Fall Semester 2016

New Student Orientation/Assessment ............... August 23, 24, 25
Student Orientation/Assessment ................... August 29-30
Registration ........................................... August 29-Sept 2
BCC Closed - Labor Day .......................... September 5
First Day of Class ................................. September 6
Last Day to Register for Classes ................. September 9
Classes cancelled due to low enrollment .... September 12
Last Day to Add for Cancelled Classes ........ September 19
Last Day to Drop a Class without a Grade .... September 27
BCC Closed - Native American Heritage Day ... September 23
Midterms ............................................. October 24-28
BCC Closed - Veteran's Day-Observed .... November 11
Graduation applications due ...................... November 15
BCC Closed - Thanksgiving Break ............... November 23-25
Pre-Registration for Spring Semester .......... November 28-Dec 1
Last Day to Withdraw from classes ............. December 2
Final Exams – End of Semester .................. December 12-16
Christmas Break .................................... December 17-Jan 8
Grades Due .......................................... December 20

Spring Semester 2017

New Student Orientation/Assessment ............... January 9-10
Registration ........................................... January 9-13
First Day of Class ................................. January 16
Last Day to Register for Classes ................. January 19
BCC Closed - Martin Luther King Day-Observed ... January 20
Classes cancelled due to low enrollment .... January 23
Last Day to Add for Cancelled Classes ........ January 30
Graduation applications due ...................... January 30
Last Day to Drop a Class without a Grade .... February 6
BCC Closed - All Chiefs Day-Observed ........ February 24
Midterms ............................................. March 6-10
BCC Closed - Spring Break ...................... March 20-24
BCC Closed - Good Friday ....................... April 14
BCC Closed - Easter Monday .................... April 17
Last Day to Withdraw from classes ............. April 21
Final Exams ........................................ May 1-5
Grades Due .......................................... May 9
Commencement ..................................... May 11

Summer Semester 2017

Summer Session .................................................. June 5-30
Memorial Day Observed (BCC Closed) .......... May 29
1964 Flood Memorial Day (BCC Closed) ......... June 9
Independence Day-Observed (BCC Closed) ...... July 3-4
North American Indian Days...(BCC Closed) ... July 13-14
Heart Butte Indian Days...(BCC Closed) ....... August 11-12

Fall Semester 2017

New Student Orientation/Assessment ............... August 22, 23, 24
Student Orientation/Assessment ................... August 28-29
Registration ........................................... August 28-Sept 1
BCC Closed - Labor Day .......................... September 4
First Day of Class ................................. September 5
Last Day to Register for Classes ................. September 8
Classes cancelled due to low enrollment .... September 11
Last Day to Add for Cancelled Classes ........ September 18
Last Day to Drop a Class without a Grade .... September 26
BCC Closed - Native American Heritage Day ... September 22
Midterms ............................................. October 23-27
BCC Closed - Veteran's Day-Observed .... November 10
Graduation applications due ...................... November 15
BCC Closed - Thanksgiving Break ............... November 22-24
Pre-Registration for Spring Semester .......... November 27-30
Last Day to Withdraw from classes ............. December 1
Final Exams – End of Semester .................. December 11-15
Christmas Break .................................... December 16-Jan 7
Grades Due .......................................... December 19

Spring Semester 2018

New Student Orientation/Assessment ............... January 8-9
Registration ........................................... January 8-12
First Day of Class ................................. January 15
Last Day to Register for Classes ................. January 18
BCC Closed - Martin Luther King Day-Observed ... January 19
Classes cancelled due to low enrollment .... January 22
Last Day to Add for Cancelled Classes ........ January 29
Graduation applications due ...................... January 30
Last Day to Drop a Class without a Grade .... February 5
BCC Closed - All Chiefs Day-Observed ........ February 23
Midterms ............................................. March 5-9
BCC Closed - Spring Break ...................... March 12-16
BCC Closed - Good Friday ....................... March 30
BCC Closed - Easter Monday .................... April 2
Last Day to Withdraw from classes ............. April 27
Final Exams ........................................ May 7-11
Grades Due .......................................... May 15
Commencement ..................................... May 17

Summer Semester 2018

Summer Session .................................................. June 4-29
Memorial Day Observed (BCC Closed) .......... May 28
1964 Flood Memorial Day (BCC Closed) ......... June 8
Independence Day ....................................... July 2-4
North American Indian Days...(BCC Closed) ... July 12-13
Heart Butte Indian Days...(BCC Closed) ....... August 10-11
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# Academic Year 2016-17 Tuition and Fee Schedule

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<td>Nursing Program Fee (per Semester)</td>
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All other refunds are made according to the following Schedule:

- Before first day of class: 100%
- First week of class (day 1-5): 80%
- Second week of class (day 6-10): 60%
- Third week of class (11-15): 30%
- Fourth week or later: none

The registration fee is non-refundable.

See the Student Accounts Specialist in the Business Office for refund/repayment procedures.

Tuition & Fees are subject to change upon Board of Trustees approval.

All additional fees will be posted in the current class schedule each semester.
Dr. Billie Jo Kipp
BCC President

The Blackfeet Tribe is traditionally known in the native language as the Piikani, or Beings of abundance. The Creator gifted us generously and the Piikani were rich in the necessities of life. Respect for life in all forms has traditionally been a foundation of the Blackfeet culture.

As Blackfeet, we not only love our children but we revere our elders, as well. We look to the older generations to pass down their extensive bodies of traditional knowledge. This traditional knowledge was preserved in the minds, spirit, and heart of the Amskapi Piikani and it is important to remember that was passed down in the language given to them at the beginning of time. Blackfeet Community College embodies this wisdom and incorporates indigenous knowledge in the modern education of our Native scholars.

We here at Blackfeet Community College are pleased that you have made the choice to enroll as a tribal college student or are contemplating becoming one. Please, come visit the BCC campus and explore your educational options. In doing this, I can think of no better way for you to be accountable to our ancestors, for whom education has always been important. Through education we honorably follow in the footsteps of generations upon generations of Amskapi Piikani.

Education was their vision, just as it is our vision for you today. The Blackfeet linguistic and cultural ways are old and they extend far back to creation. Such ways are good for you today as they provide the basis to progress in education. BCC is a cultural and educational tribal college that promotes learning, as well as a place that honors the tribal identities of the Blackfeet people. BCC is here to develop the potential of your mind and fulfill your dreams of an education. Welcome to a progressive tribal college...Blackfeet Community College
CATALOG 2016-2018

BLACKFEET
COMMUNITY COLLEGE
Accreditation

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

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

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

Brad Hall, Accreditation Liaison Officer
Blackfeet Community College
P.O. Box 819, Browning, MT, 59417
(406) 338-5441 x 2208
brad@bfcc.edu

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

Accreditation by the Northwest Commission on Colleges and Universities refers to the institution as a whole. Therefore, statements like “fully accredited” or “this program is accredited by the Northwest Commission on Colleges and Universities” or “this degree is accredited by the Northwest Commission on Colleges and Universities” are incorrect and should not be used.

Reserved Rights

While every reasonable effort has been made to ensure the accuracy of the information on Blackfeet Community College pages, BCC and The Board of Trustees do not assume any legal liability, direct or indirect, or responsibility for inaccurate, incomplete or outdated information.

BCC makes no warranties that the information on these pages is free of copyright infringement.

BCC respects the principles of freedom of speech, freedom of expression and academic freedom. However, BCC reserves the right to refuse to host web pages or links that violate state or federal laws, BCC or The Board of Trustees Policies. Please contact us if you detect information on BCC web pages that violate federal or state laws, Blackfeet Community College or The Board of Trustees policies.

Links from any BCC page to outside servers are provided as a convenience to users. BCC is not responsible for information provided by outside sites through these links. All links from BCC pages to off campus sites are provided as a convenience and does not imply endorsement of any products or services.

Current law, Board of Trustees policies, and BCC polices supersede any information posted on these web pages.

Policy on Non-Discrimination

Blackfeet Community College (BCC) is committed to a program of equal opportunity for education, employment, and participation in college activities without regard to race, color, sex, age, religious creed, political ideas, marital status, physical or mental disability or national origin or ancestry. Title IX of the Educational Amendment of 1972 specifically prohibits discrimination in education programs and activities on the basis of sex. The regulation extends to employment by and admission to Blackfeet Community College (BCC).
Vision Statement

It is the vision of the Blackfeet Community College (BCC) to strengthen and enrich our Blackfeet Nation and universal community through quality education integrating the Nii-tsi-ta-pi World of Knowledge.

In Recognition of the fact that we all have values that are shaped and developed through our interactions with others, and that these values shape our thoughts and actions, the students, staff, administration and Board of Trustees of Blackfeet Community College adopt the following core values:

- **Tsi-Ksi-Ka-Ta-Wa-Tsin** - Blackfeet Way of Knowing
  Blackfeet Culture/Spirituality in philosophy, thought, and action.

- **Nin-na-wa-tsin** - Being a Leader
  Professionalism, integrity, and responsibility in human interaction.

- **Ini-yimm** - Respect
  Respect for oneself, all other people, all ideas, and each thing in the natural world.

- **Ni-ta-pi-pa-ta-pi-tsin** - Living in a Good Way
  Honest in all thoughts and actions.

- **II-yi-kah-kii-ma-tsin** - Trying Hard
  Commitment, dedication, sincerity in the pursuit of all our goals.

- **Aoh-kan-otah-tomo** - Accepting Everyone
  Embracing the unique talents and contributions of each individual

- **Ii-ta-mii-pa-yoip** - Happy Living
  Humor, laughter and enjoyment of life.

Mission Statement

The purpose of Blackfeet Community College is to provide the Blackfeet Nation and our “Universal Community” access to quality educational programs that prepare students for achievement in higher education, meaningful employment, basic skills instruction, and continuing education, while integrating the Blackfeet Culture and language.

Mission Statement Goals

- **Access** – providing access to all members of the community’s service district who desire education and training enabling them to pursue life-long opportunities.

- **Achievement in Higher Education** – providing opportunity for students to earn academic degrees and supporting their transfer to upper division higher education institutions.

- **Meaningful employment** – providing opportunity for students to earn degrees and certificates that would qualify them to gain meaningful employment.

- **Basic skills** – providing students with programs and courses that will increase their likelihood of academic success.

- **Continuing education** – providing the community with courses and programs that enrich community life and support life-long education

- **Integrating Blackfeet culture and language** – providing programs and courses that sustain the past and promote the vitality of the Blackfeet Nation’s future.

**WE ARE COMMITTED** to ensuring that all of these values are incorporated into all that we do, fulfilling the vision and mission of Blackfeet Community College.
HISTORY

In October of 1974, The Blackfeet Tribal Business Council chartered the Blackfeet Community College by Executive Action to, “...provide post-secondary and higher educational services...” to the residents of the Blackfeet Nation and surrounding communities. The impetus for this action grew from early tribal efforts to provide an educational opportunity to its residents in a physically, climatically and culturally isolated area.

The Blackfeet Tribe, in its relationship with the federal government as a sovereign nation, is recognized as a nation within a nation through treaties, laws and executive orders. In the late 1960s federal programs and laws resulted from tribal efforts to promote the health, education and welfare of their people. The Indian Education Act of 1972 and Office of Economic Opportunity programs of the 1964 Act provided new resources for tribes to provide adult education. The Blackfeet Tribe took advantage of these programs in its quest to develop itself economically and promote self-sufficiency with the idea that the development of human resources is integral to the improvement of the Blackfeet Tribe.

In 1972 the Blackfeet Tribal Business Council established a 10-year comprehensive plan for the Blackfeet Nation. Needs and goals were identified through needs assessments and studies, done in conjunction with implementation of federal programs. The plan identified the need for a community college or workforce/technical school, new facilities and educational programs.

In 1976 the Blackfeet Board of Tribal Educators, under the auspices of the Blackfeet Tribal Business Council, entered into an agreement with Flathead Valley Community College of Kalispell, Montana, to offer extension courses on the reservation. Flathead Valley Community College, via a Title III Strengthening Institutions Grant, then established an extension center on the Blackfeet Reservation. Coordinators were subsequently hired to supervise and implement programs and courses. Students at Blackfeet Community College earned credits from Flathead Valley Community College since Blackfeet Community College was not an independent accredited entity.

In early 1979 the Blackfeet Board of Regents took action to become an independent institution. The college sought candidacy status for accreditation from the Northwest Association of Schools and Colleges (NWASC). The NWASC Commission on Colleges granted candidacy status in December of 1979. In 1980 the Blackfeet Community College ended a beneficial relationship with Flathead Valley Community College and began serving students as a separate institution. This new status enabled Blackfeet Community College to more closely tailor its offerings to the needs and interests of local students. On December 11, 1985 Blackfeet Community College received accreditation. The college’s accreditation was reaffirmed in 2000 after an extensive self-study review process. More recently, the college was reviewed by NWASC in 2010 for accreditation and was granted it with several findings, which the college addressed to ensure continued accreditation, by NWASC.

In 1994 Blackfeet Community College became a 1994 Land Grant Institution established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the act of july second 1862 (12 Stat.503;7 U.S.C. 301 et seg.) Commonly known as The (First Morrill Act).
Board of Trustees:
Chair Person– James McNeely
Vice Chair Person – Theda New Breast
Trustee – Linda Babcock
Trustee – Dan Wippert
Trustee – Tammy Hall Reagan

The Blackfeet Tribal Business Council appoints the Board of Trustees as the governing board of the college with the powers vested according to the Tribal Charter. The President of the Student Senate is a non-voting member of the Board.

Blackfeet Community College Charter

Blackfeet Community College is sanctioned by the Blackfeet Tribal Business Council (via Tribal Charter), which is the duly authorized and elected governing body of the Blackfeet Nation. The Tribal Charter acknowledges the status of the Blackfeet Community College as a public, non-profit corporation for the purpose of providing post-secondary and higher educational services to the Blackfeet Nation. The Charter provides the Blackfeet Community College Board of Trustees with their powers and responsibilities as the college governing board. Blackfeet Community College is a tax-exempt corporation under the Internal Revenue Service (IRS) with 501 C (3) status.

Blackfeet Community College has developed objectives and purposes based on the goals of the Blackfeet Tribe, as set forth in the Blackfeet Community College Tribal Charter.

The Blackfeet Tribe, according to the comprehensive educational plan, has identified the following goals:

a) Promote educational opportunities
b) Increase the educational level
c) Advance the knowledge and pride in Blackfeet Heritage
d) Improve the management
e) Provide community facilities for advancement in education and other tribal institutions
f) Provide cultural and recreational opportunities for the residents.

The Blackfeet Community College charter indicated the purpose of the college in this manner: “Pursuant to the authority granted by Article VI. Section (h) of the Constitution of the Blackfeet Tribe, the Blackfeet Tribal Business Council hereby charters a public non-profit corporation exclusively to provide post-secondary and higher educational programs by bringing to the reservation programs from other institutions and/or by establishing and operating institutions on the Blackfeet Nation granting post-secondary degrees and certificates.”

Blackfeet Community College is operated exclusively for non-profit purposes to provide post-secondary and higher educational services to the community, and to provide cultural, social and recreational services that are sensitive to the varying community needs.

Services
Blackfeet Community College currently provides for the following services to the community and its students:

- General education courses for students in support of one and two year campus programs College preparatory services in educational development training and/or occupational programs
- Educational services to increase employee efficiency and effectiveness to strengthen tribal management educational services to enhance knowledge and pride of Blackfeet language, culture, history and heritage educational services in occupational training for entry into specific vocations
- Educational services that meet social and special needs of the community
- Student support services in financial aid, academic advising, and personal and career counseling
- Community supportive services in areas of research and in strengthening the leadership capabilities of tribal members.
Degree Descriptions
Blackfeet Community College is a tribal college offering degrees in Associate of Arts and Science, Associate of Applied Science and Certificate programs.

Departmental Telephone Numbers/website

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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<tr>
<td>Academic Affairs</td>
<td>(406) 338-5411</td>
<td>Student Services (406) 338-5421</td>
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<td>Administration</td>
<td>(406) 338-5441</td>
<td>Workforce Development (406) 338-511</td>
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<td>- Fax</td>
<td>(406) 338-3272</td>
<td>- Fax (406) 338-2644</td>
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<tr>
<td>Business Office</td>
<td>(406) 338-5441</td>
<td>Toll Free Number (800) 549-7457</td>
</tr>
<tr>
<td>- Fax</td>
<td>(406) 338-7898</td>
<td>Website <a href="http://www.bfcc.edu">www.bfcc.edu</a></td>
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Memberships

AAAS  American Association for the Advancement of Science
AAC  American Association of Colleges
AACC  American Association of Community Colleges
AACRAO  American Association of Collegiate Registrars & Admissions Officers
AACTC  American Association of Community and Technical Colleges
AIBL  American Indian Business Leaders
ACCT  Association of Community College Trustees
AIHEC  American Indian Higher Education Consortium
AICF  American Indian College Fund
AILA  American Indian Library Association
APA  American Psychological Association
APLU  Association of Public and Land-Grant Universities
CUPA  College and University Personnel Association
MACRAO  Montana Association of Collegiate Registrars and Admissions Officers
MASFAA  Montana Association of Student Financial Aid Administrators
MLA  Montana Library Association
NACADA  National Association Advising Association
NACUBO  National Association of Colleges and University Business Officers
NAGBCU  National Association of Governing Boards of Colleges and Universities
NAHRA  Native American Human Resource Association
NASFAA  National Association of Student Financial Aid Administrators
NWCCU  Northwest Association of Schools & Colleges
OAH  Organization of American Historians
PACRAO  Pacific Association of Collegiate Registrars and Admissions Officers
RCCI  Rural Community College Initiative
RMASFA  Rocky Mountain Association of Student Financial Aid
SAA  Society of America Archivists
SHRM  Society for Human Resource Management
GISS  Governance Institutes for Student Success
President

Vice Presidents

Dr. Billie Jo Kipp PhD
President

Dr. Lester Johnson EdD
Vice President of Workforce

Anne Racine MSEd
Vice President of Student Services

Brad Hall Ed.D.(C)
Vice President of Mission Effectiveness

Carol Murray MED.
Provost / Vice President of Academic Affairs

Lola Wippert MSEd
Vice President of Finance
Academic Division Chairs and Workforce Development

Angela Johnson, MS
Human Services

Betty Henderson-Mathews, MA
Math and Science

Mike LaFromboise, MS
Pikani Culture / Language

Dee Hoyt, MA
Health / Education

James Petersen, MA
Liberal Arts

Keith McDivitt, MS
Nursing

Zana L. McDonald, BS
Business & Technology
Campus Security
The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and safety and security and fire safety policies. All public and private institutions of postsecondary education participating in federal student-aid programs are subject to it. The act includes:

- Publishing an annual report disclosing campus security policies and three years of selected crime and fire statistics.
- Making timely warnings to the campus community about crimes that pose a serious or ongoing threat.
- Keeping a public crime log.
- Upholding basic rights to victims of sexual assault.
- Making accurate crime statistics available to the U.S. Department of Education, which centrally collects and disseminates campus crime statistics at the national level.
- Facing possible fines from the U.S. Department of Education when schools fail to comply with the Clery Act.

The safety and wellbeing of faculty, staff, students and visitors are of the greatest concern for Blackfeet Community College. Creating and maintaining a safe campus requires the cooperation and involvement of everyone. Prompt reporting aids in providing timely warning notices to the campus community when appropriate, may aid in the prevention of similar crimes and may assist in the investigation and apprehension of the perpetrator(s). Reporting crimes is necessary to ensure inclusion in annual crime statistics. BCC encourages accurate and prompt crime reporting when the victim of the crime elects to report or when the victim is unable to make a report, to ensure that all crimes are included in the institution’s Clery Act statistics.

The security personnel of BCC are the eyes and ears of the college and are not sworn law enforcement. Therefore, any action that requires law enforcement is turned over to Blackfeet Tribal Police Office and Glacier County Sheriff’s Office. BCC Security has a close working relationship with Tribal Law & Order and Glacier County Sheriff’s Office. The College is coordinated with local law enforcement agencies for services relating to crime reports and investigations, campus emergencies, traffic accidents. The enforcement of institutional regulations regarding alcohol consumption, controlled substances, weapons possession and other incidents classified as Clery Act crimes are to be filed with the campus Security Patrol Officer and statistically published in the annual security report.

The annual security report is required to be published October 1st of each year and a crime log is available upon request from the Security Patrol Officer, Title III Programs Director, and Human Resource Office. You may also access a copy on line at www.bfcc.edu

Contact Security Patrol Officer at 406-845-3294 for further information concerning security on campus. In the case of an emergency dial 911 or 406-338-4000 for local police and ambulance.

BCC Equipment Usage
All students must refrain from using any and all BCC equipment including but not limited to, offices, copiers, phones, coffee pots, office computers, etc., unless specifically authorized.

BCC Emergency Closures
In the event of the school closing due to weather or other emergency situations, the closing would be announced on the following radio station(s):
KSEN AM 1150 & KZIN FM 96.7, KBWG 107.5, RAVE and posted on BCC Social Media Sites.
Computer Systems Acceptable Use Policy

The Acceptable Use Policy is intended to respect the rights and obligations of academic freedom, and recognizes that the educational mission of the college is served in a variety of ways. The goal of the college in providing computing and network resources is to promote educational excellence and operational proficiency. However, use of Blackfeet Community College computing and network resources is a privilege and not a right. The college recognizes that the purpose of copyright is to protect the rights of the creators of intellectual property and to prevent the unauthorized use or sale of works available in the private sector. When used appropriately, these tools can enhance dialog and communication. When used unlawfully or inappropriately, however, these tools can infringe on the rights of others. Faculty, staff, students and others with Blackfeet Community College authorized accounts may use the available computing facilities for personal purposes so long as such use:

- Does not violate any law or college policy
- Does not involve significant use of college resources, direct costs, or interference with the performance of employee duties of work
- Does not result in commercial gain or private profit.
- Accessing, uploading, downloading, transmitting, displaying, or distributing obscene or sexually explicit material, racially bigoted or hate material; transmitting obscene, abusive, or sexually explicit language, racially bigoted, or hate explicit language
- Making unauthorized copies of proprietary software, or offering unauthorized copies of proprietary software to others
- Copying someone else's files, or programs, or examining such information unless authorized by the owners
- Any reproduction or distribution of copyrighted material without explicit permission
- Any use for political or commercial purposes
- Attempting to circumvent any computer security methods or operating systems
- Interfering with the work of others on the network, seriously disrupting the network, or engaging in any acts that result in the loss of another user's files or systems
- Knowingly or maliciously transmitting files that contain a virus or corrupted data
- Uses that are found to be malicious, harmful, obscene or unethical
- Any uses that violate any Blackfeet Community College policy; and
- Any uses that violate federal, tribal, state or local laws or regulations.

All users are expected to conduct themselves in accordance with the responsibilities and all other applicable college policies regarding computer usage. Abuse of computing privileges will subject the user to disciplinary or legal action according to established college procedures. Abuse of networks or computers at other sites through the use of Blackfeet Community College resources will be treated as an abuse of computing privileges at the college. When appropriate, temporary restrictive actions will be taken by the system administrator pending further disciplinary action; the loss of computing privileges may result. The college and users recognize that all members of the college user community are bound by federal, tribal, state, and local laws relating to civil rights, harassment, copyright, security, and other statutes relating to electronic media.; It should be understood that this policy does not preclude enforcement under the laws and regulations of the United States of America, the Blackfeet Tribe or the State of Montana. See detailed computer usage restrictions in the Blackfeet Community College Student Handbook.

Violation of Expressed Prohibitions

Any individual who violates the following expressed prohibitions may be subject to arrest and conviction under applicable tribal, state and federal laws. Students violating these expressed prohibitions may be subject to disciplinary action as set forth by the Blackfeet Community College Student Conduct Code (see Blackfeet Community College Student Handbook), including possible sanction by suspension or dismissal from Blackfeet Community College.

The following are specific prohibitions:

Campus Parking and Driving Policy

This policy applies to all individuals who operate a motor vehicle on BCC campus. Parking on campus is controlled through the designation of lots and spaces for all those who wish to use the campus parking lots. The speed limit is 15mph.
Alcohol, Drugs and Gambling
The BCC recognizes all Federal, State and Local laws and expects students to adhere to them. Any violation can result in probation, suspension or immediate dismissal from BCC.

The consumption of alcohol or possession of an open container of alcohol is prohibited on campus, on campus activities and/or other BCC sponsored event. Violations of this policy may result in probation, suspension or dismissal from campus or BCC sponsored event.

- No student shall possess, use or sell substances defined by Local, State or Federal Law as illegal on campus or at any BCC Sponsored Functions.
- No student shall possess substances defined as controlled, other than personally prescribed medications, by a physician and/or by Federal Law.
- No student shall introduce to the campus or possess drug paraphernalia while on BCC property.
- No student shall gamble for money or other valuables on BCC property or in any BCC facility or during any BCC activity except as part of an authorized fundraising activity.

Smoke Free Campus
“Smoke-Free Campus” prohibits smoking in all BCC buildings. Students shall comply with this policy and refrain from smoking in accordance with the requirements in any BCC facility. If you choose to smoke, please use the appropriate receptacle for putting out your cigarette butts (use the outdoor ashtray) and please refrain from dropping the cigarette butt on the campus grounds. Tribal Ordinance 102-2005, smoking is prohibited within 25 feet of the building.

Fire Safety
All students must immediately evacuate during a fire alarm. Students shall not create conditions that cause a fire hazard or impede the safe evacuation of others; such conditions include, but are not limited to:
- smoking in non-smoking areas;
- blocking or propping open exit doors;
- setting off false fire alarms;
- shooting off fire extinguishers, or damage, tamper with, dismantle, or disconnect fire safety systems or equipment.

Firearms/Fireworks
Firearms, weapons and/or fireworks of any type are not allowed on the Blackfeet Community College campus at any time

Sexual Harassment Policy
Blackfeet Community College’s Sexual Harassment Policy forbids sexual harassment of any member of the college community. The complete policy is on file in the Human Resource Office.

Student Complaint Reporting
When a student encounters a problem on campus that he/she does not know how to resolve, he/she should always try to work the problem out by first discussing it with those involved. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Many problems are resolved when a student makes an appointment with their advisor, counselor, faculty, staff member or division chairpersons and calmly and honestly communicates their complaints and concerns before it continues beyond to the vice president.
If however, an issue or problem still exists refer to the student handbook

Americans with Disabilities Act
In compliance with the American with Disabilities Act (ADA), all qualified students enrolled at Blackfeet Community College are entitled to “reasonable accommodations.” Please notify the Disability Services Coordinator or the Vice President for Academic Affairs and Student Services during the first week of registration of any accommodations needed for attendance at Blackfeet Community College. The student must provide documentation that identifies and explains the disability and a letter with suggested accommodations. See the Blackfeet Community College Student Handbook for further clarification.

Bomb Threat Procedure
Students will be notified immediately of a campus bomb threat. Students are to report immediately to the Southwind Lodge parking lot, at the entrance to the campus and wait for further instructions. Do not take your vehicle unless you are informed that it is safe to do so. Instructors or a Blackfeet Community College employee will make sure the classroom/office is evacuated, close the door upon leaving the room and accompany the students to the safety zone.
Location
Blackfeet Community College is located on the Blackfeet Indian Reservation on Highway 2 & 89 in Browning, Montana. The campus headquarters physical address is 504 Southeast Boundary Street located in Administration of the Beaver Painted Lodge. Browning serves as the center of trade and cultural activities for those living within the boundaries of the reservation. The town hosts services provided by the Blackfeet Tribal Offices, Bureau of Indian Affairs, Indian Health Services, School District #9, and local businesses.

Campus Facilities
Blackfeet Community College is a public institution and, with the exception of restricted and high security areas, is accessible to the public during normal building hours of 8:00 am to 5:00 pm (time, place, and manner restrictions apply). With the exception of essential personnel and services, and others as designated, buildings are locked and access is permitted only with proper authorization from the President. Individuals must provide identification after normal building hours and/or facility use agreement for after-hours activities.

Clery geography includes buildings and property that are part of the institution’s campus and public sidewalks, street crossings, and parking lots adjacent to and accessible from campus.

Campus Map

1-2. Beaver Painted Lodge (BPL) / BPL Administration Addition
Beaver Painted Lodge serves as the campus headquarters providing space for the Administration located in the south entrance (President’s Office, Vice-President of Mission Effectiveness, Human Resources, Vice-President of Finance, Business Office, Office of Sponsored Programs, and Security). The Office of Student Success is conveniently located at the middle entrance of the Beaver Painted Lodge (Provost/Vice-President’s Office, Vice-President of Student Success, Student Success Center, Registrar, Financial Aid, and Admissions and Human Services Division offices). The north entrance of BPL opens up to the Student Commons area, with accommodation to the Career Center, Learning Center, Bookstore, and Snack Shop. Other offices including the Liberal Arts Division, Piikani Studies Division, and classrooms and computer labs.

Administration Addition is a two-story facility providing access to administration offices at Blackfeet Community College. The lower level offices include Security Patrol Office, Procurement Office, Business Office, Administration Reception Desk, Human Resources Department, Grant/Contracts, and Research Office. The upper level offices include a main campus Board Room, Office of Mission Effectiveness Vice-President’s Office, and Offices of the President.
BCC Book Store
The Blackfeet Community College Bookstore provides textbooks, school supplies, office supplies, and a full array of Blackfeet and Native American books and Blackfeet language resources. Jackets, t-shirts, book bags and various clothing items are available. The BCC bookstore hours are 8:00 a.m. to 3:30 p.m. (closed at noon), Monday through Friday.

