instructor
M.A., University of Southern Mississippi
B.A., University of Southern Mississippi
A.A., Mississippi Gulf Coast Community College
- Owen, Sterling** - Business Instructor
MBA University of Wyoming
B.G.S. University of South Dakota
- Sing, Tracey** - Culinary Food Science Instructor
Certificate, Le Cordon Bleu
- Stadtler, Kelsey** - Education Program Director
M.Ed., Sinte Gleska University
B.S., Northern State University
- Wenjing Li, Ph.D.** - Mathematics Faculty
Ph.D., University of Georgia
M.A., University of Georgia
- Zimprich, Lori** - Computer Systems Technology Instructor
M.S., Dakota State University
B.S., Dakota State University

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