Refund on Textbooks/Return Policy/Book Buy Backs
Student ID’s are required for all purchases and return of all books and supplies. Receipts are required for any exchange or refund. The date of purchase and condition of the book will determine if the book is returnable. A refund will be granted (based on condition) if returned by the last day to drop classes as listed in the BCC Catalog.

3. Medicine Spring Library
Medicine Springs Library provides a full range of information services to students, faculty, staff and the community at large. Our resources include books, magazines, journals, newspapers, videos, DVDs, digital and online materials. We also have computers for public use and Wi-Fi. Interlibrary Loan is available to obtain materials not included in our collection. As the designated Tribal Library and Archives, Medicine Spring Library continues to develop and maintain special collections of resources relating to Blackfeet Culture and history. These materials are available for research.

During the academic year the library is open to the public from 8:00 a.m. to 6:00 p.m. on Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Fridays. Summer hours are 8:00 a.m. to 4:00 p.m. Monday through Friday. Extended hours will be provided during mid-terms and finals, please contact the Medicine Springs Library for alternate schedules during this time by calling (406) 338-5441 ext. 2701.

4. Technology Center
The Technology Center is a multipurpose facility located on the main campus just off of highway 2. The Dane Main student lounge accommodates space for students to congregate, relax, and study. There is also a multipurpose classroom available. Most of the remaining facility has been designated cold storage space.

5. Never Goes Crooked Building
The Never Goes Crooked Building is located on the north campus. It is an original two story log building which houses the Maintenance, Institutional Development, and Title III Programs offices upstairs. The ground level houses the Native Science Field Center.

6. Custodial
Custodial building is the headquarters for custodial employees and supplies.

7. Nursing Simulation Center
Nursing Simulation lab facility provides space to accommodate hands on demonstration of health science practices and an additional classroom for lecture, instruction, and testing.

8. Health Education
Health Education building is designated space for the offices of the Nursing Division. There are two classrooms to accommodate health education instruction and social gathering for students.

9. Red Fox Building
The Red Fox Building is located on the northeast side of campus and provides office space for Education Division and Business Division faculty with classrooms suitable to accommodate large classes.

10. BCC Daycare
BCC Daycare provides childcare services (0-3 years of age) for students, staff, and faculty on campus.

11. Piikani Studies Division
Piikani Studies Division/Liberal Arts Division offices are located in facility to accommodate advising and instruction.

12. Fitness Center
The Fitness Center is located on the east side of main campus just below Beaver Painted Lodge. The fitness center provides a weight-lifting room, floor exercise room, showers and bathrooms to accommodates students, staff and faculty a facility to exercise and maintain physical fitness. Hours of operation are 7:00 am – 6:00 pm Monday through Thursday and 7:00 am to 1:00 pm on Fridays (Closed on Saturday and Sunday)
13. South Wind Lodge
The South Wind Lodge is located at the main entrance of campus. It is a LEED Platinum certified building which features “green energy” technology constructed in 2010. South Wind Lodge is first of its kind to be constructed in Montana and on tribal college campuses across the nation. The building consists of Math Science Division offices with state of the art labs and classrooms.

14. Workforce Development Building
The Workforce Development Building is located on the west side of campus across U.S. Highway 2 & 89. It is home to the Workforce Development Division accommodating office space for staff and faculty including the USDA Extension Office. There are two small classrooms and a shop area for construction technology projects.

15. Maintenance Shop
The Maintenance Shop is used to store maintenance equipment and is accessible by the facility staff.

16. Storage
Cold storage facilities are located across highway 2/89 adjacent to campus by the cross walk. Access to the facility is limited upon request by campus departments and divisions through maintenance.

17. Health and Science Education Building
Health Science and Education building is currently under construction and projected to be completed during spring 2018. The facility is to provide offices for the Nursing Division and the Elementary Education and Early Childhood Division. The 9,200 square foot facility will include space for two divided classrooms, a multi-purpose classroom, a testing lab, and a simulation lab for Nursing and health sciences.
Section 5 - Student Information

Student Guidelines
As members of the Blackfeet Community College (BCC) community, students have the responsibility to learn, study, and conduct themselves with integrity, in accordance with Blackfeet Community College's mission statement, procedures, policies, and regulations set forth. Students are expected to comply with federal, state, city and tribal laws governing civil and criminal behavior on and off campus, and to conduct themselves as responsible law abiding citizens.

Student Rights & Responsibilities
Blackfeet Community College is committed to the creation of an environment wholly supportive of student’s academic and personal achievements. Beyond providing requisite academic resources and support services, BCC seeks to sustain an environment in which the diverse cultural traditions and ideals represented in both the campus community and the nation at large are valued, nurtured, and promoted. In so doing, the BCC fulfills its mandate to prepare students to participate actively and productively in our larger society. The right to participate in all aspects of the BCC experience, both in and outside the classroom, without harassment or discrimination on the basis of religion, age, gender, disability, ethnicity, or sexual orientation. Blackfeet Community College welcomes all students to apply for admissions and to enroll for the purpose of training and study. With course enrollment, the student accepts all rights and responsibilities as Blackfeet Community College students.

Standards of Student Conduct
With the freedom that these rights afford comes the responsibility to conduct oneself with civility and respect toward the rights of others.

Student Success Center
The Student Success Center will be a centralized location where all support staff are readily available to assist students. The Student Success Center (SSC) at Blackfeet Community College is a central place for students to find connections to all campus resources, programs and services. The Center is here to assist in developing a roadmap for success as students pursue personal and academic goals. SSC is the watchword that motivates staff and faculty, and it’s used to inspire students who once were allowed to quietly fade away.

The Mission of the Student Success Center is to provide comprehensive programs and services designed to engage students and to connect them with the resources needed to achieve both academic and personal goals. Through the Student Success Center programs and services, students are empowered to develop the skills and abilities to make a positive adjustment within the campus community.

The Goals of the Student Success Center are:

- To assist students in becoming more independent, self-confident and efficient learners
- To improve the academic performance of all learners
- To promote student retention at the College and subsequent graduation
- To provide individualized and group assistance
- To offer resources to faculty concerned with improved student learning
- To provide a place where faculty can refer students who need assistance
- To provide help in developing study skills
- To work collaboratively with other college services

The BCC Student Success Center will provide the following services:

1. Skill Assessment
2. Accurate Course Placement
3. Transfer Counseling
4. Academic Advising
5. Early Intervention System
6. Tutoring Services
7. College Readiness

The BCC Student Success Center is located in the heart of the Beaver Painted Lodge.
**Student Advisors**
Advisors are assigned at Blackfeet Community College to assist students in their academic planning & decisions during semester registration. Advisors guide students through the academic process from admissions to graduation from Blackfeet Community College.

**Student Handbook**
The Blackfeet Community College Student Handbook is available in the Student Services Department upon request; it contains detailed information pertinent to students. It is the student’s responsibility to become familiar with this handbook.

**Student Health Services**
Native American students, enrolled members and descendants attending Blackfeet Community College are eligible for medical care from Indian Health Services. Non-Indians not receiving these benefits are eligible for health services at the Northern Medical Center in Cut Bank, Montana.

**Student Housing**
No on-campus housing is available.

**Student Transcripts**
A student may review their transcript with their advisor upon registering. It is the student’s responsibility to report any changes of name, address, telephone number or other demographic information on their transcript. There is a charge of $2.00 for each transcript; faxed transcripts are $10.00.

**Activities/Conferences/Clubs Available to Students**
Current student activities and/or clubs that students may want to become more involved with are:
- Student Activities/Clubs available to students:
- American Indian Higher Education Consortium (AIHEC)
- American Indian Business Leaders (AIBL)
- American Indian Science & Engineering Society (AISES)
- Chess Club
- Montana/North Dakota Tribal College Athletic Association (MTNDTCAA) Basketball
- National Intercollegiate Rodeo Association (NIRA)
- Piikani Club
- Student Senate
- If you are interested in starting a new club see the SSBCC officers for assistance.

**Student Senate of Blackfeet Community College (SSBCC)**
All Blackfeet Community College students are members of the Student Senate of Blackfeet Community College (SSBCC). A portion of student registration fees is allocated to the SSBCC budget to assist students in meeting their social and educational needs.

Election of SSBCC officers is held each Fall Semester for all full-time students enrolled at Blackfeet Community College. The elections will take place during the first month of attendance. The SSBCC President serves on the Blackfeet Community College Board of Trustees for a term of one (1) year including the summer of that academic year. The student who is elected President must be currently enrolled full-time and maintain a 2.00 Grade Point Average (GPA) during the one-year term. The other elected seats (Vice- President, Treasurer, Secretary, and Student Representative) must serve a term of 2 semesters (Fall & Spring) of the academic year, and they must be a full-time student and maintain a GPA of 2.00 during their elected term.

Student Senate of Blackfeet Community College serve as the student governing body, creating extracurricular activities for the student body, sponsoring social and academic clubs, and participating in BCC/community sponsored events.

Student Senate of Blackfeet Community College meet twice a month to coordinate student activities. Students who want to become more involved in Blackfeet Community College should attend the scheduled SSBCC meetings and volunteer for committee work to enhance Blackfeet Community College social and academic activities on campus as well as in the community. Students may join any club of interest or work with SSBCC to start a project that will improve the college’s functions, academic materials, and environment.

For more information pertaining to SSBCC, please contact the Student Life Coordinator, the SSBCC officers or the SSBCC advisor at: PO Box 819, Browning, Montana 59417-0819 or call Student Services at (406) 338-5421.
Admissions

Admissions Office
The admissions office is one of the first departments that the student comes in contact with prior to enrolling at Blackfeet Community College. The department is located in the Beaver Painted Lodge and encompasses the admissions officer and admissions technician offices. The Office of Admissions provides students with the necessary information and paperwork to become eligible for registration.

Office of Admissions Requirements
All prospective students must apply for admission. The criterion for admission is any one of the following:
• Anyone who is seventeen (17+) and;
• have earned a Diploma from an accredited high school or;
• have earned a General Education Diploma (G.E.D.) or High School Equivalency Test (HiSET)

Everyone is welcome without regard to race, color, sex, religion, national origin, veteran status, or disability. All new, transfer and former students must have a complete student file before enrolling in classes at BCC.

Application for Admissions

1. BCC Application for Admissions (complete each section)
2. Application Fee $30 (Non-refundable one-time fee)
3. Declaration of major form signed
4. Official High School Transcripts and /or Official GED/HiSet scores
5. Official College Transcripts from all Colleges you attended, issued by the state department of public instruction
6. Tribal Certification of Indian Blood (if you are an enrolled member or a descendent)
7. Fill out First Time tuition waiver if you qualify
8. Immunization Records
   • 1st MMR
   • 2nd MMR
   • B Skin Test within last five years (Exceptions for people born after 1/1/57)
9. Additional forms may be required: students seeking admissions in Nursing, workforce, and 2+2 programs.

Admission Acceptance
Students who are successfully submitted, will be given a checklist to assist you through the admissions to registration process. Students are required to attend student orientation and take a placement assessment prior to registration. Then you may register for courses offered at BCC. The next step is to apply for financial aid, and explore and scholarships online.

Admissions Procedures

Continuing Students
A student who has not taken a break in semesters must still come through admissions in order to be eligible to register. A student may have decided to change their major and program of study. The Admissions department may need to update original files.

Former Students
A student who has previously enrolled at BCC and has taken a break of at least one semester must fill out a re-admissions application.
Transcripts:
Official high school transcript, GED transcript/certificate, issued by the state department of public instruction; An official copy of all transcripts from other post-secondary institutions previously attended.

Placement Assessment Information
All New and former students are required to take a Placement Assessment to assess skills in reading, English, and mathematics. The assessment process occurs during or prior to new student orientation and registration. The Placement Assessment supports student success by helping students to register for the correct sequence of courses. Academic advisors use the assessment to recommend courses, including any support or developmental classes that may be indicated by the scores.

Student Orientation
New, transfer, and former Blackfeet Community College students returning after an absence of three years or more should attend student orientation, this benefits the students by providing information on admissions and registration procedures, academic advising, available campus services, and a guided tour of the Blackfeet Community College campus.

Student ID Cards
Student ID cards are issued at the Student Success Center after the student is registered for classes. Students are issued one card per academic year and if lost or stolen the replacement fee is $5.00. The student ID cards are to be used for the bookstore, the library, to pick up student refunds and attend various campus events and activities.

Family Educational Rights & Privacy Act (FERPA)
Family Education Rights & Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive federal funding that protects the privacy of student’s education records. Academic records from the student’s educational file cannot be released to anyone, including parents and spouse, without prior written consent of the student. A student may inspect and review their education record. The student may also request a correction of data deemed inaccurate or misleading.

Some information from a student’s education record that is defined as directory information may be disclosed without written consent. Directory information consists of name, address, dates of attendance, class, previous institutions attended, program of study, awards, honors, degrees, sports and activities and date and place of birth. The student can restrict the release of information by submitting a formal request of non-disclosure to the Admissions Office before the beginning of each semester.

Admissions Categorization
To seek admission to Blackfeet Community College the student will be admitted in the following categorizations:

High School Student
A currently enrolled high school student may apply for admission and enroll in community college courses to enhance and strengthen their educational program. Students applying for admissions will complete the admission procedures along with a letter of recommendation from their high school Principal or Counselor.

New Student
New students are those who have never attended college. New students who recently graduated within the same year they are attending BCC may apply for the 1st Time 1st Semester Tuition Waiver, applications can be picked in the admissions office.

Former Student
Former students previously enrolled at Blackfeet Community College who have interrupted their enrollment for twenty four (24) months or more must submit an application for re-admissions along with any documentation that is not already on file at Blackfeet Community College.

Transfer Student
Transfer students are those who have attended another institution prior to applying to Blackfeet Community College. Upon a transfer credit evaluation those college level courses, at the 100 and 200 level, successfully completed with a “C” grade or better at other institutions and that are relevant toward the degree may be applied towards degree requirements at Blackfeet Community College.

Non-Degree Seeking Student
Non-degree seeking students must complete the admission procedures before registering at Blackfeet Community College. Students enrolled in courses at Blackfeet Community College who have completed a degree and desire to take refresher courses to maintain their skills or licenses; and students who are taking courses for personal interest are considered non-degree seeking students.
Registration Procedures
Each registering student will submit the following and/or complete the following in order to enroll in courses at BCC

**STEP 1:** Sign in at the Admissions Department and pick up an official registration form and semester course schedule

**STEP 2:** See your assigned advisor, students will be assigned an advisor in admissions. Former students who do not have an advisor will be assigned one when picking up the registration packet. Students are responsible for completing an education plan, and for bringing a copy to the financial aid office.

**STEP 3:** Proceed to the Registrar’s Office, bring completed registration forms, (incomplete registration forms will not be accepted) this data will be entered into the database. The Registrar keeps the white copy of the registration form. Registration is now official for the semester, this is a legal and binding contract between the student and Blackfeet Community College.

**STEP 4:** Stop in the Financial Aid Office, drop off the yellow copy of the signed registration form, an educational planner signed by student and advisor, and fill out a student data form necessary to complete the financial aid student file.

**STEP 5:** Next stop, the Business Office, to drop off pink registration form, make arrangements to purchase books are made at this time and obtain a copy of the book release form.

**STEP 6:** Final stop, the Bookstore, to order textbooks, present printed copy of class schedule, and if eligible will pick up a meal plan.

**Records**
All student records are maintained on campus and this information is entered in the campus database. The student’s information such as address, major area of study, etc. is required for reporting to the Federal Government for determination of funding, and for maintaining accurate mailing addresses. Personal data changes such as change of address, marital status, change of major, or change of advisor, should be reported as soon as possible.

**Admissions Disclaimer**
These policies and procedures are subject to change without notice in accordance with updates from the Department of Education and Blackfeet Community College Admission’s Office. The admissions office reserves the right to change its policies and procedures at any time during the period this publication is in effect. The policies and procedures for this office is located in the admissions office.
Additional Educational Opportunities at Blackfeet Community College

College Readiness Program (CEU)
The College Readiness Program at Blackfeet Community College provides college readiness classes in writing, reading, math, and college success. In addition, the program offers mentoring, tutoring and personal support services designed to ensure student success, instill confidence, and make students and their families familiar and comfortable with college. The College Readiness Program also provides whole person workshops that address the different stresses (personal, social, and historical) Blackfeet students face while at BCC and later at other educational institutions or work. Placement in the program is made at admissions through the college’s placement test.

Continuing Education
The office of Lifelong Learning at the Blackfeet Community College provides a venue for the community college to offer courses, educational opportunities, and special events outside the offered college curriculum. The courses provided by the Lifelong Learning institute are targeted primarily toward the larger community and/or specific interest groups to build community awareness and cooperation. The courses and programs selected to be offered for continuing education credits will provide a high quality, individualized educational experience and match the student pool demand.

Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning)
Blackfeet Community College offers courses delivered in an online format. They can be delivered one of two ways; Fully Online or Hybrid. The difference being, fully online will be instructed using the Moodle CMS or BCC Online website, http://bfcc.mrooms.org and hybrid course will meet for classes as well as an online component.

2+2 Programs
Blackfeet Community College offers 2+2+ programs in:

- Social Work with University of Montana
- Elementary Education and Early Childhood Education with University of Montana and University of Montana-Western
- Business Administration with MSU-Northern
- Native American Studies with University of Montana

BCC Online Courses Fees & Hybrid Online Costs
The Blackfeet Community College (BCC) will assess fees to distance learning courses for the sustainability of the program. The fee schedule is as follows:

A fully online course is one that all material is delivered totally in the online environment; no face-to-face interaction is required. The student is assessed a fee of $35.00 per semester credit. The total cost for a three (3) credit course would be $105.00 and will be noted as a distance learning fee on the student’s bill.

A hybrid online course is one where material is delivered over two mediums: online and face-to-face. Students will be assessed a fee of $17.50 per semester credit. The total cost for a three (3) credit course will be $52.50 and will be noted as a distance learning fee on the student’s bill.

- BCC Online How to be Successful...What does it take to be a successful BCC online student? Success in your extended learning courses is determined like any other endeavor; it depends on the amount of effort you are willing to put forth. Knowing what to expect also helps. Most of the successful extended learning students:
  - Are willing to spend 5-10 hours per week on each course.
  - Are able to learn from written materials.
  - Have better than basic computer skills.
  - Are self-disciplined and can manage their time according to course needs.
  - Are willing to participate in weekly online discussion threads.
  - Have college level reading and writing skills.
  - Are able to learn from written materials, such as texts and web pages, and are willing to participate in and contribute to online discussion threads.

Blackfeet Community College Online Student Responsibilities...Online coursework requires that students take on much of the responsibility for their learning.
Office of the Registrar

The Office of the Registrar is responsible for ensuring the integrity of the college by enforcing academic policy, maintaining and securing the permanent and official record of students and supervising the process of enrollment and degree verification. The Registrar also oversees the graduation process including commencement ceremonies.

FERPA

The Office of the Registrar enforces the Family Education Rights & Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) that protects the academic privacy of our students and their families.

Blackfeet Community College may disclose information from the education record of a student who is or has attended school at this institution. The following information is considered public in nature:

1. Name
2. Address
3. Telephone number
4. Year in school
5. Major
6. Scholarships awarded
7. Degrees conferred
8. Honors granted
9. Dates of attendance

Students have the right to refuse to permit the college from disclosing the above information by submitting a “Non-Disclosure” form upon request. In signing this form, the student requests that the Registrar keep the above information private.

Blackfeet Community College privacy rights policy under FERPA is “all or nothing” policy. Students may not select certain information or circumstances for non-disclosure. Under this policy the Registrar:

1. Will not acknowledge the student’s enrollment to a third party, except in cases of written requests such as transcripts,
2. Will not take emergency messages directed to the student, and
3. Will not include the student’s name on any lists released to a third party, including honor rolls and graduation,

A student may reverse a non-disclosure request by notifying the Registrar’s office of their intention in writing and signed by the student.

Catalogs and Schedules

The Office of the Registrar maintains Blackfeet Community College catalogs and class schedule to ensure that the student is credited to the correct academic program.
Student Status Classification
Classification by credit load:

- Full-time student: 12 credits or more per semester
- Part-time student: 6-11 credits per semester
- Half-time student: 6 credits per semester

Classification by attendance:

- **First-time/first-year student**: A student that has not attended a college or university before.
- **Continuing student**: A student who as attended Blackfeet Community College for more than one (1) semester in the same academic year.
- **Returning student**: A student that attended Blackfeet Community College before but did not attend the previous semester.
- **Transfer student**: A student who attended another institution and is now has applied for and accepted at Blackfeet Community College
- **Former student**: A student that has not attended Blackfeet Community College for over 5 or more years.

Academic Probation / Suspension
A student must maintain a semester and/or cumulative grade point average of 2.00. If a student falls below this grade point average the student will be placed on academic suspension or probation. The student may appeal for readmission through the following guidelines:

Academic Warning. Only applies to first-time freshmen or new students who have earned less than 12 credits. They are placed on scholastic warning at the end of their first semester of enrollment if they earn less than a 2.00 cumulative grade point average.

Academic Probation. Students other than first-time freshmen or new students are place on academic probation is their cumulative grade point average falls below a 2.00. Transfer student who come in with a less than 2.00 GPA may be admitted on academic probation.

Continuing Academic Probation. Students may continue to enroll while on academic probation is they earn at least a semester grade point of 2.00 even if their accumulative GPA is below the 2.00 threshold.

Removal of Academic Probation. A student will be removed from academic probation when their cumulative GPA is raised to a 2.00 or higher.

Attendance
Students are responsible for attending all classes regularly. Individual instructors establish the student attendance policy for their courses. An instructor may not withdraw a student for excessive absenteeism but issue an “F.”

Drop/Add
Blackfeet Community College offers coursework in various formats and time frames during a semester, thus the dropping and adding of course deadlines are determined by the percentage of instructional time that has passed in each course. The student may drop or add a class until the close of business on the deadline day.

Drop/Add Deadlines
1. Regular Semester Classes: Please refer to the Academic Calendar in this for specific dates that a student is able to drop or add a class.
2. Block Courses, Continuing Education Courses and Workshops. The Registrar will determine and publish the drop and add deadlines for each class, using percentages.
   a. Students may add a class is 10% or less of the instructional time has passed.
   b. Students may drop a class is 20% or less of the instructional time has passed.
   c. Students may drop a class and receive a “W” if more than 20% or less than 60% of the class has passed.
   d. Students may not withdraw form classes if 61% or more of the instructional time has passed. A Pass/fail or grade must be issued.
Double Major
A student may earn a second major by completing all course work for the second major. The student must satisfy all requirements for both majors. The student will work closely with their advisor regarding attempting to double major.

Grades
The quality of work in each course is represented by a letter grade. Each letter grade is assigned a specific number of grade points per credit. Blackfeet Community College utilizes the following scale when assigning final course grades. Grades are left to the discretion of the course instructor and shall be clearly communicated to the student using the course syllabus. The grading criteria shall be provided to the student within the first week of class.

<table>
<thead>
<tr>
<th>Description of Grade</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>Above Average</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>Average</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>Below Average</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Passing</td>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>Failure</td>
<td>P</td>
<td>0.00</td>
</tr>
<tr>
<td>Incomplete</td>
<td>W</td>
<td>0.00</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>P</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Student registered for a course on a “Pass-Fail” basis and passed the course.

The student has completed more than 80% of the course but because of special circumstances or a proper excuse may make arrangements with the instructor to complete the course at a later date. An “I” will be changed to an “F” if the course arrangements are not completed with two (2) semesters. Students who receive financial aid must be made aware that this will affect future financial aid awards.

the student withdrew from the course after 20% of the course was complete and before 60% of the course time has expired.

Graduation and Program Sheets
The Office of the Registrar maintains and provides degree and certificate program sheets to assist students plan for completion of their specific areas of study and graduation.

Graduation and General Education Requirements
Students are responsible for meeting all Blackfeet Community College graduation and academic program requirements.

Graduation Applications must be completed and submitted into the Registrar’s office no later than:
- Fall Semester – Second Friday in November
- Spring Semester – Last Friday in January
- Graduation – Minimum Course Grade

According to the Board of Trustees Policy, a student who applies for graduation must earn the following minimum grades:

- “D” (1.000) or better in all classes that are used to satisfy elective credits in associate program.
- “C-” (1.500) or better in classes that are used to satisfy general core requirements.
- “C-” (1.500) or better in classes that are used to satisfy pre-requisite or required courses for a degree or certificate.

Forms
The Office of the Registrar maintains all academic forms.

- Application for Graduation
- Class Registration
- Change of Major
- Drop/Add
- Grade Change Request
- Independent Study Request
- Petition for Admissions, Re-Admissions
- Privacy Rights (non-disclosure)
- Transcript Request
- University of Montana-Transmittal of Application Materials
- Withdrawal Request
Transcripts
A transcript is a complete academic record of a student’s work. The official transcript bears the signature of the Registrar and the seal of Blackfeet Community College. Transcripts will not be released until all college admissions and financial obligation have been met.

Blackfeet Community College does not currently participate in the National Student Clearinghouse. You may obtain an official transcript by stopping into the Blackfeet Community College Business Office and request a transcript form or write a letter of request for an official transcript. You must indicate if you will be physically picking up the transcript or where you want it mailed.

The Blackfeet Community College Business Office accepts cash, money order, cashier’s check or debit/credit card. The cost of an official transcript is $2.00 per transcript. Address of Institution:

Blackfeet Community College
Office of the Registrar
504 SE Boundary Street P.O. Box 819
Browning, MT 59417
Phone Number: (406)338-5441 Ext. 2248/2244
Fax Number: (406)338-3272

If you are requesting a transcript to be sent to another institution without a BCC transcript form, you must include the following information.

- Current name and name used while attending Blackfeet Community College
- Social Security number
- Date of birth
- Dates of attendance
- Current mailing address
- Current phone number
- Address where transcripts are to sent
- Numbers of copies requested

Transfer of Credits
Perspective students who wish to transfer to Blackfeet Community College must become aware of the college’s transfer policy. The process is as follows:

1. The Office of the Registrar will begin the evaluation of transfer credits when the student is admitted.
2. Students must submit official transcripts from every college or university they have attended in order to be considered for admittance.
3. Faculty in the respective major will determine whether the transfer credit meets the specific program degree requirements.

Transfer credit will be given for courses in which satisfactory grades are received in line with Blackfeet Community College grade scale.

Semester
Blackfeet Community College has three semesters in an academic year: Fall, Spring and Summer. Student normally attend two semesters in an academic year: Fall and Spring. These are referred to as the “regular” semesters.

Withdrawal
Students may withdraw from Blackfeet Community College by completing the forms available in the Registrar’s Office. Course grades will be determined according to the Drop/Add Policy.
Office of Financial Aid
The Financial Aid Office is located in the Beaver Painted Lodge building. The primary purpose of the Financial Aid Office at Blackfeet Community College is to provide advice and access to financial aid funding to students who would be unable to pursue their education without such help. Financial aid consists of federal, state, and local assistance provided to eligible students through the Office of Financial Aid is routed through federal grants, federal work-study, state, local, campus programs, off campus programs and scholarship aid to help pay the cost of attending college. Aid eligibility is determined by a formula established by the Department of Education and an analysis of the family’s financial information and demonstrated need. Additionally, students must be seeking a declared degree or eligible certificate to obtain financial aid.

Financial Aid Application Procedures
All applicants for financial assistance must file the Free Application for Federal Aid (FAFSA) www.fafsa.gov. Application procedures and eligibility criteria are subject to change without notice. Students who will be applying for financial aid are urged to complete the necessary applications by the FAFSA deadline. It is very important that timelines for the FAFSA application are followed in order for a student to receive financial aid funding in a timely manner. Applications received after the priority date, which is the end of the second week of the semester, will be processed and funded in the same order they are received. Each student applicant must also complete a required student data form and educational planner at the time of registration with their advisor. All forms are available in the Financial Aid Office.

Financial Over Awards
The Federal over-award regulations require colleges to take into account any funding resources when awarding or disbursing aid. This can require the college to reduce the size of the need (funds) based aid package whenever the student receives resources that exceed the student’s financial need by $300. A student’s funding sources may not exceed the student’s cost of attendance (COA), any funding exceeding the individual student’s COA will be returned to the funding agency. Exceptions are IHS scholarship recipients, who may sometimes exceed the cost of attendance, but the recipients are not awarded any campus-based funds. Pell Grant is an entitlement program.

Financial Aid Credit Cap
The federal guidelines mandate that a student complete their intended course of study within 150% of the student’s course of study.

Federal Pell Grant Lifetime Eligibility Used (LEU)
The amount of Federal Pell Grant funds a student may receive over their lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%. The Department of Education keeps track of each student’s LEU by adding together the percentages of their Pell Grant scheduled awards that they received for each award year. Students can log on to National Student Loan Data System (NSLDS®) www.nslds.ed.gov/nslds_SA using their Federal Student Aide.

Cost of Attendance
There is a difference between the cost of tuition and fees and the total cost for attendance. The total cost for attendance budget can be used in determining aid eligibility and can include tuition and fees, transportation, personal expenses, child care, books and supplies, and allowances for a meal plan. The cost of tuition and fees, tuition, fees, meal plan and book costs are deducted from the student’s awards, and all costs and fees must be paid in full before refunds can be issued to the student. The college reserves the right to adjust costs as needed. The cost of obtaining an education at Blackfeet Community College is shared by the college and all the students in attendance. All tuition and fees are approved by the BCC Board of Trustees and are subject to change without notice.
Course Registration for Financial Aid

Financial aid will be awarded based on the student’s FAFSA application successfully submitted to BCC. Each student’s enrollment will be verified and those students who are eligible their financial aid awards enrollment after the last day to drop and add will not be adjusted to meet student’s changes. Students who are withdrawing from classes after the last day to withdraw without a grade should contact the financial aid office to ensure they are maintaining the required academic standards. In order for a class to count for financial aid purposes, it must be numbered 100 or above with the exception of advisor approved remedial classes in English, Reading, and Math.

Verification Policies and Procedures (EFC 0000*)

Verification is a process used to verify certain information on the FAFSA to ensure its accuracy. Some students are selected for verification by the U.S. Department of Education others are selected by the school. Only a certain percentage of students are selected for verification but the school can choose to do 100% verification. Reasons a student can be selected for verification are done randomly, due to incomplete data, multiple updates, contradicting data or missing/estimated information is reported.

Selection for verification is indicated by an asterisk (*) following the Expected Family Contribution (EFC) on the student’s Student Aid Report (SAR), and is also stated on the first page of the SAR. If a student’s Student Aid Report (SAR) is chosen for verification, the following procedures will apply:

The BCC Financial Aid Office will notify the students selected for verification by letter within 30 days after receiving written notification, the student must respond to the BCC Financial Aid Office in a timely manner to assure receiving Pell Grant Funding.

Students will fill out a V1/V2/V3/V5 verification worksheet and submit the IRS Retrieval Tool (IRT) on the FAFSA or submit an IRS Transcript of Tax Return by visiting the www.irs.gov or calling 1-800-908-9946 and including any other income verification including Child Support, SSI and SNAP Benefits and complete additional verification worksheets, available in the Financial Aid Office.

Other documentation may be required to substantiate information provided on the application. If necessary, the Financial Aid Office will send a written request for the following information:

- Marriage certificate
- Social Security Card(s)
- W-2’s or 1099’s
- Selective Service Confirmation
- Legal pleadings
- Proof of earnings (paycheck stubs)
- Proof of military living assistance
- TANF payments (print-outs showing 12 months)
- Divorce decree/Legal pleadings
- Evidence of paid medical bills
- Proof of Unemployment Compensation
- Social Security payments
- Band Card

Once all requested information is received, at least two weeks is required for application processing. If the verification process changes the student’s Expected Family Contribution (EFC), the Financial Aid Office will notify the student in writing and mail the student a new award letter upon receiving all information for verification.
Financial Aid Assistance
Blackfeet Community College is a participating institution as established under federal legislation. The following programs are available to students with demonstrated need:

Pell Grant and the Department of Education
“Grants” are a type of financial assistance that do not require repayment and is for students who need assistance in paying for college. One specific type of grant referred to as the “Pell” Grant is a federal program designed to provide undergraduate students working toward their first degree with a foundation of financial aid which is limited to the students with financial need. For those students who have not earned their Bachelor’s degree, exceeded their Lifetime Eligibility Used 600% (LEU), and are enrolled in a declared eligible program. The financial need of the student is determined by a formula developed by the U.S. Department of Education and is applied equally to all applicants. The Pell Grant award is to be used for educational expenses which include tuition, fees, room and board, books, and supplies.

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

In order for students to be eligible for a Pell Grant they must meet the following criteria:

- The student must declare a program major;
- The student must file a FAFSA;
- The student must submit all required paperwork to complete their student file;
- The student must maintain satisfactory progress in his/her course of study;
- The student must not owe a refund or a repayment to the federal government;
- The student must not be in default with the U.S. Department of Education Loan Program;
- If a student withdraws or is expelled before the end of the semester, they may owe a refund of Title IV funds, such as, (Pell Grant, FSEOG, and scholarships);
- Have not exceeded the credit cap at BCC;
- The student must not have exceeded their Pell Grant Lifetime Eligibility Used (LEU) 600% or 12 Semesters
- The student must not have earned a post baccalaureate degree.

The Federal Supplemental Educational Opportunity Grants (FSEOG) are specifically intended to make higher education possible for undergraduate students with exceptional financial need, that is, students with the lowest Expected Family Contributions (EFC), and gives priority to students who apply early and receive Federal Pell Grants. The student must establish his/her eligibility by filing a Federal Aid Application (FAFSA) before the deadline of March 1 each year. An FSEOG award typically ranges from $100 to $600 per academic year.

Federal Work Study Grant:
The “Federal Work Study” (FWS) Program provides jobs for undergraduate and graduate students with financial need, allowing students to earn money to help pay educational expenses. The program encourages community service and work related to the students’ course of study. Applications are available in the Financial Aid Office.

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

Federal Direct Student Loans:
At this point in time, BCC does not participate in the Federal Loan Program, therefore we do not offer loans based on the student’s FAFSA.
Scholarships

Scholarships offered are considered on an individual basis and requirements are determined by the funding agency. For most scholarships an application is required and are considered on academic merit and financial need with disbursement based on the funding agency’s guidelines. For more information, contact the Financial Aid Office. Students who are first time-first year same year high-school/HiSet graduates are eligible for a tuition waiver/scholarship for one semester only.

BCC TCU Scholarships are sponsored by the American Indian College Fund and applications are available each semester online at the American Indian College Fund website, www.collegefund.org.

Blackfeet Tribal Scholarships are available to enrolled tribal members of the Blackfeet Tribe. The funding that an applicant may receive is supplemental to other forms of campus-based financial aid. Applicants interested in applying need to contact:

Blackfeet Tribal Higher Education Program  
P.O. Box 850  
Browning, MT 59417  
406-338-7539 (phone) 406-338-7529 (fax)

Types of Scholarships Available

American Indian College Fund

various scholarships are offered at Blackfeet Community College through the American Indian College Fund, www.collegefund.org, an online TCU (Tribal, college & universities) application must be submitted each semester by the student. Scholarships are available online at the beginning of each semester.

Private scholarships

Blackfeet Community College maintains a listing of private scholarships. Eligibility varies with each source on the bulletin board in the financial aid offices. Scholarships are available to all students; please note the web addresses located on each scholarship posted on the applications, requirements, and deadlines.

All other types of scholarships are available for the student online, in postings, or in e-mails. Any or all information received in the office are posted in the financial aid offices, students are encouraged to check the bulletin for updates of the latest scholarships available.

Tuition Waivers

Waivers are offered to those students who are ineligible for any Title IV funding; for employee & their immediate family members; for elder over 65 years of age; for current board members; and special conditions. All tuition waivers are just that, tuition waivers, no fees, books or meal plans may be included in any of the aforementioned waivers these are the responsibility of the student. Contact admissions, financial aid and student billing for details on the tuition waivers.

1st Time - 1st Semester Tuition Waiver for High School Graduate Qualifications:
You may qualify for the 1st time - 1st semester Freshman Tuition Waiver if you meet the following criteria: Graduated High School within the past year of Admittance to Blackfeet Community College and never attended any college following graduation.
Example: H.S. Graduate Date 05/2017 and will attend BCC Fall semester 09/2017

1st Time - 1st Semester Tuition Waiver for HiSET Completion Qualifications:
You may qualify for the 1st time - 1st semester Freshman Tuition Waiver if you meet the following criteria: Recently received your HiSET and never attended college following successful completion of the HiSET Exam.
Example: Earned HiSET 1/2017 and will attend BCC Fall Semester 09/2017.

Work tuition waivers
Students will be eligible to apply for tuition work waivers if ineligible for any Title IV financial aid or any other type of aid. This waiver does not include fees, textbooks, and auxiliary services. Ineligibility for financial aid may be determined for the following reasons: BIA funds are not available; suspended from Title IV funds; no personal funds; overpayment status; student loan defaults; or no adult Workforce training funds.

President’s special conditions tuition waiver
Conditions will be presented to the Financial Aid Committee for review. The committee will then determine if a tuition waiver should be granted. This waiver does not include fees or textbooks.

Senior Citizen tuition waiver
Any student 60 years or older who is ineligible for any other financial aid will have tuition waived. This scholarship does not include fees or textbooks.
To be eligible for this tuition waiver, the student must complete the work waiver application on a semester-by-semester basis. Once the application is submitted to the financial aid office, the original will be submitted to the business office, where the business office will determine the student’s tuition costs within five days. The financial aid office will contact and submit the number of hours required to the student once a supervisor has been selected, the potential supervisor will be contacted by financial aid of the student’s intention. The student will bring a work waiver contract over to the supervisor to work the hours allotted. Students who are approved for work waiver are required to track their own work hours, and must submit the original to the student billing office every two weeks when timesheets are due and a copy must be submitted to the financial aid office as well. The work hours must not conflict with their class time students are expected to attended classes during the duration of the work waiver hours.

Outside Funding

Community, Tribal, and Other Program Funding
Any student who is eligible for tuition and fee payments under a program sponsored by a community, tribe or other program who will pay tuition and fees. Billing for these students will be sent directly to the program director or authorized person.

Veterans Benefits
Veterans benefits may be available to veterans who served on active duty for a period of more than 180 days, any part of which occurred after January 31, 1955, and who were discharged under conditions other than dishonorable. Widows and children of veterans who died of service-connected disabilities are also eligible. Interested veterans should be prepared to provide copies of Form DD214, marriage and children’s birth certificates, and some personal history. Blackfeet Community College can certify veterans who enroll. For further information, contact the Registrar.

Vocational Rehabilitation
Students who meet eligibility criteria can receive assistance through Workforce rehabilitation. For more information contact the Disabilities Coordinator in the Student Success Center.

Loans
Blackfeet Community College does not participate in any of the federal loan programs.

Financial Aid Definitions

Progress Standard
Students are expected to maintain certain academic standards and make satisfactory progress toward a degree program. This requires the Financial Aid Office to determine that all applicants are eligible for financial assistance based on their prior academic records, attendance, whether or not they ever received financial aid. In accordance with federal policy, Blackfeet Community College has established a policy to define and administer standards of academic progress for all students.

Grade Point Average (GPA)
The following is a table of minimum GPA that BCC expects each student to maintain to be in academic good standing. Progress is based on accumulative GPA:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-20 credits</td>
<td>1.75</td>
</tr>
<tr>
<td>21-40 credits</td>
<td>1.90</td>
</tr>
<tr>
<td>41-60 credits</td>
<td>2.00</td>
</tr>
</tbody>
</table>

20 semester credits must be earned after attending two (2) semesters
40 semester credits must be earned after attending four (4) semesters
60 semester credits must be earned after attending six (6) semesters

Grade Point Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality of Work</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
</tbody>
</table>
Financial Aid Satisfactory Progress
To be eligible to receive federal student aid, student must maintain Satisfactory Academic Progress (SAP) in their program of study. SAP represents minimal standards of completion for financial aid eligibility. The federal guideline mandates that a student complete their intended course of study within 150% of the student’s course of study, students who have exceeded the 150% are not eligible to receive a Federal Pell Grant at BCC. In order to receive financial aid, the student must be enrolled in an eligible program of study that leads to a eligible Certificate, or an Associate’s.

To accurately measure a student’s progress in a program, the satisfactory progress policy must have a quantitative measure as well as a qualitative. All students are expected to complete their degree or certificate objective within the standards described below:
Associate degree – six (6) semesters
One-year certificate – three (3) semesters.

As a general rule the completion percentage each year is as follows see chart:

- 1st Year – After completion of two (2) semesters – 33%
- 2nd Year – After completion of four (4) semesters – 67%*
- 3rd Year – After completion of six (6) semesters – 100%.

Auditing a class
Taking a class as an “Auditor” does not count toward the number of credits a student needs to complete to meet Satisfactory Academic Progress requirements.

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

Financial Aid Probation
If the student fails to meet the minimum GPA or the 67% completion ratio he/she will receive a letter from the financial aid office indicating the student is on probation. The letter will also include information on what the student must do to get back in good academic standing. Students on probation are eligible for financial aid, awarding will be scheduled after midterms grades are posted.

Financial Aid Suspension
Any student who is denied federal financial aid due to lack of satisfactory progress at BCC may file an appeal application that will be reviewed by the Financial Aid Appeal committee whose decision is final. The student must abide by the committee’s recommendation before receiving any future federal funding. Students on suspension are ineligible for financial aid until approved by the committee and disbursement will be scheduled after approval of final grades are posted.

Satisfactory Academic Progress (SAP)
To be eligible to receive federal student aid, student must maintain Satisfactory Academic Progress (SAP) in their program of study. SAP represents minimal standards of completion for financial aid eligibility. The federal guideline mandates that a student complete their intended course of study within 150% of the student’s course of study, students who have exceeded the 150% are not eligible to receive a Federal Pell Grant at BCC. In order to receive financial aid, the student must be enrolled in an eligible program of study that leads to a eligible Certificate, or an Associate’s.

Financial Aid Appeals (SAP or Over Credit)
Any financial aid recipient whose financial assistance is withdrawn due to academic reasons may appeal for reinstatement of funding eligibility by completing an appeal application. A student must appeal the decision within ten (10) days of notification. Students who wish to appeal eligibility on extenuating circumstances must submit, in writing, to the Financial Aid Office, the pertinent background information and justification surrounding the failure to maintain satisfactory academic progress. The Financial Aid Committee will have a hearing to render a decision, and will notify the student of this final decision within ten (10) days after the decision is made. Students who file for a reinstatement of funding must know that each student is allowed one (1) appeal in their academic career at Blackfeet Community College.

Cancelled or Drop/Add classes
The majority of classes that get cancelled are cancelled before classes begin or during the first week of class. If a drop/add form is not processed by the end of the last day to drop/add, the student’s grant award will be awarded based on the student’s current class at time of disbursement no changes to the refund will be made after disbursement is made.
Federal Return of Funds Policy

This policy, described below, can be difficult to understand. Please check with the Financial Aid Office BEFORE you drop classes! You may have to immediately pay back some or all of your federal financial aid and may owe BCC a bill for the dropping the classes.

A student who receives federal financial aid (other than Federal Work-Study paychecks) and chooses to complete less than 60% of an academic term is considered not to have earned all the federal aid he or she has been awarded. This means students who Drop Classes! If aid already disbursed is equal to earned aid, no further action is required. If aid already disbursed is greater than earned aid, Blackfeet Community College and/or the student must return some federal funds! This is called “unearned aid.”

To determine whether federal funds have been earned or must be returned, BCC follows this procedure:

Determine the percentage of the term the student completed using the last date of attendance. This is calculated by dividing the number of calendar days (including weekends) in a term into the number of calendar days that the student was in attendance for that term. The result is a percentage of time attended.

Apply the percentage of time attended to the total amount of federal aid the student was eligible to receive for the term. This is the student’s “earned aid.”

Subtract the amount of earned aid from the amount of aid actually disbursed to the student. A positive remainder is the student’s unearned aid; or, the amount of federal funds that must be paid back. A negative remainder is the student’s earned aid that may still be offered to the student.

Determine the amount of unearned aid remaining that must be repaid by the student. Subtract the amount of unearned aid repaid by the institution from the total amount of “unearned aid.” All unearned aid will be returned to the federal aid accounts in the following order: (1) Federal Pell Grant, (2) Federal SEOG Grant, and (3) other Federal Grant Aid. Any amount owed by the student on a grant will be reduced by 50%.

The date of a student’s withdrawal from BCC will be determined by documenting the last date of an academically related activity. When a student fails to officially withdraw from BCC, it will be assumed that the withdrawal date is the midpoint of the semester or the last date of documented academic activity. Students must be able to prove they began attending all of their classes to earn aid.

BCC will repay the lesser of (1) the total amount of unearned aid or (2) an amount equal to the student’s institutional charges multiplied by the percentage of unearned aid. “Institutional charges” are defined as charges for tuition and fees. It does not include such charges as bookstore charges, auxiliary charges, or library fines. Students are strongly advised to consult with a financial aid before dropping classes.

Financial Aid Refunds

If a student is receiving more financial aid than their direct institutional costs, they will receive a “refund” check for the amount owed to the student. These refunds will be issued in accordance with the business offices payment policy, only if the students Financial Aid file is complete and the student is registered. Otherwise “refunds” will be disbursed as students complete their Financial Aid file. NO disbursement of Federal Pell after the last day of classes for the current school year.

The Financial Aid Office and Business Office have changed the way that student charges and refunds are being processed, first in, first applied to student’s account, and a “refund” may or may not result in disbursement to the student. The process is applying any and all Financial Aid funds first to the student’s account, assessing all student charges, deadlines, disbursement dates and determining if there is a “refund” due to the student, can be found in the business office. The financial aid office is not responsible for enrollment cancellations or late fees resulting from outstanding balances.
Refunds/Cancellations
Tuition and course fees will be canceled or refunded to a student who officially drops a class or classes, withdraws from or changes enrollment status (i.e. Full-time to part-time) in accordance with the institutional refund and repayment policy. To view the current refund schedule and policy, please the “refund and repayment policy” in the student tuition and fee section of the catalog.

No tuition penalty will be assessed for dropping and adding during the drop/add period identified, unless all classes are dropped or an all-school withdrawal is processed. Pell will be disbursed according to the number of credits the student has registered for based on the term’s census date. Mandatory fees, late registration fees, drop/add fees and service fees are non-refundable.

The portion of tuition refund/cancellation is computed from the first day of the term, not from the class meeting pattern. If a student’s initial registration includes blocked classes or short courses that begin at a later date, the refund/cancellation will still be computed from the first day of the term, deadlines and refunds will be prorated. If a student’s initial registration occurs during an approved late registration period, the date for computing a refund/cancellation will be the first day of the term.

If a new or transfer student withdraws from BCC, a pro rata calculation will be done and this may result in repayment, based on his/her withdraw or drop out date. Refunds will be credited to the following programs in this precise order:

1. Federal Pell
2. Federal SEOG
3. Other Title IV Student Assistance Programs
4. Other funding programs
5. The student

Financial Aid Disclaimer
These policies and procedures are subject to change without notice in accordance with updates from the Department of Education and Blackfeet Community College Financial Aid Office. BCC’s Financial Aid Office reserves the right to change its policies and procedures at any time during the period this publication is in effect are available in the financial aid office.

Withdraw procedure and Refund information
Students who withdraw before the first day of class will receive a 100% withdraw, minus the admissions fee. Students receiving financial aid will not receive refunds until funds representing financial aid awards have been applied back to their respective accounts. Students who paid their own tuition and fees will receive the refund directly.

Students are responsible for paying any past due tuition and fees. Billing statements are available from the Student Billing Clerk in the Business Office. Any tuition and fees owed to Blackfeet Community College will result in a hold on all grades, transcripts, certificates, and diplomas until the amount owed is paid. Students may make payment arrangements and/or authorize payment to be withheld from PELL grants. Blackfeet Community College has the right to apply all other scholarships to past due amounts owed. Students who owe past due tuition and fees and who have not made payment arrangements or have not complied with payment arrangements will not be allowed to enroll at Blackfeet Community College.

All other refunds are made according to the following Schedule:

- Before first day of class: 100%
- First week of class (day 1-5): 80%
- Second week of class (day 6-10): 60%
- Third week of class (11-15): 30%
- Fourth week or later: none

The registration fee is non-refundable.

See the Student Accounts Specialist in the Business Office for refund/repayment procedures.
Academic Enrichment Services (AES) AKA TRiO Student Support Services

AES, also known as Student Support Services, is a Federal TRiO program funded by the United States Department of Education, designed to improve student retention and success through direct services to those students that meet the program guidelines.

The AES Program is funded to serve 170 students per year. Students must apply to be a participant of the program and qualify for eligibility under one of the following guidelines:

- **First Generation**: an individual whose parents did not receive a bachelor’s degree.
- **Low Income**: An individual whose family taxable income does not exceed 150 percent of the poverty level in the project.
- **Disabled**: A person who, because of a disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by post-secondary education institutions.

The AES staff is trained to assist program students with all of their academic needs. AES services include, but are not limited to:

- Academic Counseling
- Academic Advising
- Financial Aid/Scholarship Counseling
- Assessment Testing
- Career Guidance
- Graduation Assistance
- Transfer Preparation
- Campus Visits
- Tutoring

Carl Perkins Foundation

The Carl D. Perkins Career and Technical Education program at Blackfeet Community College is the ability to show students a path that could end in a certificate, credential, and employment, military or postsecondary education.

The Perkins Act defines Workforce-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning which contributes to an individual’s academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

According to the National Assessment of Workforce Education study, the most frequent uses of funds included: occupationally-relevant equipment, Workforce curriculum materials, materials for learning labs, curriculum development or modification, staff development, career counseling and guidance activities, efforts for academic-Workforce integration, supplemental services for special populations. For more information, contact: Lorial Mombery, Carl Perkins Coordinator at BCC/Workforce Development at (406) 338-5111 Ext. 2751
Montana INBRE (Idea Network of Biomedical Research Excellence Grant)
The community-based Blackfeet Health and Fitness program “Healthy Blackfeet Reservation” will be established at Blackfeet Community College, and will focus on a systematic effort to educate, reform, provide increased and on-going health knowledge, and encourage preventative practices balanced by native spiritual healing methods on the Blackfeet Nation.
Blackfeet Community College Health & Fitness Center has developed activities that focus on enhancing the quality of instruction in contextual area; provide relevant research areas for students to get involved in and learn from and, in total, will help community develop healthy lifestyles. Associate of Science in Health Science; Allied Health, Pre-Nursing; Pre-Pharmacy; Pre-Physical Therapy; Pre-Dental Hygiene are listed in Math & Science/Health Science, (AA) Associate of Art in Elementary Education- HPE teaching Option (AAS) and Associate of Applied Science- Community Health.
These health related careers will provided students the opportunity to receive formal instruction in a variety of courses and academic disciplines leading to completion of both the general education and professional core program requirements.
For More information or contact Dee Hoyt-INBRE Site Coordinator at 406-338-5441, Ext. 2305 or email dlynnhoyt@bfcc.edu

NACTEP-STEM
Native American Career and Technical Education Program-STEM (NACTEP-STEM), funded through the Department of Education, is a two year program (2013-15) at BCC. The goal of the NACTEP-STEM program is to provide the Blackfeet Nation access to quality educational programs that prepare students for meaningful employment and basic skills instruction needed in industry-related jobs while focusing on STEM related courses. NACTEP-STEM will offer 3 cluster curriculums that are aligned with industry-recognized standards: 1) Building Trades with an emphasis in Solar Electrical; 2) Computer Information System certifications, and 3) EMT/EMR certification. Students declaring these programs as their major can apply for a student stipend. Stipends will be given based on attendance and GPA.

NACTEP-STEM Career/Placement Center
The BCC NACTEP-STEM Career Center will help students, community and alumni achieve their educational goal(s) in pursuing a career. The Career Center concept will be based on (4) plans Life Plan, Cultural Plan, Career Plan, and Education Plan for NACTEP-STEM students:

The Career Center will also provide a variety of basic services that will give students, community and alumni assistance in choosing a major at a university, finding an internship, searching for jobs, applying for graduate school – and everything in between.

- **Career Decision Making:** The Career Center Placement Specialist will help you figure out what career is right for you by using self-assessment tools to examine your values, personality, interests and abilities.
- **Career Exploration:** The Career Center will help you learn about various occupations. The counselor will point you toward resources you can use to gather information. Online resources will be maintained for career-related information. Connections with alumni will be maintained and used as a resource to discuss their careers with current students.
- **Resume Writing / Cover Letter Writing:** The Career Center will help students write their resumes and cover letters. Resume Writing workshops will be held and assistance with individual resume and cover letter critiques will be available as needed.
- **Job Interview Preparation:** Workshops to help you learn how to present yourself well on a job interview and Employee/Employer Relations workshops will be offered.

Relations workshops will be offered.

- **Job Placement:** Job listings will be maintained and posted for easy access for students. These listings will also include part-time job openings and internship opportunities.
- **Job Fair:** NACTEP-STEM will host at least one Job Fair per year inviting employers to visit the campus to recruit students for apprenticeships, part-time and full-time employment.
Blackfeet Community College Native Science Field Centers

The Native Science Field Center program fulfills the mission of Blackfeet Community College to provide high quality, community-based, educational programming and services to our community. The Native Science Field Centers began in 2006 to create year-round field programs that integrate Native ways of knowing, traditional language and Western science methods. With support from the Kendeda Fund, BCC will be able to further our work in this community and build upon an established reputation among youth as an exciting science program. The Native Science Field Centers are designed to engage youth and educators/parents in informal science education activities and field experiences that build from basic survey skills to mapping, monitoring, and decision-making. The NSFC will provide culturally based science experiences for K-14 families to encourage their long-term involvement with their place and connect them to other environmental science learning opportunities.

For further information contact Helen Augare Carlson, Never Goes Crooked Building, (406) 338-5441, Ext. 2760, helen_augare@bfcc.org; Melissa Weatherwax, Never Goes Crooked Building, (406) 338-5441, Ext. 2762 melissa@bfcc.org.

USDA Extension Agent – Blackfeet Community College Extension

The Blackfeet Community College Extension Program provides an outreach education to the Blackfeet community in sustaining family economies through gardening and growing native plants.

There will be three (3) college student internships offered in which they learn about growing and cultivating native plants. Student interns will assist in developing and planting community gardens and educate youth across the Blackfeet reservation on gardening techniques by doing presentations in classrooms. The student interns will work in the greenhouse to grow a variety of plants from native and non-native fruits, vegetables and flowers. Interns will collect soil and water samples from the garden areas and test them with kits to help maximize plant growth. Native plants studied, will be conducted throughout the reservation for future research projects for the Blackfeet Community College. All these fields of study will enhance the student to continue to pursue a degree in Natural Resources. This will bring an awarding hands-on experience working with our natural resources native to the Blackfeet Nation. For further information regarding this program and application process call (406) 338-5411, Ext. 2768

USDA Equity Grant – Spirit of the Land on Triple Divide,

BCC, through the support of USDA Equity Grant, has been investigating new methods of course offerings to improve retention and completion rates. Based on current movements in education found across the globe, though only on a smaller scale in higher education, BCC sees the potential of place based experiential learning. In addition, BCC, as found in its mission statement, plans to continue focusing on incorporating the Piikani culture in the delivery method. To revive prior teaching methods found in tribal cultures, BCC aims to move the classroom to the natural world and the field. This allows students to utilize all of their senses and allow teaching to appeal to all types of learners, not just those who thrive in the classroom. For more information contact 338-5411 ext. 2256.

Johnson Foundation scholarship

Blackfeet Community College will provide scholarships to eligible students who are majoring in business and business related programs of study. Scholarships will be based upon JSF guidelines and provided to new students, returning students and students continuing on from BCC to a four-year institute with a business major. Students are encouraged to ask for an application and apply each semester.

NARCH: Blackfeet Community College Metabolic Research Center

The Blackfeet Community College Metabolic Research Center grant is funded by The Native American Research Centers for Health. The grant started in 2014, with the goals of creating and expanding research capacity at Blackfeet Community College (BCC). With the grant funds, researchers from around the world have been invited to BCC to present their research with the idea of expanding research at BCC by collaboration. The Faculty and Staff have been invited to create research projects that are funded by NARCH. They are trained in research methods and the financial aspects required of researchers. This is done by several different mentors so that participants have the value of several different experiences and strengths. At the core of this grant is the creation of a research lab that is staffed by students, led by a research coordinator and a lab mentor. Students apply to work in the lab and are paid as well as given research credits by the Science Department. Research students have a club that meets weekly to discuss current research. They attend conferences and compete in speech and poster presentations at regional and national levels where they have been successful. The lab at BCC has been involved in research and have completed several analyses to evaluate if there is a correlation between stress hormones and self-reported stress levels in people of the Blackfeet Reservation. As the grant continues more students, faculty and staff will be chosen to participate in research. Betty Henderson-Matthews is the Project Coordinator. She can be reached at b_mathews@bfcc.edu or 406-338-5441 ext. 2800.
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<tr>
<th><strong>ASSOCIATE OF ARTS / SCIENCE</strong></th>
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<tr>
<td><strong>DIVISION OF EDUCATION</strong></td>
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<tr>
<td>AA – Elementary Education</td>
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<td><strong>DIVISION OF LIBERAL ARTS</strong></td>
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<td>(GENERAL CORE)</td>
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<tr>
<td>AA – Liberal Arts</td>
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<tr>
<td><strong>DIVISION OF HUMAN SERVICES</strong></td>
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<td>AA – Addiction Studies</td>
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<td>AA – Behavioral Health</td>
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<td>AA – Criminal Justice</td>
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<td>AA – Psychology</td>
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<td>AA – Social Work</td>
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<tr>
<td><strong>DIVISION OF DIKANI CULTURE</strong></td>
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<tr>
<td>AND LANGUAGE</td>
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<tr>
<td>AA – Piikani Leadership</td>
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<td>and Governance</td>
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<td><strong>DIVISION OF EDUCATION</strong></td>
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<tr>
<td>AS – Early Childhood Education</td>
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<td>PK-3rd Grade</td>
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<tr>
<td><strong>DIVISION OF BUSINESS &amp; INFORMATION TECHNOLOGY</strong></td>
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<td>AS – Accounting</td>
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<td>AS – Business Management</td>
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<tr>
<td><strong>DIVISION OF NURSING</strong></td>
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<tr>
<td>AS – Registered Nursing</td>
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<tr>
<th><strong>ASSOCIATE OF APPLIED SCIENCE</strong></th>
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<td><strong>DIVISION OF BUSINESS &amp; INFORMATION TECHNOLOGY</strong></td>
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<tr>
<td>AAS – Computer Information Systems</td>
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<td><strong>DIVISION OF WORKFORCE DEVELOPMENT</strong></td>
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<tr>
<td>AAS – Construction Technology</td>
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<td><strong>DIVISION OF DIKANI CULTURE</strong></td>
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<tr>
<td>AND LANGUAGE</td>
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<tr>
<td>AAS – Piikani Language Studies</td>
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<tr>
<td><strong>DIVISION OF WORKFORCE DEVELOPMENT</strong></td>
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<td>CAS – Practical Nursing</td>
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<tr>
<td><strong>One-Year Certificates</strong></td>
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<tr>
<td>Building Trades</td>
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<td><strong>DIVISION OF PIKANI CULTURE</strong></td>
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<tr>
<td>AND LANGUAGE</td>
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<tr>
<td><strong>One-Year Certificate</strong></td>
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<td>Class 7 – American Indian Language &amp; Cultural Specialist</td>
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<td><strong>DIVISION OF HUMAN SERVICES</strong></td>
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<td><strong>One-Year Trainings:</strong></td>
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<td>Behavioral Health Aid</td>
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<td>Tribal Advocate</td>
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<td><strong>TRAINING (LESS THAN ONE YEAR)</strong></td>
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<td>Behavioral Health Endorsement</td>
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<td>CDL</td>
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<td>Electrical</td>
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<td>Flagger Training</td>
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<td>Plumbing</td>
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<td>Solar Energy</td>
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<td>EMT</td>
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<td>Welding</td>
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Program Description:
Self. Knowledge. Engagement. Action. At Blackfeet Community College, our General Core leads our students on a wondrous journey of self-discovery and learning where they will gain knowledge and develop skills needed to succeed at work and school as well as be engaged citizens who forge a bright future for the Blackfeet Nation.

The Learning Outcomes are as follows:
- Students will develop critical reading, thinking, and writing skills
- Students will utilize course content for personal development and wholeness
- Students will become engaged citizens
- Students will obtain general knowledge of Piikani language, culture and history

Courses and Assessments Attached to General Core Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Courses(s)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Outcome 1</td>
<td>TCC101 First Year Seminar</td>
<td>Artistic Expressions, Essays, Exams, Quizzes, Research Papers, Speeches, Self-reflection Papers, Scientific Experiments</td>
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<td></td>
<td>WRIT101 College Writing</td>
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<td></td>
<td>COMX111 Speech</td>
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<td>LIT 110</td>
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<td>MO, BIO8</td>
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<tr>
<td>Outcome 2</td>
<td>TCC101</td>
<td>Artistic Expressions, Self-reflection Papers, Literary Papers, Cultural Projects</td>
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<tr>
<td>Outcome 3</td>
<td>All courses</td>
<td>Service Learning Projects</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>All courses</td>
<td>Cultural Projects</td>
</tr>
<tr>
<td>Outcomes 1-4</td>
<td>TCC 200 Capstone Course</td>
<td>Digital Portfolio</td>
</tr>
</tbody>
</table>
Core 1—Foundation Studies
Core 1 will foster students’ growth as engaged citizens by developing self-awareness, and teaching critical reading and thinking, academic writing, and presentation skills. In addition, students will identify and understand contemporary issues confronting them as tribal, national, and global citizens, and utilize the skills obtained from core courses to problem solve these concerns. The capstone course (TCC200) will be a portfolio project highlighting the students’ academic development through the course of the general core.

Core 2—Piikani Studies
In Core 2, students will learn about Piikani culture and language; students will apply this knowledge to tribal preservation projects and to address contemporary issues they are facing.

Core 3—Expressive Arts
In Core 3, students will create dynamic multi-modal presentations to articulate and problem solve contemporary issues they face.

Core 4—Quantitative Reasoning and Sciences
In Core 4, students will understand the scientific method and use it to create projects which address contemporary issues they seek to change.

Core 5—Social Sciences
In Core 5, students will learn how social science understands individual and social realities; in addition, students will apply social science ideas and methods to create projects to address the issues they seek to change.

Core 6—Humanities
In Core 6, students will understand how the humanities understand individual and social realities; with this knowledge, students will apply humanities knowledge to create projects that address contemporary issues of their choosing.
Our Education program provides coursework leading to completion of both the general education and professional core program requirements. The education curriculum is dedicated to provide authentic learning opportunities and can be modified to fit the student’s educational needs. The learning environment maintains and provides the opportunities for students to interact with other scholars (such as college instructors, classroom teachers, and students), engage in inquiry, develop critical thinking strategies, solve complex problems, and build effective communication skills. The program will prepare the students for Montana Elementary K – 8 Teacher Certification or for employment within our community. Blackfeet Community College collaborates with University of Montana in a “two plus two” partnership for transfer to their four year distance learning program. Other Montana colleges and universities are also an option for transfer from BCC.

Elementary Education K-8 Montana Teacher Certification: BCC provides a background for students seeking careers as: K-8 Elementary Teacher, Paraprofessional Educator, School Support Staff, and School Administrator.

The Learning Outcomes are as follows:

- Skills, dispositions and content knowledge in a classroom setting
- Integration of Piikani language, history, and culture
- Understanding of learning theory, child development, diversity, and behavior
- Understanding of effective instruction, planning, and assessment

Students majoring in Education are required to take the 34 credits in the AA General Core and 31 credits in Core 7 listed below for a total of 62 Credits. Students must maintain a B- in the classes below for transferring to a four-year degree.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECP 100</td>
<td>First Aid, CPR, AED &amp; Blood Borne Pathogens</td>
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<tr>
<td>EDU 202</td>
<td>Intro to Education Early Field Placement</td>
<td>3</td>
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<tr>
<td>EDU 211</td>
<td>Culture and Families</td>
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<tr>
<td>EDU 222</td>
<td>Educational Psych Child Development</td>
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<tr>
<td>EDU 231</td>
<td>Literature and Literacy for Children (Core 6)</td>
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<tr>
<td>EDU 270</td>
<td>Integrating Technology into Education</td>
<td>3</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal, School, and Community Health Issues</td>
<td>3</td>
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<tr>
<td>HEE 251</td>
<td>Instructional Strategies in Physical Education PK – 8</td>
<td>3</td>
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<tr>
<td>HSTA 255</td>
<td>Montana History</td>
<td>3</td>
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<tr>
<td>M133</td>
<td>Geometry and Geometric Measurement for K-8 Teachers</td>
<td>3</td>
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<tr>
<td>M234</td>
<td>Higher Mathematics for Elementary School Teachers</td>
<td>3</td>
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<tr>
<td>NASX/LING 185</td>
<td>Methodologies in Teaching Native American Languages</td>
<td>3</td>
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<tr>
<td>PKNI 150</td>
<td>Piikani Singing, Dancing, and Drama PK- 8 (Core 2)</td>
<td>3</td>
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<tr>
<td>NASX 109 *PSYX 109</td>
<td>Piikani Art PK – 8 (Core 2)</td>
<td>3</td>
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</table>

Total Core 7 Credits To Be Completed 31
The field of Human Services is rapidly growing and constantly in need of skilled professionals. Blackfeet Community College’s Associate of Arts in Human Services Program prepares students to pursue a career in a variety of helping fields, such as alcohol and drug rehabilitation, Behavioral health centers, Social service agencies, Youth centers, Criminal justice facilities, Schools, and Community outreach programs. In addition to classroom coursework, the program offers field experience with a supervised clinical experience.

The Learning Outcomes are as follows:

- Students will develop knowledge and skills related to human services fields and practice.
- Students will develop critical thinking, writing and communication skills in the context of the helping field.
- To apply knowledge and skills critically in the context of living and/or providing services to the Blackfeet Reservation and larger global community.
- To complete the foundations required to transfer to a four-year program if desired.

Students majoring in Human Services are required to take the General Core Requirements for an Associate of Arts (AA) Degree program as well as courses in Human Services Core 7. The curriculum includes all Human Services courses however; it can be modified to fit the student’s educational needs. In effect, the student can “build their own program” based on their selection of classes. The Human Services Division has created customized program planners for each area of emphasis;

- Addiction Studies
- Behavioral Health
- Criminal Justice
- Psychology
- Social Work

One-Year Trainings:
- Behavioral Health Aid
- Tribal Advocate
Students must meet with a Human Services advisor to determine which courses and program plans will best meet their needs. Students must use an “approved” Human Services planner sheet in order to graduate. Students wishing to build their own program must meet with the Human Services Division to have their program plan approved. Listed below are the department’s courses.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 120</td>
<td>Pharmacology of Substance Abuse</td>
<td>2</td>
</tr>
<tr>
<td>CAS 145</td>
<td>Addiction Studies</td>
<td>3</td>
</tr>
<tr>
<td>CAS 208</td>
<td>Treatment Planning &amp; Documentation</td>
<td>2</td>
</tr>
<tr>
<td>CAS 250</td>
<td>Gambling Addiction</td>
<td>2</td>
</tr>
<tr>
<td>CAS 251</td>
<td>Co-Occurring Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CAS 276</td>
<td>Assessment &amp; Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>CAS 291</td>
<td>Special Topics</td>
<td>1-6</td>
</tr>
<tr>
<td>CJUS101</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 120</td>
<td>Introduction to Tribal Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 121</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 140</td>
<td>Tribal Criminal Law &amp; Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 180</td>
<td>Blackfeet Tribal Code</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 189</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 200</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>*CJUS 236</td>
<td>Introduction to Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>*CJUS 280</td>
<td>Sociology of Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 285</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJUS290</td>
<td>Special Topics</td>
<td>1-6</td>
</tr>
<tr>
<td>*CJUS 298</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>*HS 101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>*HS 210</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HS 275</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 279</td>
<td>Legal, Clinical, Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS 280</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 281</td>
<td>Introduction to Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS291</td>
<td>Special Topics</td>
<td>1-6</td>
</tr>
<tr>
<td>HS 298</td>
<td>Field Placement</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 102</td>
<td>Mental Health First Aid-Adults</td>
<td>1</td>
</tr>
<tr>
<td>PSYX 103</td>
<td>Mental Health First Aid-Youth</td>
<td>1</td>
</tr>
<tr>
<td>PSYX 104</td>
<td>Technical Writing in Behavioral Health</td>
<td>1</td>
</tr>
<tr>
<td>PSYX 105</td>
<td>Self Care</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYX 109</td>
<td>Self-Expression Through the Arts</td>
<td>1-3</td>
</tr>
<tr>
<td>* PSYX 203</td>
<td>Introduction to Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>*PSYX230</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYX240</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYX248</td>
<td>Psychology of Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>PSYX260</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYX262</td>
<td>Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYX285</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYX291</td>
<td>Special Topics</td>
<td>1-6</td>
</tr>
<tr>
<td>SOCI101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>*SW 100</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>*SW 200</td>
<td>Introduction to Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core 7 Credits To Be Completed By Student 30
The Liberal Arts Associate prepares students for baccalaureate study in language/linguistics, expressive arts, or literature/oral traditions. Deeply rooted in critical writing and thought, students developed a deep rich understanding of the nature of Piikani thought, humanities and sacred place through experiential learning, cultural place based learning environments, and academic research.

The Learning Outcomes are as follows:

- Develop critical writing, reading, and thinking skills
- Develop academic skills in language/linguistics, expressive arts, or literature/oral traditions
- Obtain a deep rich understanding of the nature of Piikani thought, humanities and sacred place
- Create a research project suitable as a cultural preservation work

Courses and assessments attached to Program/Degree Outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Courses</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>All FILM, LIT, LING, LS, TCC, NASX, WRIT</td>
<td>Essays, Exams, Research Papers</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>All ARTZ, PHOT, LIT, LS, LING, FILM, NASX</td>
<td>Artistic Projects, Essays, Exams, Research Papers</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>LIT, LING, LS, NASX</td>
<td>Essays, Exams, Research Papers</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>LS Advanced Research Project</td>
<td>Research Project</td>
</tr>
</tbody>
</table>
Students majoring in Liberal Arts are required to take the general core for an AA as well as the following major core courses:

<table>
<thead>
<tr>
<th>Core 7 - Program</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT110 or FILM103 or NASX/LSH 110</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Film</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indigenous Humanities</td>
<td></td>
</tr>
<tr>
<td>WRIT102</td>
<td>College Writing: Creative Works</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 160</td>
<td>The Piikani of the Park</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PHL 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>NASX/LSH 279</td>
<td>Advanced Research: Topics in Humanities/Liberal Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tracks:** Students can specialize in one of three tracks. 15 credits are required in each track. Courses marked with an * are required in that track.

<table>
<thead>
<tr>
<th>Core 8 - Language/Linguistics Required</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS/XN 120 *</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>MUS/XN 140</td>
<td>Foundations of Piikani Language</td>
<td>3</td>
</tr>
<tr>
<td>MUS/XN 141 *</td>
<td>Beginning Piikani Language I</td>
<td>3</td>
</tr>
<tr>
<td>MUS/XN 142 *</td>
<td>Beginning Piikani Language II</td>
<td>3</td>
</tr>
<tr>
<td>MUS/XN 147</td>
<td>Piikani Sign Language</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PHN 185</td>
<td>Methodologies in Teaching Nat. Amer. Languages</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 245</td>
<td>Intermediate Piikani Language</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 - Expressive Arts Required</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 105</td>
<td>Visual Languages: Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 106</td>
<td>Visual Languages: 2-D Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 108</td>
<td>Visual languages 3-D Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ/PSVY 109</td>
<td>Self-Expression Through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>NASX/LS 110</td>
<td>Indigenous Humanities</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 155</td>
<td>Advanced Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>LSH 191</td>
<td>Film Making</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 - Literature, Oral Traditions, and Land Required</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* LIT 201</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>LIT/EDU 231</td>
<td>Literature and Literacy for Children</td>
<td>3</td>
</tr>
</tbody>
</table>
The Piikani Studies program is designed to broaden the student’s knowledge of Piikani cultural values, language, history, government relations and contemporary issues. The course work also examines other Native American Indian contributions and contemporary lifestyles. The Piikani Studies program is appropriate for students preparing for careers in education, health care, business, law, museum work or tribal affairs. The Piikani Studies program also prepares students for further study in a Baccalaureate plan of study at a four-year institution.

The Learning Outcomes are as follows:

- Demonstrate a level of understanding and knowledge of Piikani culture, language, traditions and technologies.
- Identify, relate and explain changes of social structure of the Piikani on a historical and contemporary level.
- Develop the ability to analyze, think and critique the ever changing information regarding Native Americans on local tribal governance and leadership, national and international arenas.
- Explain and relate how cultural models and methodologies have impacted study of Native American ideologies.(i.e. American and European Colonialism)
Students majoring in Piikani Studies are required to take the General Core Requirements 1 – 6 for an Associate of Arts (AA) Degree program as well as 30 credits from the following major core courses:

<table>
<thead>
<tr>
<th>Core 7 – Leadership &amp; Governance</th>
<th>24 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>PKNI/PASK 129</td>
<td>Piikani History</td>
</tr>
<tr>
<td>PKNI/PASK 161</td>
<td>Piikani Cultural Geography</td>
</tr>
<tr>
<td>PKNI/PASK 205</td>
<td>Survey of Piikani Women</td>
</tr>
<tr>
<td>PKNI/PASK 206</td>
<td>Piikani Societies, Bands and Leaders</td>
</tr>
<tr>
<td>NASX 220</td>
<td>Tribal Government</td>
</tr>
<tr>
<td>NASX 221</td>
<td>Indigenous Women Story tellers</td>
</tr>
<tr>
<td>PKNI/PASK 229</td>
<td>Intro to Anti-colonialism, Anti-racism and Piikani Thought</td>
</tr>
<tr>
<td>NASX 276</td>
<td>Federal Indian Law and Policy</td>
</tr>
<tr>
<td><strong>Total Credits for core 7</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 – Leadership &amp; Governance</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NASX/LSH 110</td>
<td>Indigenous Humanities</td>
</tr>
<tr>
<td>PKNI/PASK 118</td>
<td>Herbal Prep</td>
</tr>
<tr>
<td>NASX/PKNI 140</td>
<td>Foundations of Piikani Language</td>
</tr>
<tr>
<td>NASX/PKNI 160</td>
<td>The Piikani of the Park</td>
</tr>
<tr>
<td>NASX/LNG 185</td>
<td>Methodologies in teaching Native American Languages</td>
</tr>
<tr>
<td>NASX/LIT 224</td>
<td>Origin Stories of the Niitsitapi/Piikani I</td>
</tr>
<tr>
<td>NASX/LIT 225</td>
<td>Origin Stories of the Niitsitapi/Piikani II</td>
</tr>
<tr>
<td>NASX/PHIL 231</td>
<td>Indigenous Philosophy</td>
</tr>
<tr>
<td>NASX/PKNI</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>NASX/PKNI 250</td>
<td>Gender, Cosmology and Ritual in Indigenous Society</td>
</tr>
<tr>
<td>PKNI/PASK 265</td>
<td>Early Indian Health and Medicine practices</td>
</tr>
<tr>
<td>NASX/LNG 270</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>NASX/LS 279</td>
<td>Advanced Research: Topics in Humanities/Liberal Arts</td>
</tr>
<tr>
<td>NASX 290</td>
<td>Special topic</td>
</tr>
<tr>
<td>NASX 295</td>
<td>Independent Study</td>
</tr>
<tr>
<td><strong>Total credits for core 8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits for Leadership and Governance</strong></td>
<td>64</td>
</tr>
</tbody>
</table>
The Associates of Science in Early Childhood Education Pre-Kindergarten through Grade 3

Students will have a better understand of how to teach from pre-school to grade three. The Preschool - Grade 3 (P-3) Early Childhood Education Endorsement prepares students for working with our youngest learners and for meeting Montana’s new requirement for P-3 Early Childhood for all public school preschool teachers. The students will receive hands on field experience in a classroom setting. This program is designed to help students to develop appropriate curriculum, knowledge and skill based learning for childhood levels of development. Students will engage in inquiry, develop critical thinking strategies, solve complex problems, and build effective communication skills. The program will prepare the students for Montana Elementary PK – 3 Teacher Certification or for employment within our community. Blackfeet Community College collaborates with University of Montana-Western in a “2 + 2” partnership for transfer to their four-year distance learning programs. Other Montana colleges and universities are also an option for transfer from BCC.

Career Opportunities: P3 Elementary School Teacher, Preschool Teacher or Childcare Center Director

The Learning Outcomes are as follows:
- Early childhood development in all areas of learning; physical, cognitive, social, emotional, language, and aesthetic domains.
- Intergrading Piikani language, history, and culture into education classroom.
- Utilizing technology and education terminology for engaging & enhancing children learning
- Creating an educational, play based, environment for teachers, students, families and children for the best opportunities of learning.

Students majoring in Early Childhood P3 Education are required to take the 34 credits in the General Core and 30 credits in Core 7 (below) for a total of 64 Credits. Students must maintain a 3.0 average in Early Childhood Education Core in transferring to four-year program.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>30 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECP 101</td>
<td>CPR, AED &amp; First Aid for Childcare Providers</td>
<td>1</td>
</tr>
<tr>
<td>EDEC 210</td>
<td>Meeting the Needs of Families</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 220</td>
<td>Creating an Environment for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 230</td>
<td>Positive Child Guidance &amp; Management</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 247*PSYX 230</td>
<td>Children &amp; Adolescent Growth &amp; Development (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 265</td>
<td>Leadership &amp; Professionalism with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDU 202</td>
<td>Intro to Education Early Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 231*LIT231</td>
<td>Literature and Literacy for Children (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Educational Psych Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 21:1</td>
<td>Culture and Families</td>
<td>3</td>
</tr>
<tr>
<td>EDU 270</td>
<td>Integrating Technology into Education</td>
<td>3</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal, School, and Community Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>NAS 109 *PSYX109</td>
<td>Piikani Art PK-8 (Core 2)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core 7 Credits To Be Completed: 30
The Accounting Associate of Science (A.S.) Degree program provides students with the fundamental knowledge and skills to begin building a career in Accounting or to prepare for completion of a bachelor degree. Along with providing a solid general business education, the Accounting AS Degree program incorporates practical application of sharpened problem solving skills. Integrated throughout the program is an emphasis on developing the ability to analyze financial documents used to make effective business operation and administrative decisions. The degree program includes use of computerized accounting software, payroll accounting processes and procedures, and utilization of federal tax preparation in business. The program covers key areas dealing with payroll, accounting for inventory, costs, sales and purchases, as well as related courses that prepare students for an active and successful career. The program will provide the student with the intellectual foundations necessary to contribute effectively and positively to a changing business environment. The curriculum is designed to preserve the culture and heritage of the Blackfeet People relative to Accounting by integration of cultural concepts in the course of study.

The Learning Outcomes are as follows:

- Develop skills necessary to do ledgers for payroll, computer applications in business, and non-profit organizations.
- Develop an understanding of societies and cultures by applying that understanding to implement accounting principles within the business or organization framework.
- Create a curriculum that will benefit students who are transferring or who plan on seeking employment locally with Tribal programs.
- Emphasize critical thinking, problem solving, and communication skills for students with instruction in the knowledge of accounting guidelines established by General Accepted Accounting Principles.

Students majoring in Accounting are required to take the General Core 1-6 for an AS as well as the following major core courses in Core 7 & 8:

<table>
<thead>
<tr>
<th>Core 7 - General Business Core Courses Required</th>
<th>15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACTG 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CAP 120 Introduction to Computers &amp; MS Office</td>
<td>3</td>
</tr>
<tr>
<td>ECNS 201 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECNS 202 Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 - Accounting Required</th>
<th>15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG125 Quickbooks</td>
<td>3</td>
</tr>
<tr>
<td>ACTG180 Payroll Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACTG211 Income Tax Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ACTG215 Foundations of Government Not for Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECNS217 Economic Development on Indian Reservations</td>
<td>3</td>
</tr>
</tbody>
</table>
The Business Management Associate of Science (A.S.) Degree program provides students with the fundamental knowledge and skills to begin building a career in business or to prepare for completion of a bachelor degree. Along with providing a solid general business education, the Business Management AS Degree program incorporates practical application of sharpened problem solving skills. Integrated throughout the program is an emphasis on developing the ability to make effective business operational and administrative decisions. The degree program includes development of “soft skills” such as business etiquette, emotional intelligence, social capital, and civic duties. The program covers key areas dealing with economics, management, marketing, accounting, and business law as well as related courses that prepare students for active and successful careers. The program will provide the student with the intellectual foundations necessary to contribute effectively and positively to a changing business environment. The curriculum is designed to preserve the culture and heritage of the Blackfeet People relative to business management by integration of cultural concepts in the course of study.

The Learning Outcomes are as follows:

- Develop contemporary business management theories and practices
- Acquire knowledge of Generally Accepted Accounting Principles (GAAP) and their application through financial and managerial accounting
- Development of personal capacity in leadership, critical thinking, problem solving, and ethical decision making at all organizational levels from first time supervision through middle management to executive levels.
- Develop an understanding by applying and implementing business practices reflecting the diversity of customers, employees, employers, and stakeholders of various societies and cultures.

Students majoring in Business Management are required to take the 1-6 core courses for an A.S. as well as the following major core courses in Core 7 & 8:

<table>
<thead>
<tr>
<th>Core 7 - General Business Core Courses</th>
<th>15 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACTG 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECNS 201 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECNS 202 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CAPP 120 Introduction to Computers &amp; MS Office</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 - Business Management Courses</th>
<th>15 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGEN 235 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BGEN 105 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 235 Management</td>
<td>3</td>
</tr>
<tr>
<td>BGEN 220 Business Ethics &amp; Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>STAT 216 Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
A major in Math and Science seeks to educate students pursuing a career in the math, science, or health fields. The curriculum includes all sciences and most math courses. However, it can be modified to fit the students’ educational needs. In effect, the student can “build their own program” based on their selection of classes. The program is designed to provide a fundamental education in the field of math and/or science with a curriculum program designed to meet the following objectives: to prepare math/ science students for transfer to a four-year math or science program; to provide support classes in math and science for other degree programs at the Blackfeet Community College; and to prepare students to apply basic mathematical and computer tools to solve and understand math and science problems. In order to achieve an Associates of Science in Math and Science or Health Science a student must meet all General Education Core 1-6 requirements and cores 7 & 8.

The Learning Outcomes are as follows:

- Illustrate communication in science/math information
- Demonstrate preparedness in STEM fields that lead to potential careers
- Describe general knowledge of Piikani Culture/History
- Incorporate general knowledge in math, sciences, and related fields into everyday life
Students majoring in Health Science, Math or Science are required to take the AS General Core as well as the following major core courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHMS 144</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 266</td>
<td>Survey of the Forensic Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ANTY 250</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 101</td>
<td>Discover Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 102</td>
<td>Discover Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOC 160</td>
<td>Principles of Living Systems</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 161</td>
<td>Principles of Living Systems Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOC 170</td>
<td>Principles of Biological Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 171</td>
<td>Principles of Biological Diversity Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOC 291</td>
<td>Special Topics</td>
<td>Variable</td>
</tr>
<tr>
<td>BICO 105</td>
<td>Introduction to Botany</td>
<td>3</td>
</tr>
<tr>
<td>BICO 106</td>
<td>Introduction to Botany Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOH 104</td>
<td>Basic Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOH 105</td>
<td>Basic Human Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOH 201</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOH 202</td>
<td>Human Anatomy and Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOH 211</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOH 212</td>
<td>Human Anatomy and Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 251</td>
<td>Microbiology for Health Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHMY 123</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHMY 124</td>
<td>Introduction to Organic and Biological Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHMY 293</td>
<td>Independent Study</td>
<td>Variable</td>
</tr>
<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 105</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 243</td>
<td>Introduction to Soils</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 255</td>
<td>Climate Diversity</td>
<td>3</td>
</tr>
<tr>
<td>FORS 225</td>
<td>Introduction to Forestry</td>
<td>3</td>
</tr>
<tr>
<td>FORS 250</td>
<td>Introduction to GPS/CIS</td>
<td>4</td>
</tr>
<tr>
<td>GEO 101</td>
<td>Introduction Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 102</td>
<td>Introduction Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GPHY 141</td>
<td>Geography of World Regions</td>
<td>3</td>
</tr>
<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math</td>
<td>3</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>M 151</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 171</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>M 172</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>NAT 105</td>
<td>Introduction to Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHSX 215</td>
<td>Fundamentals of Physics w/Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>PHSX 216</td>
<td>Fundamentals of Physics Lab w/Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>PHSX 217</td>
<td>Fundamentals of Physics w/Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PHSX 218</td>
<td>Fundamentals of Physics Lab w/Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>SCI 125</td>
<td>Introduction to Cultural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>3</td>
</tr>
<tr>
<td>SCI 191</td>
<td>Introduction to Scientific Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>SCI 290</td>
<td>Special Topics in Science</td>
<td>Variable</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>WILD 134</td>
<td>Wildlife and People</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives: Core 8 Required**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Credits</td>
<td><strong>Total Elective Credits</strong></td>
<td><strong>9 Credits</strong></td>
</tr>
<tr>
<td>Total Credits to Earn a Health Science or General Math &amp; Science Degree</td>
<td><strong>30 Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>
The curriculum for pre-engineering is designed to prepare students to transfer to a four-year institution to pursue a Bachelor’s Degree in an engineering field of study. The goal of the Pre-Engineering program will be to give the student a solid foundation in mathematics, physics, and the scientific skills necessary to be successful in any engineering program. To achieve an Associates of Science Degree in Pre-Engineering, the student must meet all General Core 1-6 requirements as well as the specific Core 7 & 8.

The Learning Outcomes are as follows:

- Obtain a comprehensive understanding of the physical sciences and mathematics which will prepare you for higher education in any field of engineering, science or mathematics.
- Have the broad education necessary to understand the impact of engineering solutions in a global social context.
- Outline the characteristics and contributions in all fields of engineering and decide his/her engineering major/school.

Students majoring in the Pre-Engineering program are required to take the General Core Requirements 1 – 6 for an Associate of Science (AS) Degree program as well as the following Major Core 7 and Elective Core 8 courses:

<table>
<thead>
<tr>
<th>Core 7 &amp; 8 – Pre-Engineering</th>
<th>29 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE 7 – Pre-Engineering</strong></td>
<td>23 Credits Required</td>
</tr>
<tr>
<td>EGEN105 Intro to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>M 151 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 171 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>M 172 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHSX215 Fundamentals of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSX216 Fundamentals of Physics I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHSX217 Fundamentals of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHSX218 Fundamentals of Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>CORE 8 – Electives</strong></td>
<td>6 Credits Required</td>
</tr>
<tr>
<td>PHL 132 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>(ANY) CSCI</td>
<td>3</td>
</tr>
<tr>
<td>(ANY) SCI</td>
<td>3</td>
</tr>
<tr>
<td>CHMY 121 Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 121 Introduction to Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 216 Intro to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>(ANY) M</td>
<td>3</td>
</tr>
</tbody>
</table>
Blackfeet Community College Nursing Program prepares entry-level registered nurses as providers of care across the health/illness continuum and as members of the profession. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, holistic nursing. The faculty promotes the growth and development of students into safe, caring, and professional nurses with accountability for actions based on theory, critical reasoning, evidence-based practice, and effective communication to meet the challenge of continued changes in the health care environment. Not only will the graduates of BCC serve the Blackfeet Nation and communities across Montana, they will also be prepared to work in any healthcare setting across the country. Graduates are eligible to sit for the Registered Nurse Examination.

The Learning Outcomes are as follows:

- Directs patient centered care that promotes health and disease prevention which is ethical, cost effective, comprehensive, and coordinated. Initiates inter-professional relationship centered care with patients and families as partners, while advocating for individual preferences.
- Integrates current research findings, expert opinion, clinical reasoning, and patient preferences in developing and implementing plan of care.
- Manages the inter-professional team to improve quality of care to enhance patient and community outcomes.
- Analyzes patient outcomes and systems to utilize best practices with the goal of achieving the highest level of patient care.
- Utilizes technology to gather and analyze data, manage information, and improve communication among team members across the healthcare system.
- Promotes the effective use of national safety and reliability principles and technology to reduce the risk of harm to patients and providers.

Students majoring in Associate of Science in Nursing are required to take 34 Core Course as well as the following major core courses for a total of 75 credits:
Students majoring in Associate of Science in Nursing are required to take 34 Core Course as well as the following major core courses for a total of 75 credits:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>75 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKNI</td>
<td>Any Piikani Class</td>
<td>3</td>
</tr>
<tr>
<td>BiCH 201/202</td>
<td>Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY 121/122</td>
<td>General Chemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>M121</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>BiCH 211/212</td>
<td>Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>NRSN 230</td>
<td>Nursing Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 231</td>
<td>Nursing Pharmacology Lab</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 232</td>
<td>Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 233</td>
<td>Foundations of Nursing Lab</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 256</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 234</td>
<td>Adult Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 235</td>
<td>Adult Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 236</td>
<td>Health and Illness of Maternal Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 237</td>
<td>Health and Illness of Maternal Nursing Clinical</td>
<td>1</td>
</tr>
<tr>
<td>PSYX 1005</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 244</td>
<td>Adult Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 245</td>
<td>Adult Nursing II Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 254</td>
<td>Mental Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 255</td>
<td>Mental Health Concepts Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NRSN 246</td>
<td>Health and Illness of Child and Family Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 247</td>
<td>Health and Illness of Child and Family Nursing Clinical</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 1015</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 259</td>
<td>Adult Nursing III</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 260</td>
<td>Adult Nursing III Lab</td>
<td>1</td>
</tr>
<tr>
<td>NRSN 261</td>
<td>Adult Nursing III Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 266</td>
<td>Managing Patient Care for the RN</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 267</td>
<td>Managing Patient Care for he RN Clinical</td>
<td>2</td>
</tr>
<tr>
<td>BiCL 250/251</td>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
It is the mission of the Computer Information Systems Degree Program to prepare students to solve real world problems using both communication skills and technology skills. The program seeks to prepare students to be able to maintain personal computers, repair and troubleshoot common hardware problems, and use and assist end-users in using common software applications. The program seeks to prepare students for employment in computer based professions and to encourage graduates to demonstrate ethical behavior in the computing sciences. The Blackfeet Community College will support these elements by adopting the following plan of study for Computer Information Systems.

The Learning Outcomes are as follows:

- Design documents from conception to final application
- Earn proficient skills in Microsoft Office Suite applications
- Set up and install computer software, hardware, and application programming
- Implement, troubleshoot and design CISCO Networking devices
- Earn job-ready practical skills for the fast changing world of technology

Students majoring in Computer Information Systems AAS Degree program are required to take the Workforce General Core 1-5 courses as well as the following major core courses in Core 6 & 7:

<table>
<thead>
<tr>
<th>Core 6 - Computer Information Systems Required</th>
<th>21 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPP 120 Intro to Computers &amp; MS Office</td>
<td>3</td>
</tr>
<tr>
<td>CAPP 240 Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CAPP 251 Advanced MS Office</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 111 Programming with Java</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 181 Website Design &amp; Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 238 Mobile Device Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITS 164 Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ITS 212 Network Operating Systems Server Administration</td>
<td>3</td>
</tr>
<tr>
<td>ITS 218 Network Security</td>
<td>3</td>
</tr>
<tr>
<td>ITS 275 Advanced Network Security</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 7 - Electives Required</th>
<th>9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOT 154 Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>LSH 161 Asian Humanities</td>
<td>3</td>
</tr>
<tr>
<td>BGEN 105 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BGEN 220 Business Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>ECNS 217 Economic Development on Indian Reservations</td>
<td>3</td>
</tr>
</tbody>
</table>
This program of study is to provide the regional workforce with the credentialed, skilled, and competent entry-level construction technology students, and to be responsive to emerging workforce needs. This program encourages the development of teamwork and interpersonal skills in the workplace. The program encompasses all trades involved with the construction of residential and commercial dwellings. It also emphasize the importance of a strong work ethic and the value of continuing education and lifelong learning.

The Learning Outcomes are as follows:

- Students will demonstrate construction knowledge using accepted principles, tools, and skills.
- Students will develop the skills necessary to construct and understand basic theory of design, installation, and safe working practices.
- Students will demonstrate the ability to plan, create, and complete construction jobs.
- Students will develop the skills and gain hands-on experience necessary to work at an entry-level position in the construction industry.
- Students will demonstrate professional and ethical work behavior.

Students majoring in (Construction Technology) are required to take the (24 Credits for Workforce Education General Core) for an (AAS) as well as the following major core courses:

<table>
<thead>
<tr>
<th>Core 6 - Program</th>
<th>24 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>CSTN130</td>
<td>Introduction to Building Trades I</td>
</tr>
<tr>
<td>CSTN131</td>
<td>Building Trades Field Experience I</td>
</tr>
<tr>
<td>CSTN140</td>
<td>Introduction to Building Trades II</td>
</tr>
<tr>
<td>CSTN141</td>
<td>Building Trades Field Experience II</td>
</tr>
<tr>
<td>CON150</td>
<td>OSHA 10 (Workplace Safety)</td>
</tr>
<tr>
<td>ECP100</td>
<td>First Aid, CPR &amp; Blood Borne Pathogens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 7 - Program</th>
<th>15 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>CSTN115</td>
<td>Construction Calculation &amp; Estimating</td>
</tr>
<tr>
<td>EGEN105</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ACTG201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>CSTN101</td>
<td>Introduction to CAD (Computer Aided Drafting)</td>
</tr>
<tr>
<td>CSTN295</td>
<td>Field Work/Clinical/Practicum</td>
</tr>
</tbody>
</table>

TOTAL GENERAL CORE CREDITS FOR AAS TO BE COMPLETED BY STUDENT 39
The AAS: Early Childhood Education degree prepares students with skills to work with children from birth through age eight in a learning environment which includes family, home and community. The students will have opportunities to interact with students, peers and professionals in an educational learning environment.

BCC provides a strong background for students seeking careers in a wide variety of settings including; child care, home and centers, Head Starts, preschools and other early childhood care facilities. This program is designed as a hands on training with classroom experience in areas such as; early intervention with children with special needs and preschool special education settings, child services and child-focused community agencies, state and federal agencies, and nonprofit settings that support children and families.

The courses are offered in a block schedule one class at a time from 3:00 pm - 6:00 pm.

Blackfeet Community College collaborates with University of Montana-Western in a “two plus two” partnership for transfer to their four-year distance learning programs.

The Learning Outcomes are as follows:

- Educational learning environment for age’s birth through 8 years old
- Effective instruction, planning and assessment
- Piikani language, history, and culture in early childhood education
- “Learning by doing”, student engagement, and learning from centers and play
- Physical, cognitive, and social-emotional development of children

Students majoring in Early Childhood Education Must complete the 24 Vocational General Core Credits and 36 Core 7 credits listed Below) Total of 60 Credits.

<table>
<thead>
<tr>
<th>CORE 7 – Early Childhood Education</th>
<th>36 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECP 101</td>
<td>CPR, AED &amp; First Aid forChildcare Providers</td>
</tr>
<tr>
<td>EDEC 100</td>
<td>CDA Child Development Associate</td>
</tr>
<tr>
<td>EDEC 210</td>
<td>Meeting the Needs of Families with Lab</td>
</tr>
<tr>
<td>EDEC-220</td>
<td>Creating an Environment for Learning with Lab</td>
</tr>
<tr>
<td>EDEC-230</td>
<td>Positive Child Guidance &amp; Management with Lab</td>
</tr>
<tr>
<td>EDEC 247 *PSYX 230</td>
<td>Children &amp; Adolescent Growth &amp; Development (Core 5)</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>Infant Toddler Development &amp; Group Care</td>
</tr>
<tr>
<td>EDEC 265</td>
<td>Leadership &amp; Professionalism with Lab</td>
</tr>
<tr>
<td>EDEC 281</td>
<td>Intro to Early Childhood Education Curriculum with Lab</td>
</tr>
<tr>
<td>EDEC 298</td>
<td>Early Childhood Internship</td>
</tr>
<tr>
<td>EDU 211</td>
<td>Cultures and Families</td>
</tr>
<tr>
<td>EDU 231 *LIT 231</td>
<td>Literature and Literacy for Children (Core 6)</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal, School, and Community Health Issues</td>
</tr>
<tr>
<td>NASX 109 * PSYX 109</td>
<td>Piikani Art PK-8</td>
</tr>
</tbody>
</table>

Total Core 8 Credits To Be Completed 36
Mike LaFromboise, M.Ed, Division Chair                  Robert Hall, Instructor

The Piikani Language Studies curriculum is designed to promote language Proficiency in accordance with Piikani Language standards, which are equivalent to national standards for language acquisition. Students will have an opportunity to learn the basic fundamentals of the Piikani communication process by taking beginning, intermediate and advanced Piikani Language courses. Knowledge gained from the classes in this program will enable the student to converse in the Piikani Language and understand the philosophy that controls its usage.

The Learning Outcomes are as follows:

- Demonstrate a basic knowledge of Piikani culture, traditions, technologies, and language.
- Demonstrate cultural teaching models and methodologies of Language.
- Relate to the Piikani human condition in the aspects of social, cultural and personal contexts.

Students majoring in Piikani Language Studies are required to take the Workforce Core requirements as well as the following Core 7 requirements listed below for an AAS in Piikani Language Studies.

<table>
<thead>
<tr>
<th>Core 7 - Piikani Language Studies Credits required</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>NASX 140</td>
<td>Foundations of Piikani Language</td>
</tr>
<tr>
<td>NASX/PKNI 141</td>
<td>Beginning Piikani Language I</td>
</tr>
<tr>
<td>NASX/PKNI 142</td>
<td>Beginning Piikani Language II</td>
</tr>
<tr>
<td>NASX/PKNI 147</td>
<td>Piikani Sign Language</td>
</tr>
<tr>
<td>NASX/LING 185</td>
<td>Methodologies in Teaching Nat. Amer. Languages</td>
</tr>
<tr>
<td>NASX 199</td>
<td>Piikani Language Lab</td>
</tr>
<tr>
<td>NASX/PKNI 245</td>
<td>Intermediate Piikani Language</td>
</tr>
<tr>
<td>NASX/LING 270</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>NASX 279</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PKNI 280</td>
<td>Advanced Piikani Language Research &amp; Development</td>
</tr>
<tr>
<td>Total Credits needed to complete in core 7</td>
<td>30</td>
</tr>
</tbody>
</table>
Self. Knowledge. Engagement. Action. At Blackfeet Community College, our General Core leads our students on a wondrous journey of self-discovery and learning where they will gain knowledge and develop skills needed to succeed at work and school as well as be engaged citizens who forge a bright future for the Blackfeet Nation.

The Learning Outcomes are as follows:

- Students will develop critical reading, thinking, and writing skills
- Students will utilize course content for personal development and wholeness
- Students will become engaged citizens
- Students will obtain general knowledge of Piikani culture and history

<table>
<thead>
<tr>
<th>Core 1 - Foundation Studies</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>TCCI101</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>WRIT101 or WRIT121</td>
<td>College Writing OR Technical Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 2 - Piikani Studies</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>PKNI129</td>
<td>History of the Piikani</td>
</tr>
<tr>
<td>NASX141</td>
<td>Beginning Piikani Language</td>
</tr>
<tr>
<td>PKNI231</td>
<td>Piikani Philosophy</td>
</tr>
<tr>
<td>NASX220</td>
<td>Piikani Tribal Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 3 - Expressive Arts</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>COMX111 or COMX102</td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Skills in the Workplace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 - Quantitative Reasoning and Science</th>
<th>6-7 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>M111 or Higher</td>
<td>Introductory &amp; Intermediate Algebra. Technical Math OR Higher per degree program</td>
</tr>
<tr>
<td></td>
<td>Science w/Lab</td>
</tr>
<tr>
<td></td>
<td>Science without a Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 - Social Sciences</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>VOC101</td>
<td>Employee/Employer Relations</td>
</tr>
</tbody>
</table>

TOTAL GENERAL CORE CREDITS FOR AAS TO BE COMPLETED BY STUDENT | 24-25
Blackfeet Community College Nursing Program prepares entry-level practical nurses as providers of care across the health/illness continuum and as members the profession. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, holistic nursing. The faculty promotes the growth and development of students into safe, caring, and professional nurses with accountability for actions based on theory, critical reasoning, evidence-based practice, and effective communication to meet the challenge of continued changes in the health care environment. Not only will the graduates of BCC serve the Blackfeet Nation and communities across Montana, they will also be prepared to work in any healthcare setting across the country. Graduates are eligible to sit for the Practical Nurse Examination.

The Learning Outcomes are as follows:

- Implements patient centered care that promotes health and disease prevention which is ethical, cost effective, comprehensive, and coordinated. Engages patient and families as partners while advocating for individual preferences.
- Utilizes current research findings, expert opinion, clinical reasoning, and patient preferences in implementing a plan of care.
- Contributes as a member of the inter-professional team to improve quality of care to enhance patient outcomes.
- Participates in the care of patients, utilizing best practice, with the goal of achieving the highest level of patient outcomes.
- Utilizes technology to communicate as a member of the care team in support of clinical decisions.
- Utilizes national safety and reliability principles and technology to reduce risk of harm to patients and providers.
Students majoring in Certificate of Applied Science (CAS) in Practical Nursing (PN) are required to take the following courses for a total of 45 credits:

<table>
<thead>
<tr>
<th>PN Program</th>
<th>Course Title</th>
<th>45 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKNI</td>
<td>Any Pilkiel Class</td>
<td>3</td>
</tr>
<tr>
<td>BIOH 104</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOH 105</td>
<td>Human Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>M 120</td>
<td>Mathematics with Health Care Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 130</td>
<td>Fundamental of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 131</td>
<td>Fundamentals of Nursing Lab</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 135</td>
<td>Pharmacology for Practical Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 135</td>
<td>Pharmacology for Practical Nurses Lab</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 140</td>
<td>Adult Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 141</td>
<td>Adult Health Nursing Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Nursing Care of Women and Children</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 143</td>
<td>Nursing Care of Women and Children Lab</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 148</td>
<td>Leadership Issues for Practical Nurses</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 149</td>
<td>Leadership Issues for Practical Nurses Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 152</td>
<td>Gerontology and Community Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 153</td>
<td>Gerontology and Community Nursing Lab</td>
<td>2</td>
</tr>
</tbody>
</table>
The Tribal Advocate 1-Year Certificate is designed to prepare students for a career as a tribal advocate. Students will develop the skills necessary to do legal research and writing; gain an understanding of the basics of federal, state, and tribal law; gain an understanding of Native American legal issues; and develop an awareness of Blackfeet cultural history. Also, students will study the Blackfeet Tribal Code to help them prepare them to pass the tribal bar exam. This curriculum is designed to preserve the cultural tradition and heritage of the Blackfeet People relative to Human Services by integration of traditional concepts in the course of study.

The Learning Outcomes are as follows:

- To develop knowledge and skills related to tribal advocacy.
- To develop effective written and verbal skills to accurately and appropriately read and convey information.
- To apply knowledge and skills critically in the context of living and/or providing tribal advocacy services, specifically as it relates to tribal law and tribal courts.

Students in the Tribal Advocate 1-Year Certificate Program are required to complete the following courses:

<table>
<thead>
<tr>
<th>Core 1 – Foundation Studies</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 101</td>
<td>1st Year Seminar</td>
</tr>
<tr>
<td>CJUS 189</td>
<td>Legal Research and writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 2 – Piikani Studies</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASX 221</td>
<td>Federal Indian law and Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 – Math</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>Any Math Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 – Social &amp; Behavior Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 101</td>
<td>Introduction to Law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 7 – Tribal Advocate Requirements</th>
<th>15 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 120</td>
<td>Introduction to Tribal Legal Studies</td>
</tr>
<tr>
<td>CJUS 140</td>
<td>Tribal Criminal Law and Procedure</td>
</tr>
<tr>
<td>CJUS 180</td>
<td>Blackfeet Tribal Code</td>
</tr>
<tr>
<td>CJUS 298</td>
<td>Law Internship</td>
</tr>
<tr>
<td>CJUS 290</td>
<td>Alternative Dispute Resolution</td>
</tr>
</tbody>
</table>

| Total Core 7 Credits To Be Completed By Student | 15 |
| Total Core 1-5 Credits To Be Completed By Student | 15 |
| Total ALL Core Credits To Be Completed By Student For Certificate | 30 |
The Behavioral Health Aide 1-Year Certificate is a one-year academic training program that includes both general education core courses and behavioral health courses that address specific needs of the Blackfeet Reservation and other service areas. Students will earn “stackable credits” in courses that focus on improving behavioral health competencies of the incumbent worker, community helpers and continuing students. Stackable credits are easily transferred into BCC’s Human Services Associate of Arts Degree.

The Learning Outcomes are as follows:

- To develop knowledge and skills related to human services fields and practice.
- To develop effective written and verbal skills to accurately and appropriately read and convey information.
- To apply knowledge and skills critically in the context of living and/or providing services to the Blackfeet Reservation and larger global community.

Students in the Behavioral Health Aid 1-Year Certificate Program are required to complete the following courses:

<table>
<thead>
<tr>
<th>Core 1 – Foundation Studies</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 101 1st Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Any Any writing course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 2 – Pikani Studies</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Any Pikani Course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 – Math</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Any Math Course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 – Social &amp; Behavior Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYX 100 OR SOCI 101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology OR</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Total General Core Credits To Be Completed By Student</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 7 – Behavioral Health</th>
<th>4 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 280 Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 102 Mental Health First Aid- Required Course</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8 – Behavioral Health</th>
<th>11 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Approved CAS, CJUS, HS, PSYX, SOCI, SW</td>
<td>11</td>
</tr>
<tr>
<td>Total Core 7 &amp; 8 Credits To Be Completed By Student</td>
<td>15</td>
</tr>
</tbody>
</table>
This is a program of study oriented toward preparing a student for entry-level positions within the Building Trades Industry. The program encompasses all trades involved with the construction of a single-family residence including layout, framing, roofing and finish. The program is offered as a certificate or an Associate of Applied Science (AAS) Construction Technology degree program.

The Learning Outcomes are as follows:

- Apply safety practices and procedures in the work area.
- Communicate and problem solve effectively with supervisors, customers, and demonstrate competency in the field of Building Trades.
- Students will develop the ability to plan, create, and complete construction jobs.
- Recognize terms and materials to apply in the Building Trades Industry.

Students majoring in Building Trades are required to take the (12 Credits in the Workforce General Core) for a (Certificate) as well as the following major core courses:

<table>
<thead>
<tr>
<th>Core 3 - Program</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>COMX102</td>
<td>Interpersonal Skills in the Workplace</td>
</tr>
<tr>
<td>WRT121</td>
<td>Introduction to Technical Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 - Program</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>M111</td>
<td>Technical Math (As required by Degree Program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 - Program</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>VOC101</td>
<td>Employer/Employee Relations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 6 - Program</th>
<th>24 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>CSTN130</td>
<td>Introduction to Building Trades I</td>
</tr>
<tr>
<td>CSTN131</td>
<td>Building Trades Field Experience I</td>
</tr>
<tr>
<td>CSTN140</td>
<td>Introduction to Building Trades II</td>
</tr>
<tr>
<td>CSTN141</td>
<td>Building Trades Field Experience II</td>
</tr>
<tr>
<td>CON190</td>
<td>OSHA 10 (Workplace Safety)</td>
</tr>
<tr>
<td>ECP100</td>
<td>First Aid, CPR, AED &amp; Blood Borne Pathogens</td>
</tr>
</tbody>
</table>

TOTAL CREDITS FOR CERTIFICATE To Be Completed By Student | 36
The Behavioral Health Endorsement is a short-term focused training program which consists of specialized courses that address specific needs of the Blackfeet Reservation and other service areas. Students will earn “stackable credits” in courses that focus on improving behavioral health competencies of the incumbent worker, community helpers and continuing students. Stackable credits are easily transferred into the BCC Behavioral Health Aid 1-Year Certificate or Human Services Associate of Arts Degree.

The Learning Outcomes are as follows:

- To improve knowledge and skills in behavioral health competencies.
- To apply knowledge and skills critically in the context of living and/or providing services to the Blackfeet Reservation and larger global community.
- Create pathways into employment and/or further training in behavioral health.

Core 7 – Behavioral Health Aid Endorsement

Students will complete a specialized training program that will be set up on an as-needed basis. All credits earned will be “stackable credits” that lead to a specialized Behavioral Health Endorsement. Stackable credits are easily transferred into the -Behavioral Health Aid 1-Year Certificate and the Human Services Associate of Arts degree. Please see the Human Services Division about training options.
The Class 7 American Indian Language & Cultural Specialist curriculum is designed to promote language proficiency in accordance with Piikani Language standards, which are equivalent to national standards for language acquisition. Students will have an opportunity to learn the basic fundamentals of the Piikani communication process by taking beginning, intermediate and advanced Piikani Language courses. Knowledge gained from the classes in this program will enable the student to converse in the Piikani Language and understand the philosophy that controls its usage. Students that complete this program of study will meet tribal standards for competency and fluency as a requisite for teaching Piikani language and culture as required by the Superintendent of Public Instruction.

The Learning Outcomes are as follows:
- Demonstrate a basic knowledge of Piikani culture, traditions, technologies, and language.
- Demonstrate cultural teaching models and methodologies of Language.
- Relate to the Piikani human condition in the aspects of social, cultural and personal contexts.

Students that are focusing on the Class 7 certification, will be required to take these classes. Once they complete these courses they can be eligible and will be encouraged to take the Class 7 license through the Montana Office of Public Instruction.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASX 140</td>
<td>Foundations of Piikani Language</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 141</td>
<td>Beginning Piikani Language I</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 142</td>
<td>Beginning Piikani Language II</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 147</td>
<td>Piikani Sign Language</td>
<td>3</td>
</tr>
<tr>
<td>NASX/LING 185</td>
<td>Methodologies in Teaching Nat. Amer. Languages</td>
<td>3</td>
</tr>
<tr>
<td>NASX/PKNI 245</td>
<td>Intermediate Piikani Language</td>
<td>6</td>
</tr>
<tr>
<td>NASX/LING 270</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>NASX 279</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PKNI 280</td>
<td>Advanced Piikani Language Research &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>
The workforce Development Department strives for excellence in effectively training students in certificate of completion programs and short term trainings.

The Workforce Development Department works collaboratively and professionally with all stake holders in and around the surrounding Blackfeet Reservation to ensure that students are successful adults in on the job training opportunities and gaining full time employment.

**Commercial Truck Driving:**
Commercial Truck Driving training prepares students to successfully pass the Montana Class “B” Commercial Driver’s License (CDL) exam through classroom instruction, vehicle safety inspections, backing techniques and driving experience.

**Electrical Training:**
This training will introduce students the basic principles of electricity and electrical systems as well as the basic wiring of typical electrical installations, including power, current and voltage.

**Flagger Training:**
Students will learn basic understanding and the basic skills needed to become a certified Flagger. This course will demonstrate to students the proper standards for setting up Temporary Traffic Control areas and use of all safety devices; proper spacing of devices; proper use of STOP/SLOW paddles and proper personal protection equipment to be worn. Upon completion of course, students will be issued a 4-year certificate from the American Traffic Safety & Service Administration, which will be accepted in Montana and most states, nationwide. This certificate will provide an opportunity for gainful employment and is required for all construction jobs funded by State or Federal resources. Upon approval from students, their names will be submitted on ATSSA’s website database, for employment referencing.

**Emergency Medical Technician:**
This course will introduce and provide a general perspective on emergency medical are, and well-being of the EMT-Basic, medical legal, and ethical issues, the human body, baseline vital signs and history taking preparing to life and move patients. All these issues will be discussed, explored while applying these principles of emergency care.

**Emergency Medical Responder:**
This course will introduce anatomy, physiology, patient assessment, airway obstruction and care, head. Neck and spine extrication, ambulance operations and triage. Students will be trained to provide medical care to patients as the first person on the scene of accident or health-risk incident. At the completion of this course, students will take a skills test as well as the National Registry and State of Montana certification.

**Plumbing Training:**
This course will provide the students a hands on learning experience in residential plumbing as it relates to connections, fixtures, and water/sewage systems of methods of installation. This course includes basic safety, basic math, and tools of the trade. Upon completion of this course students will be able to understand the basic methods of Plumbing. Develop the skills to use plumbing tools, identify safety issues in regards to plumbing, and how to fix basic plumbing problems.

**Solar Energy:**
This course will entail basic knowledge of solar photovoltaic (PV) cells, modules and other electrical circuits, PV system design, site and production analysis and code requirement. Emphasis is placed on OSHA and NFPA safety procedures and industry standard best practices.

**Welding Training:**
The course is designed to give the student the basic information in shielded metal arc welding (SMAW). The class will focus on the academic preparation for the next step Welding Certifications II. Such areas include the history of welding, the welding process, safety and welding tools.
Division of Business & Information Technology

Accounting Course Descriptions

ACTG125 Quickbooks 3 Credits
An introductory course of the QuickBooks Pro accounting software, including setting up a new company and chart of accounts; recording transactions with customers, vendors and employees; managing lists; running reports and customizing them; changing forms and generating letters. Prerequisites: Familiarity with the PC. Recommended: Accounting I course or working knowledge of accounting.

ACTG 180 Payroll Accounting 3 Credits
Students will become knowledgeable in the payroll records required to comply with various federal and state laws affecting payroll. The Federal Fair Labor Standards Act and the Montana Wage/Hour laws are studied. Students will develop skills in actual payroll preparation. Activities include computing gross salaries, social security, federal and state income tax deductions, journalizing payroll transactions, posting to ledgers, preparation of federal and state payroll tax returns, and reports.

ACCT211 - Income Tax Fundamentals 3 Credits
Presents an overview of the Federal tax raising system and its impact on the planning and conduct of business operations. Draws on the disciplines of business finance, public finance, and accounting as they relate to taxation. Prerequisites: Familiarity with the PC. Recommended: Accounting I course or working knowledge of accounting.

ACTG215 – Foundations of Gov’t Not for Profit Accounting 3 Credits
Students will learn governmental and not for profit terminology. They will make comparisons of financial, governmental and not for profit accounting methods. They will look at governmental oversight standards. Annual financial reports will be analyzed and recorded, along with completing the financial cycle with statements and reports. Students will describe accounting transactions for various nonprofit organizations and entities.

ECNS217 – Economic Development on Indian Reservations 3 Credits
This course gives students practical, hands-on introduction to economic development on Indian Reservations in a one semester course. Students will learn the fundamentals of economic development with an emphasis on research and writing.
bailments, wills, estate planning, consumer and credit protection, and insurance.

**BMGT 235 – Management 3 Credits**
The course covers such topics as introduction to management, the environment of management including corporate culture, global environment, managing ethics and social responsibility; planning including managerial planning and goal setting; organizing including designing adaptive organizations, managing change and innovation; leading including understanding individual behavior, leadership, motivating employees, communication, leading teams; controlling including quality and performance.

**ECNS 201 – Principles of Microeconomics 3 Credits**
This course introduces students to consumer theory and the theory of the firm are utilized to show how independent decisions by consumers and firms interact in markets to determine the price and output of goods and services.

**ECNS 202 – Principles of Macroeconomics 3 Credits**
This course study of the economy as a whole and its major components. Topics will include the art and science of economic analysis, economic tools and economic systems, economic decision makers, supply, demand and markets, tackling the economy, unemployment and inflation, productivity and growth, aggregate expenditure and demand, aggregate supply, fiscal policy, federal budgets and public policy, money and the financial system, banking the money supply, monetary theory and policy, international trade and finance, and economic development.

**Computer Information Systems**

**CAPP 120 -Intro to Computer & MS Office 3 Credits**
Prerequisites: English Writing 101 with a grade of “C” or consent of division chair.

The course covers the concepts, approaches, current issues and research findings about the planning, implementation, and support of computer based technologies in today’s competitive Windows environments. The effective deployment of computer information systems involves not only technological considerations, but also a large number of behavioral, organizational, and strategic networking factors. This course is also designed to provide students with an overview understanding of how Microsoft Office Professional Suite works. This will give a basic understanding of how Windows Office and its basic functions and operations work. Students will be able to identify each part of the Windows Office Suite.

**CAPP 240-Graphic Design I 3 Credits**
Prerequisites: CAPP 120 with a grade of “C” or consent of division chairperson. This course makes a thorough examination of the strategies leading to an informed decision about graphic and media placement, as well as the tools needed to accomplish the goals of the web steward and designer. Among the tools to be employed are Adobe Firework, Photoshop, Flash, and Macromedia. The overall objective of the course will be an assembly of useful strategies and processes and a firm understanding of the role of graphic design in web presentation.

**CAPP 251 Advanced MS Office 3 Credits**
Prerequisites: CAPP 120 with a grade of “C” or consent of department chairperson.

This course is designed to provide students with an overview and understanding of how Microsoft Office Professional Suite works. This will give a basic understanding of how Windows Office and its basic functions and operations work. Students will be able to identify each part of the Windows Office Suite. The course covers the concepts, approaches, current issues and research findings about the planning, implementation, and support of computer based technologies in today’s competitive Windows environments. The effective deployment of computer information systems involves not only technological considerations, but also a large number of behavioral, organizational, and strategic networking factors.

**CSCI 111 Programming with Java I 3 Credits**
Prerequisite: CAPP 120 with grade of “C” or consent of Division Chair

This course is designed to have students that are a novice user, learn to start with the very basics in step by step instructions to create the simplest Java programming: program design, analysis and implementation in Java, including I/O, assignment, decision, iteration, scalar types arrays control structures, methods, classes, common data types, and event-driven object-oriented programming.

**CSCI 181 Website Design & Programming 3 Credits**
Prerequisite: CAPP 120 with grade of “C” or consent of division chairperson.

This course is designed to have students that are a novice user, learn to create the simplest website and have the abilities to deploy and maintain what they create. This course will start with the very basics in step by step instructions and learn terminology accompanied with developing a website. This course will use Adobe CS 6 and Google sites to develop a website.

**CSCI 238 Mobile Device Applications 3 Credits**
Prerequisites: CAPP 120 with grade of “C” or consent of department chairperson.

This course provides a basic foundation in the exciting field of iOS or Android app development. With the advent of smart phones, applications have shifted to the mobile platform, promising ease and practicality, and a huge potential for further growth. So it makes sense for
programmers to develop expertise in this area to increase their marketability. As the popularity of Android and Apple devices continues to grow, professionals trained in Java or Objective-C programming will be especially employable.

**ITS 164 Networking Fundamentals** 3 Credits
Prerequisites: CAPP 120 with grade of “C” or consent of division chairperson
This course has been designed with the novice networking student in mind and covers all types of networks from small business infrastructures to a large worldwide infrastructure. The course encourages new users to feel confident in moving onto a network course of study while obtaining the skills necessary to perform hands-on network installations, network system security, and basic troubleshooting for home, small business, and large enterprise networks. Writing assignments as appropriate to the discipline are part of this course. This course is to prepare students for CCNA certificate (Certified Cisco Network Associate). This course builds on concepts mastered in the Cisco I, the course includes a review of Router setup and configuration.

**ITS 212 Network Operating Systems Server Administration** 3 Credits
Prerequisites: ITS 164 with grade of “C” or consent of Division Chairperson
Continuing from ITS 164, this course will stay into server technology from small business infrastructures to a large worldwide infrastructures. Students also learn to set up and manage home based routers and networks. This course is for preparing students for CCNA certificate (Certified Cisco Network Associate). This course builds on concepts mastered in the Cisco I, the course includes a review of that material introduced in the first Cisco class (ITS 164) and then adds router and server setup and configuration.

**ITS 218 Network Security** 3 Credits
Prerequisites: CAPP 120 with grade of “C” or consent of Division chairperson.
This course provides a comprehensive study of network and computer security, and it presents an in-depth look at network security concepts and techniques with emphasis on hands on experience. It covers basic security principles, establishing security baselines, and the most recent attack and defense techniques and technologies. In addition, this course discusses establishing security policies and procedures and managing security efforts. Writing assignments as appropriate to the discipline are part of this course.

**ITS 275 Advanced Network Security** 3 Credits
Prerequisites: ITS 218 with grade of “C” or consent of division chairperson.
Continuing from ITS 218, this course has been designed to map the primary emphasis on intrusion detection and forensics, but the course also covers such essential practices as developing a security policy and then implementing that policy by performing Network Address Translation, setting up packet filtering, and installing proxy servers, firewalls, and virtual private networks. This accelerated learning course provides and equips students with the essential skills, knowledge and experience necessary to deal with computer and network attacks, detect hackers before damage is inflicted, and reduce the effects of viruses and worms across a network. Writing assignments as appropriate to the discipline are part of this course.

**Division of Education & Health**

**EDEC-Early Childhood Education EDU-Elementary Education, HEE- Health Enhancement, ACT- Activities with Movement, ECP- Emergency Care Provider * Cross Reference courses are offered with the same objective and learning outcome and will be accepted at the universities with a different prefix.**

**ACT 291 – Special Topic** 1 Credit
ACT- Activities with Movement
Pre-Requirement: Approval required by Division Chair. Student will be able to use these classes as electives in their program of study. Basic exercise such as aerobics, weight lifting, circuit training, walking, basketball, swimming, rodeo, bowling, or other community and school events that implement activities with movement.

**ECP 100 - First Aid, CPR, AED & Blood Borne Pathogens** 1 Credit
This course will provide students with the knowledge and skills necessary in an emergency – to call for help; to help keep someone alive; to reduce pain; and to minimize the consequences of injury or sudden illness until professional medical help arrives. This course will prepare participant to recognize emergencies and make appropriate decisions regarding care. Each course teaches the necessary skills the citizen responder will need, to act as the first link in the emergency medical services system chain. (Workshop)

**ECP 101- CPR, AED & First Aid for Childcare Providers** 1 Credit
This course is designed to give Childcare/Elementary School providers the knowledge and skills needed to respond confidently and effectively in an emergency. The goal of our training is to make your home and work environment safer by preventing illness and injury as well as quickly recognizing and responding to emergencies to save a life or reduce disability. Injury is a risk at any stage of life, but infants and young children are often at greater risk. Decreasing a child’s risk for injury through prevention, and limiting the severity of injury or illness through a fast and appropriate response, can help keep our children safe.
This course will provide students with the knowledge and skills necessary in an emergency-to call for help; to help keep someone alive; to reduce pain; and to minimize the consequences of injury or sudden illness until professional medical help arrives. This course will prepare participants to recognize emergencies and make appropriate decisions regarding care. Each course teaches the necessary skills the citizen responder will need, to act as the first link in the emergency medical services system chain.

EDEC 100 Child Development Associate (CDA)  
3 Credits  
The program of study with delivered the content for students to have a better understanding and knowledge to help prepare students for the Child Development Associate (CDA) in each of the 8 key competent; 1. Planning a Safe Healthy Learning Environment 2. Steps to advance children’s physical and intellectual development 3/ Positive ways to support children’s social & emotional development 4. Strategies to establish productive relationships with the families 5. Strategies to manage an effective program operation 6. Maintaining a commitment to professionalism.

EDEC 210 – Meeting the Needs of Families with Lab  
3 Credits  
Students will explore the complex characteristics of families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stress, childhood trauma and adverse experiences, support, and community resources. Students will practice techniques that encouraging parent-teacher partnerships and implement home visits, parent teacher conferences, and a parent workshop or event.

EDEC220-Creating an Environment for Learning Early Childhood with Lab  
3 Credits  
Provide students with information on structuring the environment so that it is physically and emotionally safe and healthy. Students will explore techniques of meeting individual and group needs of children through the use of materials, relationships and routines, which encourage play, exploration, and learning.

EDEC 230-Positive Guidance & Management with Lab  
4 Credits  
Teaches students how to utilize a variety of positive guidance techniques while working with young children which are relevant to the developmental levels and needs of the children, encourage cooperation, problem solving and conflict resolution skills, and promote positive emotional development (including self-concept and self-esteem) within children. Students are also introduced to strategies to involve parents in the guidance process.

EDEC 247- Child & Adolescent Growth & Development  
3 Credits  
Students will examine, analyze, and apply research, theories, and issues concerning basic biosocial, cognitive, and psychosocial developmental stages from conception through childhood and adolescence. *PSYX 230

EDEC 249- Infant/Toddler Development & Group Care  
3 Credits  
Provides a basic developmental foundation for the student. Examines research, theory, issues, developmental stages, and the application of these in relationship to the child from birth to 3 years.

EDEC 265- Leadership & Professionalism in Early Childhood Education  
3-4 Credits  
This course focuses on the early childhood education profession including awareness of value issues and ethical issues in working with children and their families in a variety of settings, legal issues which includes an overview of relevant school law, issues of salary and status, staff relations, and the importance of becoming an advocate for children and families, upgrading the profession and improving the services for children. During this Certificate/AAS capstone course, students complete a comprehensive oral interview, program portfolio, and participant in a one-week culminating field experience during which they complete a mini-action research project and assume the lead in curriculum planning and implementation.

EDEC 281- Introduction to Early Childhood Education Curriculum and Environment  
3 Credits  
Focus will be on curriculum content and methods in the areas of language and literacy; science; mathematics; social studies; the performing and visual arts; health and wellness; and physical development, skills, and fitness. Additionally, students will explore the developmentally appropriate environment and its effect on the learner in the physical, cognitive and social domains. Students will develop, implement, and evaluate relevant and meaningful curriculum and environments for young children with an emphasis on providing for the unique needs of each child.

EDEC 298 Early Childhood Internship  
3 Credits  
Participate 20 hours per week in a supervised early childhood setting. With the instructor, student’s design an individualized training plan that outlines goals, activities, and assessment for interests, and demonstration of competence in working with children, families, and staff members.
EDU 202-Intro to Education Early Field Placement  
3 Credits
This course is designed to be an overview of education with special emphasis on the educational setting. Students will examine the teaching career, which includes observational assessments of children, hands-on experience in classroom setting, and the planning process - with a focus on Indian Education for All and State and National Standards. Students will examine indigenous and western histories and philosophies of education, curriculum design, and classroom environment. Students will record their observations and classroom experiences as they are introduced to a variety of classroom settings.

EDU 211- Cultures and Families  
3 Credits
This course will provide an examination of the school-society relationship in the United States and of the many issues and variables embedded in this relationship, including equal opportunity, human diversity, ideology, politics and social change. Foundation perspectives (Historical, political, and social) and Montana statute Indian Education for All will be explored as well as positive techniques in communicating with parents and encouraging parent involvement in P-12 programs. The course will also explore various cultural parenting practices, structures, and values.

EDU 222 Educational Psych & Child Development  
3 Credits
This course is designed to introduce students to the human growth and psychological development of children from conception through adolescence, specifically those of Piikani origin, to include physical, cognitive, and psychosocial development within the school, the family and society. Emphasis is given to applying brain-based research, stages of learning, and psychological factors influencing the learning process to classroom management and educational evaluation. Students will critically analyze theories and research regarding the influence of peers, families, community and society.

EDU 231-Literature and Literacy for Children  
3 Credits
Students will explore the development of language and literacy skills of young children along with curriculum and teaching techniques that foster language and literacy in developmentally and individually appropriate ways. The course will focus on the understanding of a comprehensive literacy curriculum that makes productive use of the literacy abilities that all children bring to the elementary settings along with the multiple manners in which literacy is represented in our lives, texts, culture, and perceptions of the world. As well, students discover the inter-relatedness of language, reading, and writing skills. Children’s literature will be reviewed and evaluated based on quality indicators and language and literacy curriculum will be connected to national standards and stage guidelines. *LIT 231 *UM LIT 331

EDU 270 - Integrating Technology into Education  
3 Credits
This course will provide students with the various technologies that are currently being used for training and education and the factors that affect the successes and challenges of learning technologies, as well as the emergence of learning organizations and the significance of knowledge management. Introduces education majors to the technological skills required for professional teachers; including productivity, multimedia and web based learning tools. Students will also learn the technical skills and process involved in the establishment and maintenance of teacher’s education portfolios. *UM EDU 370

HEE 223- Personal, School, and Community Health Issues  
3 Credits
This course provides an introduction to health issues relevant to preschool and elementary school settings. Topics include developmental health issues particular to each age group, appropriate food experiences and nutrition, evaluation of their physical environment and staff practices for disease control and safety, methods for handling mild and chronic illnesses and emergencies, alcohol and drug related issues, and methods for teaching health related issues. Student will be able to use this classes as electives in there program of study. Basic exercise such as; aerobics, weight lifting, circuit training, walking, basketball, swimming, students will take two classes per semester total of 30 exercise hours. *UM HEE 233

HEE 251 – Instructional Strategies in Physical Education Pre k – 8  
3 Credits
Students will learn methods, instruction and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the area of personal health and fitness; motor skills and exercises; lead-up games, team sports and games; and rhythms and dance. Societal issues will be explored, including prevention and intervention strategies, risk and protective factors, and the building of self-esteem and resiliency. Course will provide competence in working with students with disabilities including: identification of common physical and mental disabilities; and prescription of adapted programs specific to individual disabilities.*UM HEE 302

M - 117- Math for Education Majors  
3 Credits
This course is designed to encourage teacher candidates to create an active learning environment that fosters curiosity, confidence, and persistence in children learning mathematics. The students will gain knowledge of child development, important mathematical relationships, number sense, and the ability to solve problems.
Division of Human Services

CAS 120 - Pharmacology of Substance Abuse  
2 Credits

This course will introduce and provide a general perspective on the use, misuse and abuse of alcohol and other drugs such as depressants, stimulants, hallucinogens, and narcotics in contemporary society. Pharmacology of chemical dependency, addictions process, causality, assessment and diagnosis prevention, treatment of substance abuse will be explored as well as the interaction of drugs. Course material will be presented from a holistic Native American approach.

CAS 145 – Addiction Studies  
3 Credits

This course will provide an overview of the addiction counseling field, including addiction theories; prevention, intervention & treatment models; the impact on the family & society; history & prevalence; neurobiology of drugs and addiction; uppers, downers & all-arounders; compulsive behavior including gambling; and other addictions.

CAS 209 – Treatment Planning & Documentation  
2 Credits

This course will introduce record keeping skills including treatment planning, documenting client and counselor interactions, and report writing. Legal and professional standards of record keeping applicable to the chemical dependency and other health care fields will be covered. On Demand

CAS 250 – Gambling Addictions  
2 Credits

This course is designed to increase awareness about gambling. Etiology, risk factors associated with gambling, symptoms of addiction, assessment and diagnosis, treatment options and rehabilitation will be discussed.

CAS 251 - Co-Occurring Disorders  
2 Credits

Prerequisite: CDC145

In this course, students will explore common misperceptions and biases regarding co-occurring disorders. Students will learn how to recognize and assess co-occurring disorders, treatment option and available services. Students will also address barriers to assessment and treatment. Lastly, students will review relevant research and prevalence data.

CAS 275 – Assessment & Diagnosis  
3 Credits

Prerequisite: CDC145

In this course, students will explore common misperceptions and biases regarding co-occurring disorders. Students will learn how to recognize and assess co-occurring disorders, treatment option and available services. Students will also address barriers to assessment and treatment. Lastly, students will review relevant research and prevalence data.

CIUS 101 – Introduction to Law  
3 Credits

In this course students will be introduced to the basic concepts of private and public law systems. The general principles of contracts, law of association, property, family law, criminal law, and criminal procedure will be studied. Students will become familiar with court procedures and organization.

CIUS 120 - Introduction to Tribal Legal Studies  
3 Credits

In this course, the student will study tribal government and tribal legal systems. They will examine how tribal tradition enters into the courtroom. They will also examine tribal court ethics. On Demand

CIUS 121 – Introduction to Criminal Justice  
3 Credits

This course is designed to provide the students with general knowledge of the history, role, development and philosophy of the criminal justice system in today's society. The student will be introduced to law agencies and their functions in the administration and deliverance of the criminal justice system. In addition, the student will study tribal government and tribal legal systems. They will examine how trial tradition enters into the court room. They will also examine tribal court ethics.

CIUS 140 – Tribal Criminal Law and Procedure  
3 Credits

This course will examine the theories of criminal law in Anglo and Native societies, criminal jurisdiction in Indian
country, criminal law, elements of a crime and defenses, criminal procedure, sanctions and sentencing.

**CJUS 180 – Blackfeet Tribal Code** 3 Credits

This course will assist students in learning the Blackfeet Tribal Code and prepare them to pass the Blackfeet Tribal bar.

On Demand

**CJUS 189 – Legal Research Writing** 3 Credits

This course will develop sentence, paragraph and brief writing using FIRAC (facts, issue, research the law, application of law to facts, conclusion) method. Students will conduct basic research using database systems such as FindLaw and the Tribal Law and Policy Institution.

On Demand

**CJUS 200 – Alternative Dispute Resolution** 3 Credits

This introductory course will provide students with a broad understanding of ADR. The course will cover negotiation, mediation, arbitration, peacemaking, restorative justice and reparative justice. Discussion will include how each are used and the advantages and disadvantages of each method. Students will apply alternative dispute resolution knowledge and skills using role-play, simulations and case studies.

On Demand

**CJUS 236 – Introduction to Research Methods in Criminal Justice** 3 Credits

This course will develop sentence, paragraph and brief writing using FIRAC (facts, issue, research the law, application of law to facts, conclusion) method. Students will conduct basic research using database systems such as FindLaw and the Tribal Law and Policy Institution.

(Same as PSYX 203)

**CJUS 280 – Sociology of Deviant Behavior** 3 Credits

This course will provide students with specific knowledge of forms, causes, and controls of deviant behavior. Students will study analysis of deviance and social controls. Specific behaviors of environment and social relationships to deviance will be studied.

**CJUS 285 – Juvenile Delinquency** 3 Credits

This course will examine the origins and extent of delinquency, including personal, familial and community factors will be studied. The class will include theories, punishment and treatment as well as preventive and institutional agencies and research on delinquency.

**CJUS 291 – Special Topics** 1-6 Credits

*Consent of Instructor*

On Demand

**CJUS 298 – Internship** 1-6 Credits

*Consent of Instructor*

Prerequisites: PSYX 100 or SOCI 101

All students will be charged a fee for a Background Check, Drug Testing and Clinical Supervision. This course will provide supervised fieldwork placements in a criminal justice field. Students will apply the basic principles of criminal justice and logical and linguistic analysis of human thought using elemental structures. The students will apply their developing critical skills in a supervised setting, through class dialogue and a portfolio.

**HS 101 Introduction to Human Services** 3 Credits

Introduction to Human Services covers the dual perspective of Blackfeet and western culture’s philosophy in regard to social services. This course will cover a broad overview of social service programs and problems in meeting basic needs, with an emphasis on the complexity of human services and historical development. Identification of skills and knowledge in working with people, definition of roles and functions of human service and social workers, and differentiation between professionals and para-professionals are addressed. The diversified fields in human services and social work are examined. (Same as SW 100)

**HS 209 – Treatment Planning & Documentation** 2 Credits

This course will introduce record keeping skills including treatment planning, documenting client and counselor interactions, and report writing. Legal and professional standards of record keeping applicable to the chemical dependency and other health care fields will be covered. On Demand

**HS 210 – Case Management** 3 Credits

The purpose of this course will be to explore the concepts of case management and its importance to the helping professional. (Same as SW 200)

**HS 275 – Theories of Counseling** 3 Credits

Introduction to the primary theories that constitute the intellectual foundation for common counseling and psychotherapy techniques, with a special focus on gender, interpersonal influence strategies, and diversity issues. On Demand

**HS 279 – Legal, Clinical & Professional Issues in Human Services** 3 Credits

This course will provide students with skills and understanding of the ethical standards and practices that
provide proactive and effective strategies. The course will focus on the code of ethics as a guide to decision making that ensure providers to avoid ethical traps that compromise professional integrity. Students will also explore multicultural issues as well as assess and improve cultural competencies.

**HS 280 – Introduction to Counseling** 3 Credits
This course is designed to introduce the course participants to the basic principles, history, &techniques of counseling; including attending, active questioning, reflection of feeling and theories behind counseling. An overview of current practices and theory are covered. The course includes a multicultural, strength based perspective on counseling. There will be a special focus dealing with addictions and current issues in counseling.

**HS 281 – Introduction to Group Counseling** 3 Credits
Prerequisite: HS 280
This course is a combination of didactic and experimental activities. Students are exposed to the various theories of group work, the basic group progress and professional ethical issues involved in-group counseling. There will be a special focus on addictions and current issues in group counseling.

**HS 291 – Special Topics** 1-6 Credits

**Consent of Instructor**
On Demand

**HS 298 – Field Placement** 1-6 Credits

**Consent of Instructor**
Prerequisites: PSYX 100 or SOCI 101

All students will be charged a fee for a Background Check, Drug Testing and Clinical Supervisor. This course will provide supervised fieldwork placements in public and private agencies in the human services/addiction/behavioral health/psychology/social work fields. Students will apply the basic principles of human services, and logical and linguistic analysis of human thought using elemental structures. The students will apply their developing critical skills in a supervised setting, through class dialogue and a portfolio. (Same as CJUS 298)

**PSYX 100 – Introduction to Psychology** 3 Credits
This course is intended as an introductory survey of the scientific discipline of psychology. The scientific study of behaviors in humans and animals will be studied. Students will be guided towards an appreciation of the six major theoretical perspectives that psychology has to offer. C5

**PSYX 102 – Mental Health First Aid –Adults**

Mental Health First Aid is course that teaches the student how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps you identify, understand, and respond to signs of mental illnesses and substance use disorders.

**PSYX 103 – Mental Health First Aid –Adults**

Helping Youth 1 Credit

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help youth who are experiencing a mental health or addictions challenge or is in crisis.

**PSYX 104 – Technical Writing in Behavioral Health**

1 Credit

Understanding of professional documentation practices and appropriate use of different documentation formats, including those specific to screening, intake, treatment plans, monitoring treatment and discharge; completing documentation on a timely basis; appropriate information to include in a client’s record; and to increase knowledge regarding the purposes of effective documentation, specifically for 3rd party billing. On Demand

**PSYX 105– Self-Care** 1-3 Credits

Using self-care practices, this course will assist students to regain control and build resilience. Through experiential and practical methods, students will learn the importance of practicing self-care activities as vital to reducing stress, improving energy and contributing to overall wellbeing and satisfaction. On Demand

**PSYX 109– Self-Expression Through the Arts** 1-3 credits

Self –Expression through the Arts is intended for non-art majors, those who are unfamiliar with studio arts or those who just want to express themselves in a fun and interactive way. The activities in this class will help students gain an understanding of how art can be used to explore meaning and express oneself in non-verbal ways, while familiarizing oneself with various artistic materials and processes. On Demand

**PSYX 203 – Introduction to Social Science Research Methods** 3 Credits

**Consent of Instructor**

This course introduces the methods of research in social sciences including ethics in research, naturalistic methods, observation, interview measurement, surveys, and data gathering techniques, and hands-on experiment exercises. (Same as CJUS 236)

**PSYX 230 – Developmental Psychology** 3 Credits

This course will be an examination of theories, research and applications in developmental psychology.
PSYX 240 – Abnormal Psychology 3 Credits
Prerequisite: PSYX 100
This course will study the description and classification and normal behavior. Abnormal behavior will be studied from an objective scientific point of view.

PSYX 262 – Multicultural Psychology 3 Credits
Prerequisite: PSYX 100
This course is intended to introduce and familiarize students with the concept of multicultural psychology. Students will consider Piikani world view and the perspective other diverse groups in today's society as they explore the meaning and value of such concepts as; culture, ethnicity, bias, relationships and cultural competence as they pertain to various psychological issues.

PSYX 268 – Psychology of Personality 3 Credits
Prerequisite: PSYX 100
This course will introduce the theories and research in personalities. Intensive survey of theoretical concepts and a detailed examination of experimental methods and experiences in the field of personalities will be studied.

PSYX 291 – Special Topics 1-6 Credits
Consent of Instructor On Demand

PSYX 298 – Psychology of Family Violence 3 Credits
Prerequisite: PSYX 100
This course will study the family in an interdisciplinary perspective and the social, psychological, communicative, legal, and therapeutic dimensions of family violence. Class will also examine the dynamics of family violence on the Blackfeet Reservation.

PSYX 248 – Psychology of Family Violence 3 Credits
Prerequisite: PSYX 100
This course will explore theoretical explanations for the presence of violence in American families; research and interventions in such areas as child physical and sexual abuse, battering of women, marital rape, spousal homicide, etc. Class will also examine the dynamics of family violence on the Blackfeet Reservation.

PSYX 260 – Social Psychology 3 Credits
Prerequisite: PSYX 100
This course is the study of individual behavior as a function of interpersonal interactions. The class will seek to understand the nature and cause of individual and thought in social situations.

PSYX 265 – Social Psychology 3 Credits
Prerequisite: PSYX 100
This course will study social behavior as a function of the environment. Race, sex, age, and culture will be examined as they affect social behavior.

PSYX 267 – Social Psychology 3 Credits
Prerequisite: PSYX 100
This course will study social psychology as the scientific study of the social life of men and women. Students will learn about social psychologists and their contributions to the field of psychology.

PSYX 250 – Social Psychology 3 Credits
Prerequisite: PSYX 100
This course will study the social psychology of individuals. The course will cover topics such as social cognition, social influence, social perspective taking, and social identity.

SOCI 101 – Introduction to Sociology 3 Credits
This course is a comprehensive introduction to the discipline of sociology. The course covers both theoretical and methodological perspectives of selected topics, including culture, social interaction, deviance and social control, sociology of race, social stratification, institutions and population. Emphasis is placed on conceptual understanding through observation and analysis of familiar social settings.

SW 100 – Intro to Social Welfare 3 Credits
Overview of human services, programs and problems in meeting social welfare needs, with emphasis on the complexity of social services and their historical development. Analysis of the value, attitudinal, economic and political factors that condition the provision of these services.

SW 200 – Social Work Practice 3 Credits
Prerequisite SW100
Introduction to social work as a profession, including an examination of goals, guiding philosophy and basic assumptions. Emphasis will be on a generalist framework of social work practice and the development of beginning analytical and practice skills.

Division of Liberal Arts

ARTZ 105 Visual Languages—Drawing 3 Credits
The development of basic drawing skills and concepts in rendering volume, pictorial depth, and figure/ground relationships. In addition, students will understand historical and contemporary approaches to drawing and through critique of their works develop critical thinking skills to analyze and articulate thoughtful responses to art, individually and in groups.

ARTZ 106 Visual Language—2-D Foundations 3 Credits
Pre-req. or co-req. ARTZ 105
With an emphasis on design elements and principles, color theory and predominant western and non-western styles, students will learn two-dimensional technical and aesthetic concepts. An emphasis is also placed on visual problem solving. And through critique of their work, students will develop critical thinking skills to analyze and articulate thoughtful responses to art individually and in groups.

ARTZ 108 Visual Language — 3-D Foundations 3 Credits
The development of basic three-dimensional technical and aesthetic concepts in the areas of form, mass scale, texture, space and color. Visual problem solving will be accomplished through various process and materials, and through critique of their work, students will develop critical thinking skills to analyze and articulate thoughtful responses to art individually and in groups.

COMX 111 Speech 3 Credits
In this course, speech communication’s principles and philosophies will be addressed. Emphasis will be on persuasive, informative, logical, entertaining and impressive speeches with attention given to audience, topic and purpose. Students will integrate technology and appropriate support materials into their presentations.

FILM 103 Introduction to Film 3 Credits
In Introduction to Film, students will understand the history and development of American film. Students will learn how various film techniques convey story and elicit responses from their audience, and they will learn to interpret films from various critical approaches, understanding the textual, technical, and cultural elements of this wondrous storytelling medium. C6

**LSH 191 Film Making** 3 Credits
An introductory course into the basics of filmmaking. Giving the students a basic understanding of the art of film. Students will learn how to use the equipment, properly compose a shot, lighting techniques, capture audio, and edit their work using editing and vfx software.

**HSTA 255 Montana History** 3 Credits
Comprehensive examination of Montana from the time of Lewis and Clark to today

**LIT 110 Introduction to Literature** 3 Credits
This course is an introduction to the genres of short fiction, poetry, and drama and their terminology and techniques. An emphasis is placed on interpreting texts through close reading, critical analysis, and creating response/analysis papers. C6

**LIT 201 Introduction to Literary Studies** 3 Credits
Introduction to Literary Studies introduces literary analysis, close readings of texts, literary terms, literary theory and methodologies for the study of the major genres in the literary field. This course is designed with an emphasis on reading, writing and research skills.

**LIT /EDU 231- Literature and Literacy for Children** 3 Credits
Students will explore the development of language and literacy skills of young children along with curriculum and teaching techniques that foster language and literacy in developmentally and individually appropriate ways. The course will focus on the understanding of a comprehensive literacy curriculum that makes productive use of the literacy abilities that all children bring to the elementary settings along with the multiple manners in which literacy is represented in our lives, texts, culture, and perceptions of the world. As well, students discover the inter-relatedness of language, reading, and writing skills. Children’s literature will be reviewed and evaluated based on quality indicators and language and literacy curriculum will be connected to national standards and stage guidelines.

**LIT 270 Film as Literature** 3 Credits
Study of the relationship between film and literature. Topics vary.

**LIT285 Mythologies** 3 Credits
The study of specific cultural mythologies and mythic themes to explore the nature, function, theory and reality of myth. Additionally, students will examine the presence of mythic themes in contemporary society.

**LS161H Asian Humanities** 3 Credits
This course offers an introduction to classical Asian philosophy, with a focus on the Theory of Traditional Chinese Medicine, Confucianism, Daoism, and Buddhism. The course is structured around the different worldviews, conceptions of human nature and the good life from these philosophical perspectives, and where suitable, makes comparisons with Western philosophies, religions and values. The course will be conducted in a lecture/discussion format.

**LS199 Special Topics**

**LS279 Advanced Research** 3 Credits
Topics in Humanities/Liberal Arts Advanced Research: Topics in Humanities/Liberal Arts is course designed for students in Senior Standing to do an intensive study on a topic chosen by faculty in the field of Humanities/Liberal Arts. The topic is open to a broad range of interests to engage the student to do qualitative research. A large research project is required at the end of the course.

**MUS 130 History of Rock & Roll** 3 Credits
This class will look at the origin, development, and makeup of what we know as “Rock & Roll.” In class we will listen to various artists as well as have lectures to understand the variances in style and movements or “periods.” C6

**NASX/LS110 Indigenous Humanities** 3 Credits
Indigenous Humanities introduces discourse about Indigenous knowledge, Indigenous way of knowing and counter-narratives to Eurocentric knowledge systems that are often dismissive and as diminishing of the “other” in multiple ways. Indigenous Humanities is a course designed to explore what Indigenous scholars are saying in their narratives that talk back to the traditional humanities of the Eurocentric and Euro-colonial project.

**NASX/LING/PKNI 140 Foundations of Piikani Language** 3 Credits
Corequisite NASX/PKNI 141.
A linguistically-based introduction to the Piikani language, this class focuses on phoneme and morpheme constructions and how they constitute Piikani word, concept, composition, and structure.

**NASX/PKNI 160 The Piikani of the Park** 3 Credits
This course explores the relationship between the Piikani (and the larger Niitsitapiiksi community) and the areas presently known as Glacier and Yellowstone National Parks in the United States, and Banff National Park in Alberta, Canada. It reviews the history of the Indigenous occupation of the areas in question as documented historically,
archeologically, and ethnographically. The course focuses on the political, social, and economic relationship the Piikani/Niitsitapiiksi and other Indigenous Peoples of the area share with their respective colonial governments, and critically analyzes these. Finally, the course delves into modern approaches to decision-making process about who has rights to the parks, and to how these are decided.

NASX/LING 185 Methodologies in Teaching Native American Languages 3 Credits
This class approaches multiple methods in teaching languages using the Piikani language as a tool to teach such methods, showcasing how such skills help one learn and master the Piikani language. This course will incorporate more than one method in a single class by utilizing ASLA (Accelerated Second Language Acquisition), TPR (Total Physical Response), and various drills that are focused on turning lexicon and words into real, everyday phrases that can be instantly used in the world.

NASX/LIT 221 Indigenous Women Storytellers 3 Credits
Students will gain an appreciation of oral and written forms of storytelling. They will learn how the art of storytelling is essential to understanding and experiencing “life’s story” whether mythical, spiritual or historical. Students will research different tribal storytelling traditions, display newly gained knowledge of Native America through stories they have heard as part of tribal histories, will understand the diversity and richness of Native cultures as expressed in story. They will understand the Native worldview that teaches and explains life through Native oral and written forms for tribal society.

NASX/LIT 224 Origin Stories of the Niitsitapi/Piikani 3 Credits
This course introduces several genres of origin stories of the Niitsitapi/Piikani. Drawing from a large variety of story forms, as well as from written, oral, and material media, the course explores themes that arise across the body of these oral traditions. Particular attention is given to the coherence in methodology, topics, approaches, and ethics that appear across the many stories. The range of origin stories considered includes, but is not limited to, the following: Origin of Sun, Moon, and their children; Naapi, Katoyis, bundles, pipes, names, bands, societies, songs, and those serving as the foundations of the central ceremonies of the traditional Niitsitapi/Piikani.

NASX/LIT 240 Native American Literature 3 Credits
In this class, students are introduced to the works of a number of Native American authors with an emphasis on Blackfeet writers. A critical examination of the literature will include such topics as: historical conquest, prejudice, stereotyping, and the roles of Native Americans in American society. Readings include mythology, poetry, essays, and novels.

NASX/PKNI 250 Gender, Cosmology and Ritual in Indigenous Society 3 Credits
This course focuses on Indigenous Peoples’ concepts and practices around gender. A main goal of this course is to review some of the history of the ways that the concept of Indigenous gender has been constructed by non-Native perspectives, and to examine how this has affected Indigenous Peoples’ own understandings, and practices of gender. Another goal is to enable us to consider the extent to which lesser known cultural traditions, and their religious bases, offer alternatives to some of the ways we might consider mainstream and/or academic discourse about the nature of gender.

NASX/LIT 270 Introduction to Linguistics 3 Credits
This class focuses primarily on the Piikani Language and provides insight into the larger phenomena of Algonquin Languages. The class will give students the skill necessary in studying the Piikani Language and on how to approach all the different writing systems people have used, and are using, to write the Piikani Language. We will study and understand how and why the Piikani Language is in the state it is in now. Further, the course will introduce a writing system for the Piikani Language developed by a Piikani person that is picking up a strong interest within the Blackfoot Confederacy due to its aesthetics and effectiveness.

NASX/LS 279 Advanced Research 3 Credits
Topics in Humanities/Liberal Arts: An introduction to advanced research from inception of project to completion of a 25 page research paper.

PHOT 154 Digital Photography 3 Credits
This class focuses on the basics of digital photography including the camera, lenses and workflow using Adobe Photoshop and Bridge. Students will learn how to see and capture light, composition, depth of field, exposure and metering. There will be weekly assignments and a final project. Students will have a weekly lab in which they will learn more about their equipment and Photoshop. C6
TCC 101 Tribal College First Year Seminar
3 Credits
In this discussion-intensive seminar, students will learn critical thinking skills, and through debate, writing and digital media activities engage in the process of social discourse. Students will examine local and global social issues, develop their role as agents of social change, and explore what a higher education can mean to them in terms of personal growth and exploration as well as career development. C1

TCC 100 Learning Strategies for Higher Education
1.5 Credits
Instruction and application of college study skills including lecture note-taking, time management, reading, textbooks, test taking, and critical thinking.

TCC 200 Capstone Course
3 Credits
The capstone class is designed to utilize the skills gained over the course of an individual student’s general core course of study. The capstone project will highlight the student’s obtainment of critical reading, thinking, and writing skills, personal development and wholeness, engaged citizenship, and general knowledge of Piikani language, culture and history. C1

WRIT 101 College Writing
3 Credits
Expository prose and research paper; emphasis on structure, argument, development of ideas, clarity, style, and diction. Students expected to write without major faults in grammar or usage. C1

WRIT 102 College Writing: Creative Writing—Fiction and Non-Fiction
3 Credits
This class will use the autobiographical format to teach young writers how to use their own personal experience to create a piece of non-fiction(facts) or fiction(work of the imagination); in recent years there has been a shift to using the techniques and tools of the fiction writers and applying those techniques to the non-fiction genre. The Big Idea: everybody has a story to tell. Techniques to get that story told will be the focus of this class.

Division of Math & Science

AHMS 144 Medical Terminology
3 Credits
This course provides allied health students with an introduction to basic health and medical terms. It includes study of the Greek and Latin root words, prefixes, and suffixes. Emphasis is placed on common anatomical, pathological, and diagnostic words and phrases.

ANTH 286 -Survey of the Forensic Sciences
3 Credits
This course will be a survey of the forensic sciences and related disciplines and their use in criminal investigations. Topics will include crime scene processing, pathology, types of physical and trace evidence, firearms, and the role of forensic scientists in the investigative process and as expert witnesses.

ANTY 250 Introduction to Archaeology
3 Credits
In this class students will provide students with an understanding of the methods and theoretical approaches archaeologists utilize to understanding and explaining past human societies.

BIOB 101 Discover Biology
3 Credits
Co-Requisite: BIOB 102
This course introduces basic biological principles including the basic of the cell, interrelationship of structure and function, and the characteristics and classification of the five kingdoms of living things, as well as the basic ecological concepts. This course is designed for non-science majors. C4

BIOB 102 Discover Biology Lab
1 Credit
Co-requisite: BIOB 101
Laboratory exercises will relate the principles of biology 101 lectures. Laboratory experience will include experimentation, microscope work, observations, and dissection. C4

BIOB 160 Principles of Living Systems
3 Credits
Co-Requisite:BIOB161
This course covers the structure, function, and reproduction of cells, biological macromolecules, biochemical pathways, cell division, and basic principles of genetics, modern biotechnology, and major control mechanisms within the body.

BIOB 161 Principles of Living Systems Lab
1 Credit
Co-Requisite:BIOB160
This course will practice scientific method while applying the principles of biology 160 lectures through laboratory exercises.
BIOB 170 - Principles of Biological Diversity  
**3 Credits**  
Co-Requisite: BIOB171  
Examination of the diversity, evolution and ecology of life including eukaryotes, bacteria, viruses, Protista, fungi, plants, and animals and such ecological concepts as natural selection, ecosystems, energy relationships, cycles, population and communities.

BIOB 171 Principles of Biological Diversity Lab  
**1 Credit**  
Co-Requisite: BIO162  
Laboratory exercises will relate to the principles of biology 170 lectures. Laboratory experience will include experimentation, microscope work, observation, and dissection.

BIOB 291 Special Topics  
**Variable Credits**  
Prerequisite: BIOB 101 or higher  
Students(s) and instructor will jointly agree on the topics and format of study for this course. Emphasis will be placed on biomedical and allied health topics.

BIOH 104 Human Biology  
**3 Credits**  
Explore the basic concepts, principles, and processes in human biology; the structure and function of the human body at the cellular and tissue levels, biochemical processes, physiological systems, genetics and metabolism.

BIOH 105 Human Biology Lab  
**1 Credit**  
Lab exercises will coordinate with the course work for BIOH 104.

BIOH 201- Human Anatomy and Physiology I  
**3 Credits**  
Pre-Requisite: BIOH 160 and CHMY 121  
Co-Requisite: BIOH 202  
The study of the systematic organization of the human body through anatomical methodology and physiological mechanisms with emphasis on levels of organization, tissue differentiation, and the structure, function and pathologies of the integument, skeletal, muscular, and nervous system.

BIOH 202 - Human Anatomy and Physiology I Lab  
**1 Credit**  
Co-Requisite BIOH 201  
Lab exercises will coordinate with the course work of BIOH 201.

BIOH 211 - Human Anatomy and Physiology II  
**3 Credits**  
Pre-Requisite: BIOH201  
Co-Requisite: BIOH212  
This is a continuation of BIOH 201. The students will study system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system.

BIOH 212 Human Anatomy and Physiology II Lab  
**1 Credit**  
Co-Requisite BIOH 211  
Lab exercises will coordinate with the course work of BIOH 211.

BIOM 250 Microbiology for Health Science  
**3 Credits**  
Prerequisite: BIOB 160  
Co-Requisite BIOM 251  
The study of microorganisms: Major emphasis is on the structure, function, and behaviors of those organisms that are pathogens in humans, the diseases they cause, the immune system response to the disease, and the techniques used to identify and control the pathogens.

BIOM 251 Microbiology for Health Science Lab  
**1 Credit**  
Co-Requisite BIO 250  
The labs will focus on the methods and tools of studying microorganisms that support BIOM 250.

BIOO 105 Introduction to Botany  
**3 Credits**  
Co-Requisite BIOO 106  
An introduction to the science of Botany that focuses upon the structure and function in plants: cytology, anatomy, morphology, taxonomy, ecology, and physiology of plants. Laboratory activities will coordinate with lectures and class work.

BIOO 106 Introduction to Botany Lab  
**1 Credit**  
Co-Requisite: BIOO105  
Laboratory activities will coordinate with lectures and class work in the science of Botany that focuses upon the structure and function in plant: cytology, anatomy, morphology, taxonomy, ecology, and physiology of plants.

CHMY 121 - Introduction to General Chemistry  
**3 Credits**  
Prerequisite: M090 or greater  
Co-requisite CHMY 122  
Introductory general chemistry, measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, electrochemistry, nuclear chemistry.

CHMY 122 Introduction to General Chemistry Lab  
**1 Credit**  
Co-requisite: CHMY121  
This course covers the topics found in general chemistry such as measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base
chemistry, electrochemistry, nuclear chemistry. Laboratory exercises will coordinate with the lectures and class work in CHMY 121.

**CHMY 123 Introduction to Organic and Biological Chemistry** 3 Credits
Prerequisite: CHMY 121 & CHMY 122
Co-requisite: CHMY 124
This course is an introduction to organic chemistry and biochemistry. Topics covered include organic nomenclature, chemical bonding, functional groups, organic reactions, major classes of biological molecules, and metabolism.

**CHMY 124 Introduction to Organic and Biological Chemistry Lab** 1 Credit
Co-requisite: CHMY 123
This course is an introduction to organic chemistry and biochemistry. Topics covered include organic nomenclature, chemical bonding, functional groups, organic reactions, major classes of biological molecules, and metabolism. Laboratory activities will be coordinated with these topics and lectures of CHMY 123.

**CHMY 293 Independent Study** Variable Credits
Prerequisite: M115
When there is adequate reason, as determined by the student’s advisor, students may enroll in academically sound independent study. Students who enroll in independent study must present a written proposal to, and receive permission from, the supervising instructor, the division chairperson, and the Vice President of Academic Affairs. Proposal forms are available in the Academic Affairs Department.

**EGEN 105 Intro to Engineering** 3 Credits
Provides students an opportunity to explore the fields of engineering, engineering technology and computer science. Other topics include engineering design, career opportunities, professionalism and ethics.

**ENSC 243 Soils** 3 Credits
This course introduces the student to soil formation and conservation methods. Topics include wind and water erosion, control on cropland, range, and forest land. Students will receive the basic information on the five soil formation factors and soil types. This course will also have an emphasis on the use of soils by the Blackfeet Nation and doing basic chemical testing on the different soil types.

**ENSC 255 Climate Diversity** 3 Credit
This course provides a basic review of how the climate system works and how we know about past climate change and the ecological response. The course focuses on how climatic conditions influence the distribution and abundance of organisms on the Earth and how plants, animals and

**ENSC 105 Environmental Science** 3 Credits
This course is the study of the physical and biological environment, nonrenewable resources, energy resources and uses and basic ecological principles that lead to a sustainable biosphere. Emphasis will be on the impact humans and nature has on the earth and on related resource management techniques.

**FORS 225 Intro. To Forestry** 3 Credits
This course explores the development of forestry. Topics include basic forest ecology, harvesting, dendrology, environmental requirements and physical properties of the major tree species of the Northern Rocky Mountains. More emphasis will be on the Montana and Blackfeet Reservation tree species.

**FORES 250 GPS/GIS** 4 Credits
This course is an introduction to Global Positioning Satellite/Introduction to Geographical Information Systems: GPS equipment will be introduced, utilized, and the concepts of entering data into a GIS ARC software to process different methods of data entry by introducing capabilities of the GIS for mapping and presentation capabilities.

**GEO 101 Introduction to Physical Geology** 3 Credits
Co-requisite: GEO 102
This course studies general geology that includes the work of wind, flowing water, glacial ice, gravity, earthquakes, volcanoes, and plate tectonics in shaping the earth. Topics such as weathering, rock and mineral identification, geologic time, and hydrology will be covered.

**GEO 102 Introduction to Physical Geology Lab** 1 Credit
Co-requisite: GEO 101
Lab experiences will introduce students to local geology, including glacial features, faults, extinct volcanoes, ancient sedimentary rock formations, folded and fractured rock, landslides, stream features, erosion, and mineral deposits.

**GPHY 141 Geography of World Regions** 3 Credits
This course is an introduction to how the land and peoples of the world are organized into geographical regions, and how landscapes differ from region to region as well as the people differ in terms of their traits, beliefs, ways of life and economic livelihood.

**NAT 105 Introduction to Natural Resource** 3 Credits
This course is designed to provide the students with an introduction to the broad scope of Natural Resources and the importance of conservation. Topics to be covered include forestry, soil, water, range, wildlife, and agriculture.

**M065 Pre-algebra** 4 Credits
fractions, decimals, percent, ratio and proportion, measurement, geometry, and statistics.

**M098 Introductory & Intermediate Algebra**
- **Prerequisite:** M065 or Placement Test
- This course covers basic algebra concepts including terminology; operations on rational numbers; solving and graphing linear equations and inequalities in one and two variables; determining equations of lines; polynomial and function operations; operations on exponential and radical expressions; factoring. Solving rational, absolute value, radical and systems of equation, and quadratic equations.

**M 115 Probability & Linear Math**
- **Prerequisite:** M 098 or Placement Test
- This course covers graphing, systems of linear equations, geometry, and matrix algebra. This course will include an introduction to set theory and operations, probability, statistics, and mathematics of finance. Applications in the natural sciences, social sciences, business and gaming will be stressed. C4

**M 120 Math for Health Care Applications**
- **Prerequisite:** M098
- This course is designed to provide students with a solid mathematical foundation necessary to succeed in a healthcare profession. This course will review algebra, systems of measurement, medication and syringe calculations, ratio and proportions, calculations for IV therapy, basic statistics and ionic solutions and pH calculations.

**M 121 College Algebra**
- **Prerequisite:** M 098 or Placement Test
- This course covers an in-depth examination of standard topics of college algebra including linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Solving systems of equations using matrices will also be covered. C4

**M 132 Numbers and Operations for Elementary School Teachers**
- **Prerequisite:** M 098 or M117
- The study of number and operations for prospective elementary and middle school teachers, including whole numbers, decimals, fractions, percent, integers, operations, numeration systems, and problem solving.

**M133 Geometry and Geometric Measurement for Elementary School Teachers**
- **Prerequisite:** M 132
- The study of geometry and geometric measurement for prospective elementary and middle school teachers, including synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving.

**M 151 Pre-Calculus**
- **Prerequisite:** M121 or Placement Test
- This course is designed to prepare students in mathematics or science fields of study for entry into calculus sequence. This course will cover analytic and geometric properties of polynomials, rational, exponential, logarithmic, and trigonometry expressions, functions, and graphs. Trigonometric functions, inverses, and trigonometric identities will be studied as well as conic sections, complex numbers, sequences and series, and systems of linear equations.

**M 171 Calculus I**
- **Prerequisites:** M151 or Placement Test
- This course covers polynomials, rational, exponential, logarithmic, and trigonometric functions and their behavior both analytically and graphically. The fundamental theorem of Calculus will be studied including limits, derivatives, integrals, and approximations with focus on interpretations and applications for the functions studied.

**M 172 Calculus II**
- **Pre-Requisite:** M171
- This course covers techniques of integration, area computations, improper integrals, infinite series and various convergence tests. Also included are power series, Taylor’s formula, polar coordinates, parametric curves and infinite sequences and series.

**M234 HIGHER MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS**
- **Prerequisite:** M 133 & 132
- Students will understand how to apply algebra to model physical situations and solve problems, explain proportionality; apply number theory concepts and theorems; represent, analyze and interpret data, simulate random events and describe expected features of random variation; and distinguish between theoretical and experimental probability.

**NUTR 221 Basic Human Nutrition**
- **Prerequisite:**
- This course covers the basic concepts of human nutrition, which include carbohydrates, lipids, proteins, vitamins, minerals, absorption, digestion, metabolism, and energy utilization as they relate to health and food consumption at different stages of the life cycle.

**PHSX 215 Fundamentals of Physics w/Calculus I**
- **Prerequisite:** M 151
- **Co-requisite:** PHSX 216 & M171
This course is designed to be taken as a co-requisite with M171-Calculus I. In this course you will get an introduction to the topics and scope of physics. We will look at the concepts and applications of mechanics, fluids, waves and sound. Examples of these topics in everyday life will be considered. Problem solving abilities and applications of physical concepts will be stressed in this class.

PHSX 216 Fundamentals of Physics Lab
w/Calculus I 1 Credit
Co-requisite PHSX 215
In this course you will complete and write up activities related to the course topics taken in conjunction coordinated with PHY 215.

PHSX 217 Fundamentals of Physics w/Calculus II
3 Credits
Prerequisite PHSX 215
Co-requisite PHSX 218 & M172
This course is designed to be taken as a co-requisite with M172—Calculus II. In this course you will get an introduction to the topics and scope of physics. We will look at the concepts and applications of heat, electricity, magnetism, and light. Examples of these in everyday life will be considered. Problem solving abilities and application of physical concepts will be stressed in this class.

PHSX 218 Fundamentals of Physics Lab
w/Calculus II 1 Credit
Co-requisite PHSX 217
In this course you will complete and write up activities related to the course topics taken in conjunction with PHSX 217.

SCI 150 Scientific Wonders of Glacier National Park 3 Credits
Students will explore the vast unique features that Glacier National Park has to offer.

SCI 125 Introduction to Cultural Resource Management 3 Credits
This class will be an introduction to cultural resource management and the laws that govern it. Students will become familiar with the cultural resource management system as it protects the archaeological and cultural resources on the Blackfeet Reservation.

SCI 191 Introduction to Scientific Research and Writing 3 Credits
Within the context of scientific inquiry, developing and applying basic concepts, generating, describing, and analyzing experimental ideas, procedures and data; constructing communicating, determining and displaying tables and graphs, descriptive statistics dispersion/variation in data and statistical significance; designing complex experiments, preparing formal papers, and presenting scientific research will be addressed.

SCI 290 Special Topics in Science Variable Credits
This is an independent study course; the student and the instructor will jointly agree upon topics and format of study, with emphasis placed upon allied health, environmental science, or nutrition/food preparation topics.

STAT 216 Intro Statistics 4 Credits
Prerequisite: M115
This course is designed to provide the student with an introduction to the concepts of statistics and probability. Concepts covered include the following: organization and description of data, measure of location and central tendencies, frequency and variance, counting and probability, expected value, and the binomial distribution. Other topics include normal distributions, confidence intervals, sample sizes, hypothesis testing, regression and correlation. The Chi-square and F distribution along with an introduction to non-parametric statistics will be covered. Computer time outside of the class will be expected for all students.

WILD 134 Wildlife and People 3 Credits
This course is designed to provide students with a wide variety of tools on how to apply ecological knowledge to balance the needs of animals with those of people. Topics include history, Philosophy, inventory, planning, management and Blackfeet uses of wildlife.

Division of Nursing

NRSG 230 Nursing Pharmacology 3 Credits
This course provides the student with an overview of pharmacology with an emphasis of the study of effects, interactions, and nursing considerations of pharmacologic agents on the client population across the lifespan. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

NRSG 231 Nursing Pharmacology Lab 2 Credits
An integration of lab experiences focusing on the basic principles in providing safe medication administration, including intravenous therapy across diverse populations and the lifespan.

NRSG 232 Foundations of Nursing 3 Credits
This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and skills necessary for
NRSG 233  Foundations of Nursing Lab 3 Credits
An integration of lab experiences focusing on psychomotor nursing skills needed to assist individuals in meeting basic human needs. Application of the nursing process and hands-on learning experiences for nursing skills, patient assessments, nutritional safety, and basic therapeutic skills are practiced and demonstrated.

NRSG 256  Pathophysiology 3 Credits
This course introduces the student to the basic principles and processes of pathophysiology including cellular communication, genes and genetic disease, forms of cellular injury, nutrition, fluid and electrolyte/acid base balance, immunity, stress coping and illness, and tumor biology. Pathophysiology of the most common alterations according to body systems will be discussed as well as the latest developments in research and patient-centered nursing interventions.

NRSG 234  Adult Nursing I 3 Credits
This course builds upon the knowledge and skills acquired in Foundations of Nursing, and places them in the context of patient-centered care. Social, cultural, ethical, rural and legal issues, end-of-life and palliative care across diverse adult populations are introduced. Health promotion and prevention throughout the adult lifespan, with specific focus on the geriatric patient, is emphasized. Normal aging, health alterations associated with aging, and their implications are addressed.

NRSG 235  Adult Nursing I Clinical 2 Credits
This clinical introduces the student to nursing practice in care of the stable adult patient. This includes care of the adult in a variety of health care settings. Students utilize the nursing process to develop individualized plans of care to prevent illness, promote wellness and maintain or restore health based on patient needs and evidence based practice.

NRSG 236  Health and Illness of Maternal Nursing 2 Credits
In this course, the student applies holistic concepts to the professional nursing care of the childbearing family including conception, prenatal, intrapartum, postpartum and newborn care. Content addresses health and complex alterations, reproduction and menopause, nutrition, therapeutic communication, ethical, legal, cultural and evidenced-based practice.

NRSG 237  Health and Illness of Maternal Nursing Clinical 1 Credit
This clinical introduces the student to the role of the registered nurse in the care of the childbearing family. Students will utilize the nursing process to assess and develop individualized plans of care for mother and infant. Emphasis will be placed on patient education to promote healthy mother infant and childbearing family bonding.

NRSG 244  Adults Nursing II 3 Credits
This course builds upon previous knowledge of the nursing process and care of the patient experiencing acute and chronic disease alterations. Pathophysiologic processes are discussed as related to evidence-based nursing interventions. Students apply the nursing process, nutritional therapy, and pharmacological therapy utilizing interdisciplinary practice to promote, maintain, and restore health across the adult lifespan.

NRSG 245  Adults Nursing II Clinical 2 Credits
In this clinical experience the student will provide care for individuals and families experiencing acute health alterations, and those associated with chronic disease processes. Students use the nursing process to systematically analyze information to plan and implement nursing interventions which are individualized and founded on evidence-based practice.

NRSG 254  Mental Health Concepts 3 Credits
In this course, the student focuses on the nursing concepts utilizing basic human needs, developmental theory, nursing process, therapeutic communication, and nursing interventions to promote and maintain health for clients and families experiencing mental-health issues. The student will examine client responses to stressors across the life span. Tasks of biological-behavioral concepts in psychosocial nursing care, rural and cultural impacts will be addressed.

NRSG255  Mental Health Concepts Clinical 1 Credit
This clinical applies the knowledge of psychiatric and mental health nursing. Students will have mental health focused clinical experiences in a variety of settings.

NRSG 246  Health and Illness of Child and Family Nursing 2 Credits
In this course, the student applies holistic concepts to the professional nursing care of children and their families in health, illness, end-of-life and palliative care. Emphasis is placed on incorporating growth and developmental principles to facilitate positive health outcomes through health promotion, nutrition and disease prevention.
NRSG 247 Health and Illness of Child and Family Nursing Clinical 1 Credit
In this clinical, students will utilize the nursing process, to provide nursing care of healthy and high-risk pediatric populations and their families experiencing disruptions in bio/psycho/social/cultural and spiritual needs. Emphasis is also placed on health promotion, health maintenance, and therapeutic communication.

NRSG 259 Adult Nursing III 3 Credits
This course expands on the nursing role in care of patients with complex health alterations. Students utilize evidence-based, interdisciplinary interventions to meet patient and family needs.

NRSG 260 Adult Nursing III Lab 1 Credit
In this lab, students are introduced to basic electrocardiogram interpretation, advanced concepts of perfusion, ventilation, and complex pharmacologic regimens.

NRSG 261 Adult Nursing III Clinical 2 Credits
This clinical experience focuses on application of the nursing process and utilization of information to provide comprehensive nursing care to the acutely ill patient experiencing complex health alterations in a variety of settings. Emphasis is placed on prioritization of care and collaboration with other members of the interdisciplinary team to ensure optimal client care.

NRSG 266 Managing Client Care for the RN 2 Credits
In this course, students examine concepts of leadership and management emphasizing prioritization, delegation, and supervision of nursing care for patients across the lifespan. Topics also include communication techniques, legal and ethical issues, care of the culturally diverse patient, and utilizing change theory. Healthcare policy, finance, and regulatory environment issues are explored and applied to planning, collaborating, and coordinating care across the continuum.

NRSG 267 Managing Client Care for the RN Clinical 2 Credits
This precepted clinical experience focuses on principles of nursing leadership and management in a variety of settings. Students apply knowledge to provide culturally competent, holistic interventions within the professional nursing role for individuals, communities, and families across the lifespan.

Division of Piikani Studies

NASX 141 Beginning Blackfeet Language I-3 credits
This course will introduce students to the Blackfeet language through fundamental conversational settings that are practical and used in our daily interactions with community members. The course will focus on topic areas such as greetings, kinship terms, names for the local communities and pronouncing names of legend figures and Piikani spirit entities. Students will gain confidence in verbal pronunciation through the continued practice of speaking the language. The use of several different teaching methods will be implemented in presenting the language. The origin and philosophy of the word usage will be stressed. This class can be cross referenced with math and science classes also philosophy and music classes. The language is the foundation of all Piikani life. C2

NASX 142 Beginning Piikani Language I-3 credits
This course’s main objective is to have students gain clarity and conversational confidence with the themes or conversational settings introduced in NASX 141. Class instruction will use student roleplay, situations, photographs, and other illustrations to assist the immersion learning experience. Use of various teaching methods such as total physical response, immersion and implied learning techniques enhance the learning process and the use of the Piikani sign language increases the retention of the language. Visits to various community settings encourages the use of the language.

NASX 190 Special topics 1-3 credits
Piikani Studies topics will vary and will be determined by student demand for courses not listed as regular courses in the catalog.

NASX 206 Piikani Chiefs & Societies 3 credits
This course will study and explore the various societies of the Piikani. The study of their significance and the role in the life of the Piikani people of the past and the present will be explored. Research on Piikani chiefs and leaders will be a component of this class that will produce material for a special day that was created by this class and the Blackfeet community college, all chiefs day. All chiefs day is held on the third Monday of February of each year.

NASX 220 Piikani Tribal Government 3 credits
This course introduces the student to the unique relationships between the Piikani Tribe and the State of Montana. Students will examine tribal which may include water rights, government systems, taxation etc. Spring Semester*** this course can be cross referenced with Government, Political Science, U.S. and State History ****

NASX 221 Indigenous Women Storytellers 3 credits
Students will gain an appreciation of oral and written forms of storytelling. They will learn how the art of storytelling is essential to understanding and experiencing “life’s story” whether mythical, spiritual or historical. Students will research different tribal storytelling traditions, display newly gained knowledge of Native America through stories they have heard as part of tribal histories, will understand the diversity and richness of Native cultures as expressed in
story. They will understand the Native worldview that teaches and explains life through Native oral and written forms for tribal society. Fall Semester*** this course can be cross referenced with English, Liberal Arts, Humanities, Women’s Studies, Communications ****

**NASX 245 Intensive Intermediate Blackfeet Language II**

6 credits

Prerequisite: NASX 145

This course is a combination of NASX 241 & NASX 242. The course’s main objective is to have students gain clarity and conversational confidence with themes and conversational settings introduced in NASX 145. Class instruction will use student role-playing, photographs, and other illustrations to assist the immersion learning experience. The class will be very fast moving and will include a lot of out of class assignments within the community.

**NASX 276 Federal Indian Law and Policy 3 credits**

Students will examine the history of the development of U.S. policy towards American Indians. A study of tribal encounters and adjustments to European and American powers will be covered. The philosophy behind successive policies will examined and discussed as well the laws that enforced or counteracted official policies. Fall Semester*** this course can be cross referenced with Government, History, Political Studies****

**NASX 290 Special Topics 3 credits**

Piikani Studies topics will vary and will be determined by student demand for courses not listed as regular courses in the catalog). As Needed

**PKNI 118 Piikani Herbal Prep 1 Credit**

The student will be introduced to the history of herbs, philosophy, values, and medicinal uses of local plants used by the Piikani people. The class will discuss the in-depth properties of each plant; stories will be shared about the plants, the seasons to gather and how to identify the plants. The students will learn how to prepare plants for tinctures, infusions, salves, ointments, poultices, syrups, capsules, and compress.

**PKNI 129: History of the Piikani 3 credits**

This course will introduce the student to the existence of the Piikani People as a nation distinct from other nations. Our Piikani history will be taught as a backdrop to gaining personal insight into the abundant store of cultural knowledge and source of our rich Piikani tribal identity. The course is designed to be a general overview of Piikani history from origin to reservation era. Every Semester*** this course can be cross referenced with History, Education, Humanities *C2

**PKNI 147 Blackfeet Sign Language 3 credits**

This course is the study of a form of communication that is in the forefront of communication that helped shape the life styles of plains Indians. The use of hand signs and body gestures by Native Americans was the primary form of communication between all tribes from the northern borders of Canada to the southern borders of Mexico. The use of the hand and body gestures to communicate will be taught with the use of digital video discs. Elders that are fluent in the use of sign language will be used in the classroom also. Sentences and individual words will be stressed and common everyday conversations will be the outcome.

**PKNI 161 Piikani Cultural Geography 3 credits**

This course offers a comprehensive study of the Piikani Nation. Sites will be identified, visited and discussed for historical significance. Sites include tipi rings, buffalo jumps, lakes, and creeks, mountains with emphasis on religious, cultural, scientific and historical significance. Fall Semester*** this course can be cross referenced with Science without lab, history ****

**PKNI 205 Survey of Piikani Women 3 credits**

This course will focus on the shifting images Native women with emphasis on the Piikani woman from the 1800’s to present day. Subjects will include role expectations, changing life styles, health issues, and cross cultural communications. Student will also research values that define Piikani women and what makes them unique. Fall Semester *** this course can be cross referenced with English, Liberal Arts, Humanities, Women’s Studies, Communications ****

**PKNI 206 Piikani Societies, Bands and Leaders 3 credits**

This course examines and explores the various societies of Piikani with special emphasis on gender roles. Research will be a major component of this course aiding student’s insight into women roles in our societies and bands both historically and spiritually. Spring Semester *** this course can be cross referenced with English, Liberal Arts, History ****

**PKNI 229 Intro to Anti-colonialism, Anti-racism and Piikani Thought 3 credits**

This course introduces discourse of what anti-colonialism, anti-racism is and the relationship to Piikani culture, pedagogy and social organizational knowledge. Piikani lived realities will be examined through a theoretical lens using anti-colonialism and anti-racism discourse. Fall Semester*** this course can be cross referenced with English, History, Liberal Arts, Humanities, Philosophy ****

**PKNI 265 Early Indian Health and Medicine 3 credits**

Students in this course will study the history of medicine and its varied uses among Indian people. The philosophy and
ritual behind Indian medicine will be examined, particularly in view of today’s reservation society. Identification and classification of herbs and plants in this area will be emphasized in series of planned field trips. A course project is required.

**PKNI 280 Advanced Research and Development**

This course will require the students to do an in-depth research project on a topic relevant to the Piikani. The student will be expected to do research using libraries, archives, government documents and personal interviews. Digital presentation of products will be placed into curriculum, Library and Computer applications

### DIVISION OF WORKFORCE

**CSTN115 – Cost Calculations & Estimating**

This course examines the preparation of bids from blueprints. For a specific project, the student will be able to prepare a materials list as well as an estimate of the labor. Various forms of analysis will be applied such as equations for measuring wood, concrete, sheetrock, paint, roofing, etc.

**CSTN130 – Introduction to Building Trades I**

This course is designed to provide students with the knowledge of hand and power tools and job safety coinciding with each phase of construction. All aspects of construction will be examined through lecture, video and guest speakers. This class will be taught along with CSTN131 Building Trades Field Experience

**CSTN131 – Building Trades Field Experience I**

This course will provide a “hands-on” experience in blue print reading, site planning, and utilize selected hand and power tools as they relate to constructing a residential structure. The student will construct a residential structure practicing workplace safety and will be evaluated for it during this course. This course is part of the core curriculum and will be taught in conjunction with CSTN130 Introduction to Building Trades I.

**CSTN140 – Introduction to Building Trades II**

This course is the second semester progressive Building Trades course. It continues to emphasize blue print and plan reading and delineates the role of exterior and interior finish as it relates to the actual construction of a residential structure. The students will gain the basic knowledge of window and door installation, plumbing, electrical and heating procedure. This class will be taught along with CSTN141 Building Trades Field Experience

**CSTN141 – Building Trades Field Experience II**

This course will provide a “hands on” experience in blue print reading, plan reading and delineate the role of exterior and interior finish as it relates to the actual construction of residential structure. The student will gain a working knowledge of window and door installation, plumbing, electrical, heating procedures, insulation techniques, and drywall. This will include all applicable tools and materials required in the finish construction of a residential construction. This course is part of the core curriculum and will be taught in conjunction with CSTN140, Introduction to Building Trades II

**CSTN295 – Field Work/Clinical/Practicum**

This course is the hands on application of classroom instruction in construction application of various sizes and complexity. Students will have the opportunity to apply their skills and gain experience in interning in the community.

**CON101 – Introduction to CAD (Computer Aided Drafting)**

This course will introduce the student to Computer Aided Drafting (CAD). It will examine the complex language, concepts, techniques and application of CAD. Also, the student will be required to draw a floor plan for a residential building which will survey the essential knowledge need to read, understand, and interpret information on a set of architectural drawings.

**CON190 – OSHA 10 Workplace Safety**

OSHA 10-hour general industry training teaches safety awareness and helps each worker recognize and reduce the risks of jobsite hazards. This OSHA hazard recognition course covers general industry hazards not specific to those working construction-only jobs and is intended as an orientation to OSHA standards. Workers taking general OSHA courses usually have jobs related to health care, factory, warehouse, manufacturing, storage and more. This is a State of Montana Certification.

**COMX102 – Interpersonal Skills in the Workplace**

This course introduces students to the dynamics of social interaction through verbal and non-verbal communication in a multi-cultural context. Students will enhance strategies and skills between students and local employers to support effective workforce growth.

**M 100 – Technical Math**

This course is designed for students to Utilize and apply mathematical operations, measurement (English and Metric System), introductory geometric principles and applied algebra into technical applications in academic and workplace situations;
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>VOC101</td>
<td>Employer/Employee Relations</td>
<td>3</td>
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This course is designed to familiarize the student with the human dynamics of the world of workforce. Interaction between people in the workplace is an important aspect of job conditions. Topics include: soft skills, impressions, perceptions and attitudes in relation to the organizational structure communications and conflict management and scheduling; concepts of teamwork, leadership skills, evaluating human resources. The class is designed to familiarize participants with current human resource practices and laws that apply to human resources careers regardless of their field.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRIT121</td>
<td>Technical Writing</td>
<td>3</td>
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Prerequisite: A “C” or higher in WRIT 090 or satisfactory Compass placement score. Experience in communication formats typical of technical careers. Emphasis on writing as the craft of the critical thinker, involving analysis of audience, context, and purpose as well as the ability to locate, synthesize, analyze, organize and present information effectively.
Blackfeet Community College Employees

**President’s Office**

**Kipp, Dr. Billie Jo, President, 2011**  
PhD, Psychology, University of Montana, Missoula, MT, 2005  
MA, Psychology, University of Montana, Missoula, MT, 2000  
BS, Counseling Psychology, University of Montana, Missoula, MT, 1996

**Carlson, Jodi R., Assistant to the President, 2002**  
AS, Business Management, Blackfeet Community College, Browning, MT, 1998

**Sinclair, Rhrista, Administration Secretary, 2016**  
AA, Office Administration, Blackfeet Community College, Browning, MT 2013

**Mission Effectiveness**

**Hall, Brad, Vice President of Mission Effectiveness, 2013**  
Ed.D.(c), Montana State University, Bozeman, MT, 2017  
M.Ed., Education, Montana State University, Bozeman, MT, 2012  
BA, History, Montana State University, Bozeman, MT, 2008

**Wippert, Rachel, Mission Effectiveness Administrative Assistant, 2006**  
AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2004

**Augare, Helen Jean, Title III Director, 2000**  
BS, Business Administration Management, University of Montana, Missoula, MT, 2000

**Connelly, Shannon, Human Resource Director, 2015**  
BS, Accounting, Montana State University, Bozeman, MT, 2009

**Henriksen, Curtis D., Facilities Director, 2002**  
Certificate, Journeyman Painter, Blackfeet Community College, Browning, MT  
Certificate, Basic Locksmithing, Montana Chapter of ALOA, 1999  
Membership, Associated Locksmiths of America, Inc., 2002

**Longtime Sleeping John J., Director of Information Technology, 1998**  
Certificate, Managing and Maintaining a MS Windows Server 2003 Environment, Microsoft, 2004  
Certificate, MS Windows 2000 Network and Operating System Essentials, 2151, New Mexico Highlands University, 2002  
Certificate, Implementing MS Windows 2000 Professional and Server, New Mexico Highlands University, 2002  
Certificate, Cisco Certified Network Associate, Cisco Career Certification & Training, 2001  
Certificate, MCP, MCP+1, MCSE, Microsoft, 2000  
Certificate, Fiber Optics Installer, Electronics Technicians Association, 2004  
Certificate, Mastering Internet and LAN Security, Computer Master, 2003

**Bird Rattler, Gail, Custodian, 2013**
Certificate, Right to Know for Cleaning & Maintenance Operations, Mastery Technologies, 2013
Certificate, CPR/AED Basic First Aid, 2016

**Galbreath, Mark, Maintenance Technician, 2015**
Certificate, Boiler Operators License, 2014

**Monroe, Glen, Custodian, 2013**
Certificate, Right to Know & General Cleaning Procedures, 1993

**Old Person, Delphine, Custodian, 2008**
Certificate, Right to Know & General Cleaning Procedures, 1999

**Running Crane, Edward, Custodian, 2013**
Certificate, Right to Know & General Cleaning Procedures, 1991

**Rutherford, Joseph, Security Patrol Officer, 2014**
Certificate, CPR, AED, Basic First Aid, 2016
Certificate, Jeanee Clery Act Compliance, 2015
Certificate, Safety Committee Development Training, 2013
Certificate, Supervisor Reasonable Suspicion Training, 2013
Certificate, Court Security Training, 2009
Certificate, Disaster & Emergency Services Division, 2005, 2004
Certificate, Haz Mat/WMD Operations, 2004

**Salway, Gregory A., Network Technician, 2010**
Certificate, Customer Service Workshop, 2014

**Spotted Bear, Rose Mary, Human Resources Specialist, 2012**
AAS, Office Administration, Blackfeet Community College, Browning, MT, 1999
AAS, Small Business Management, Blackfeet Community College, Browning, MT, 2000

**Spotted Eagle, Trevor, Multimedia Communications Specialist, 2016**
BA, Digital Video, University of Advancing Technology, Tempe, AZ 2013

**Valandra, Clement, Maintenance Manager, 2010**
Certificate, Boiler Operators License, 2016

**Weatherwax, Melissa G., Institutional Development Coordinator, 2016**
BS, Elementary Education, Montana State University-Northern Havre, MT, 2003
AA, Blackfeet Elementary Education, Blackfeet Community College, Browning, MT, 2002
AA, General Studies, Blackfeet Community College, Browning, MT, 2000

**Wippert, Marlin, Network Technician, 2001**
Certificate, Managing and Maintaining a MS Windows Server 2003 Environment, Microsoft, 2004
Certificate, MS Certified Professional, Microsoft
Certificate, Customer Service Workshop, 2014

Yellow Owl, Alicia, Native Science Field Center Project Coordinator, 2016
BS, Elementary Education, Montana State University Northern, Havre, MT, 2002
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2002
AS, General Studies, Blackfeet Community College, Browning, MT, 1999

Student Services

Racine, Anne M., Vice President of Student Services, 1998
MS, Education - Learning Development, Montana State University-Northern, Havre, MT, 2009
BA, Community Service, Montana State University-Northern, Havre, MT, 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT, 1996

Boggs, Jeri, Executive Administrative Assistant for Student Services, 2016
AS, Business Management, Blackfeet Community College, 2002

DuCharme, Gaylene, Financial Aid Officer, 1998
BS, Business, University of Phoenix, Phoenix, AZ, 2015
AS, Computer & Information Science, Blackfeet Community College, Browning, MT, 1999
AAS, Microcomputer Management, Blackfeet Community College, Browning, MT, 1999
AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2006

Hipp, Connie, AES Director, 2015
MS, Education, Montana State University-Northern, Havre, MT, 2012
BA, Community Service, Montana State University-Northern, Havre, MT, 2002
AA, Early Childhood Elementary Education, Blackfeet Community College, Browning, MT, 1997
AA, Blackfeet Bilingual Education, Blackfeet Community College, Browning, MT, 1997

Webber, Susan, Registrar, 2016
MA, Public Administration, Montana State University, Bozeman, MT, 1990
BA, Anthropology, University of Montana, Missoula, MT, 1988
AA/AA Native American Studies, Blackfeet Community College, Browning, MT, 1987/1985

Big Head, Amanda, Writing Learning Center Coordinator, 2016
BS, Early Childhood Education and Child Services, Montana State University, Bozeman, MT, 2014
AA, Blackfeet Early Childhood, Blackfeet Community College, 2001
AA, Blackfeet Elementary Education, Blackfeet Community College, 2001

Bremner, Marissa, AES Administrative Assistant Data Controller Specialist, 2016
AAS, Natural Resource Management, Blackfeet Community College, 2013

Davis, Karen, Disabilities Coordinator, 2015
BS, Health and Human Development, Montana State University, Bozeman, MT, 2002
AA, Early Childhood Education, Blackfeet Community College, Browning, MT 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT, 2000

Gilham-Louis, Daisy, Student Life Coordinator, 2016
BA, Business Administration, University of Montana, Missoula, MT 2010
Hernandez, Lisa, Financial Aid Technician, 2009
AA, Small Business Management, Blackfeet Community College, Browning, MT, 2007
AA, Office Administration, Blackfeet Community College, Browning, MT, 2009
AA, Early Childhood Elementary Education, Blackfeet Community College, Browning, MT, 1997
AA, Blackfeet Bilingual Education, Blackfeet Community College, Browning, MT, 1997

Horn, Helen A., Registrar Assistant/Data Collection Technician, 2014
AAS, Health, Wellness & Counseling, Blackfeet Community College, Browning, MT, 1997
AA, General Studies, Blackfeet Community College, Browning, MT, 1992

Jordon, Lisa, Admissions Officer, 2015
MA, Public Administration, University of Montana, Missoula, MT, 2009

Little Plume, Elaine, Academic Enrichment Services Student Support Specialist, 2016
BS, Health & Human Development, Montana State University, Bozeman, MT, 2003
AA, Early Childhood Education Elementary Education, Blackfeet Community College, Browning, MT, 2000

Marceau, Amelia, Financial Aid Specialist, 2016
AA, Business Administration, Blackfeet Community College, Browning, MT, 2014

Racine, Linda Sue, Counselor/Advisor, 2006
BA, Human Services Rehabilitation, Salish Kootenai College, Pablo, MT, 1994
AS, Human Services, Blackfeet Community College, Browning, MT, 1992

Smith, Ali, Admissions Assistant, 2016
AS, Computer Information Systems, Blackfeet Community College, 2009

Wall, Joyce, Academic Enrichment Services Academic Support Specialist, 2016
BA, Human Services, Western Washington University, WA, 2007

Finance

Wippert, Lola J., Interim Vice President of Finance, 2015
MS, Education, Montana State University-Northern, Havre, MT, 2015
BS, Business Technology, Montana State University-Northern, Havre, MT, 2004
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2005

Bird, Brenda, Procurement Specialist, 2015
Certificate, Behavioral Health Aide, 2016

Cadotte, Nellie, Payroll Specialist, 2016
AS, General Studies: Math & Science, Blackfeet Community College, Browning, MT, 2006

DesRosier, Sarah, Finance Assistant, 2016
AS, Business Management, Blackfeet Community College, Browning, MT, 2008

Gray, Danelle, Accounts Payable Specialist, 2016
AAS, Office Administration, Blackfeet Community College, 2012
Shootsfirst, Fern, Student Account Specialist, 2016  
BA, Liberal Studies, Montana University Northern, Havre, MT 2005  
AS, General Studies, Blackfeet Community College, Browning, MT, 1999  
AA, General Studies, Blackfeet Community College, Browning, MT 1988

Sinclair, Roberta, Bookstore Technician, 2015  
AAS, Small Business Management, Blackfeet Community College, Browning, MT 2002

Vaile, Ilona, Bookstore Technician, 2011  
AAS, Secretarial Administration, Legal, Blackfeet Community College, Browning, MT, 1995  
AA, Teacher Training in Business Education, Blackfeet Community College, Browning, MT, 1995  
AAS, Secretarial Administration, Executive, Blackfeet Community College, Browning, MT, 1995

Workforce Development

Johnson, Lester, Vice President of Workforce Development, 2016  
Ed.D. Educational Leadership, University of Montana, Missoula, MT 2005  
MA, Adult, Community, and Higher Education, Montana State University, Bozeman, MT 1997  
BA, English, University of Montana, Missoula, MT 1995

Ollinger, Marla R., Executive Administrative Assistant for Workforce Development, 2003  
AAS, Office Administration, Blackfeet Community College, Browning, MT, 2003

Blue, Travis, Building Trades Instructor, 2016  
Certificate, Educator License, 2016

Coat, Carla, NACTEP STEM Director, 2015  
BA, Business Management, University of Great Falls, MT, 2002

Falcon-Delaney, Dawn, USDA Extension Agent, 2016  
BA, Liberal Studies, Montana State University, Bozeman, MT, 2016  
AS, Environmental Science, Blackfeet Community College, 2012  
AS, General Studies, Blackfeet Community College, 2012

Hannon, Lorissa, Career Center Placement Specialist, 2013  
AS, Business Administration, Blackfeet Community College, Browning, MT, 2013

Momberg, Lorial, Carl Perkins Coordinator, 2016  
Certificate, Medical Office, Salish Kootenai College, Pablo, MT, 2008

Pickens, John, Alternative Energy Technician, 2008  
AAS, Natural Resource Management, Blackfeet Community College, Browning, MT, 2005  
AA, Human Services, Blackfeet Community College, Browning, MT, 2005

Salway, Samuel P., Construction Technology Instructor, 1988
AA, General Studies, Blackfeet Community College, Browning, MT, 1993
Certificate, Building Trades, Blackfeet Community College, Browning, MT, 1993
Certificate, Apprenticeship for Journeyman in Carpentry, Blackfeet Community College, Browning, MT, 1993
Certificate, AutoCAD Level Two, Northern Montana College, Havre, MT 1992

**Smith, Wayne, Market Coordinator, 2016**
BA, Journalism, University of Montana, Missoula, MT 2009

**Wellman, Kelsey, NACTEP STEM Administrative Assistant, 2016**
AS, Business Management, Blackfeet Community College, Browning, MT 59417, 2014

**Academic Affairs**

**Murray, Carol M., Provost Vice President of Academic Affairs, 2005**
MEd, Adult and Higher Education, Montana State University, Bozeman, MT, 1988
BA, Elementary Education, University of Montana, Missoula, MT, 1982
AA, General Studies, Blackfeet Community College, Browning, MT, 1982

**Bremner, Shari, Executive Administrative Assistant for Academic Affairs, 2009**
AAS, Small Business Management, Blackfeet Community College, Browning, MT, 2008
AAS, Office Administration, Blackfeet Community College, Browning, MT, 2010

**Math and Science Division**

**Henderson-Matthews, Betty K., Math/Science Division Chair, 2007**
MA, Anthropology, University of Montana, Missoula, MT, 2005
BA, Native American Studies, University of Montana, Missoula, MT, 2003
BA, Anthropology, University of Montana, Missoula, MT, 2003
AAS, Natural Resource Management, Blackfeet Community College, Browning, MT, 2000

**Old Chief, Crystal, Secretary, 2007**
AAS, Secretarial Administration, Blackfeet Community College, Browning, MT, 1993

**Atkins, Patricia A., Environmental Science Instructor, 1999**
BS, Environmental Science, Salish Kootenai College, Pablo, MT, 1997

**Stewart, Noel, Math Instructor, 2016**
BS, Hydrology, Salish Kootenai College, Pablo, MT
AS, Business Management, Blackfeet Community College, Browning, MT 2011

**Kipp, Eugene, Research Coordinator, 2014**
MA, Environmental Science, University of Montana, Missoula, MT 2002
BA, Native American Studies, University of Montana, Missoula, MT, 1996

**Mann, Katharine, Science Instructor, 2016**
PhD, Chiropractic, Davenport, Iowa, 1989
BS, Psychology, Davenport, Iowa, 1989
Polk, William J., Math Instructor, 2012
BA, Mathematics, University of Montana, Missoula, MT, 2007
AS, General Studies-Math & Science, Blackfeet Community College, Browning, MT, 2005

Salois, Shannon, Math Instructor, 2016
BS, Mathematics, University of Michigan, 1970

Education Division

Hoyt, Delores L., Education/Health Sciences Division Chair, 2004
MA, Learning Development, Montana State University-Northern, Havre, MT, 2006
BS, Physical Education and Recreation, University of Great Falls, Great Falls, MT, 1995

Green, Jennifer, Business/Education Division Administrative Assistant, 2016
BS, Foods and Nutrition, San Diego State University, San Diego, California, 1987

Falcon, Lori, Elementary Education Instructor, 2012
MA, Educational Leadership, Norwich University, Montpelier, Vermont, 1999
BA, Education, University of Montana, Missoula, MT, 1991

Ollinger, Anna, Early Childhood Education Instructor, 2016
BS, Early Childhood Ed & Child Services, Montana State University, Bozeman, MT 2010
AA, Early Childhood Education, Blackfeet Community College, Browning, MT 2008

Human Services Division

Johnson, Angela I., Human Services Division Chair, 2000
MS, Counselor Education, Montana State University-Northern, Havre, MT, 2005
BS, Counseling Psychology, University of Great Falls, Great Falls, MT, 1998
AA, Blackfeet Bilingual Education, Blackfeet Community College, Browning, MT, 1996

Crawford, Cinnamon, Behavioral Health Aid Coordinator, 2016
BS, Community Health, Montana State University, Bozeman, MT, 2013
AS, Pre-Nursing Allied Health, Blackfeet Community College, Browning, MT 2004
AS, General Studies/Math & Science, Blackfeet Community College, Browning, MT 2004

King, Marietta, Human Services Instructor, 2013
MS, Counseling Psychology, College of Great Falls, MT, 1995
BA, Criminal Justice, College of Great Falls, MT, 1991
AA, Blackfeet Language Studies, Blackfeet Community College, Browning, MT, 1989

LaPlant, Crystal, Human Services Instructor, 2012
MS, Social Work, Walla Walla University, Walla Walla, WA, 2008
BS, Human Services, University of Great Falls, Great Falls, MT, 1995
AA, Blackfeet Bilingual Education, Blackfeet Community College, Browning, MT, 1987

Piikani Studies Division

LaFromboise, Michael S., Culture and Language Division Chair, 2004
MS, Education-Learning Development, Montana State University-Northern, Havre, MT, 2009
MBA Essentials Certificate, Business Administration, Rocky Mountain College, Billings, MT, 2002
BS, Liberal Studies, Montana State University, Billings, MT, 2001

*Bullshoe, Marilyn J., Piikani Culture and Language Studies Instructor, 2013*
BS, Elementary Education, Montana State University-Northern, Havre, MT, 2002
AA, Native American Studies, Blackfeet Community College, Browning, MT, 1985

*Hall, Robert, Piikani Linguistics Specialist Instructor, 2016*
BA, Native American Studies, University of Montana, Missoula, MT 2011
BA, Anthropology, University of Montana, Missoula, MT 2011
Certificate, Language Rejuvenation & Maintenance, University of Montana, Missoula, MT 2015

**Nursing Division**

*McDivitt, Keith, Interim Director of Nursing Instructor, 2016*
MS, Nursing, University of Kentucky, Lexington, KY, 1985
BS, Nursing, Roberts Wesleyan College, Rochester, NY, 1979

*Iron Pipe, Billie Jo, Nursing Program Administrative Assistant, 2014*
AAS, Small Business Management, Blackfeet Community College, Browning, MT, 1998

*Malatare, Angela, Nursing Instructor, 2015*
BS, Nursing, Montana State University, Bozeman, Bozeman MT, 2013

*Gordon, Melissa, Nursing Instructor II, 2016*
BA, Nursing, Montana State University, Bozeman, MT, 2000

*Upham, Rayola, Nursing Instructor II, 2016*
BS, Nursing, Salish Kootenai College, Pablo, MT 2014
AA, Chemical Dependency, Salish Kootenai College, Pablo, MT 2014

**Business and Information Technology Division**

*McDonald, Zana, Business Information Technology Division Chair, 2016*
BS, Business Administration, University of Montana, Missoula, MT 1986

*Green, Jennifer, Business/Education Division Administrative Assistant, 2016*
BS, Foods and Nutrition, San Diego State University, San Diego, California, 1987

*Chen, Richard, Computer Information Systems Instructor, 2014*
MS, Computer Science, Governors State University, Chicago, IL, 2004
BS, Computer Science, Roosevelt University, Chicago, IL 1999

*Montoya, Sr., Raymond, Business Management Instructor, 2016*
MBA, Business Administration, University of Montana, Missoula, MT, 1996
BS, Business Administration, University of Montana, Missoula, MT, 1994
AA, General Studies, Hartnell College, Salinas, CA, 1975
Vaile, John, Entrepreneurship Instructor, 2014
BS, Business Administration, University of Montana Missoula, MT 2004

**Liberal Arts Division**

Petersen, James R., Liberal Arts/College Readiness Division Chair, 2002
MA, English, National University, San Diego, CA, 2008
BS, Psychology, Illinois State University, Normal, IL, 1986

Croff, Iva, Humanities Liberal Arts Instructor, 2016
BA, Native American Studies, University of Montana, Missoula, MT 2015
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT 2011

Wellman, Tylee, Liberal Arts Administrative Assistant Equity Grant Program Assistant, 2016
AA, Human Services-Psychology, Blackfeet Community College, Browning, MT, 2014

Eli, Shelly, Humanities Liberal Arts Instructor, 2016
MA, English, University of Lethbridge, Lethbridge, AB, 2014
BA, English, University of Lethbridge, Lethbridge, AB, 2011
BSBA, Business Administration, Montana State University, Billings, MT 2006
AA, Business Administration, Little Big Horn College, Crow Agency, MT 2003

Kipp, Woodrow L., Communications Instructor, 2004
MFA, Creative Writing, University of Montana, Missoula, MT, 1997
BA, Journalism, University of Montana, Missoula, MT, 1991

Lucchesi, Annita, Humanities Liberal Arts Instructor, 2016
MA, American Studies, Washington State University, WA, 2016
BA, Geography, Poverty Studies, University of California, Berkeley, CA, 2012

Schildt, Sterling, Writing Center Specialist, 2014
MFA, Creative Writing, University of Iowa, Iowa City, IA, 2010
BA, English/Creative Writing, University of Montana, Missoula, MT, 2005

**Library**

LaFromboise, Aaron, Director of Library Services, 2016
MA, Library and Information Science, Wayne State University, Detroit, Michigan, 2016
BA, Liberal Arts, University of Oklahoma, Norman, OK, 2013
AS, General Studies, Salish Kootenai College, Pablo, MT, 2004

Bearmedicine, Renee, Library Technician, 2016
BA, Anthropology, University of Montana, Missoula, MT, 2011
AS, Business Management, Blackfeet Community College, 1997

Henderson, Mandi, Library Technician, 2015
AA, General Studies/Liberal Arts, Blackfeet Community College, Browning, MT 2007