**Summer 2014**

- **Summer Session** - May 19 - June 27, 2014
- **BCC Closed - Memorial Day** - May 26, 2014
- **BCC Closed - 1964 Flood Memorial** - June 6, 2014
- **BCC Closed - 4th of July Holiday** - July 4, 2014
- **BCC Closed - North American Indian Days** - July 10-14, 2014

**Fall 2014**

- **New Student Assessments** - August 18-20, 2014
- **New Student Orientation** - August 25-28, 2014
- **First Day of Classes** - September 1, 2014
- **Last Day to Add for Cancelled Classes** - September 2, 2014
- **Last Day to Drop a Class without a Grade** - September 16, 2014
- **Days of the Blackfeet** - September 22-25, 2014
- **BCC Closed - Native American Heritage Day** - September 26, 2014
- **Mid Terms** - October 20-24, 2014
- **BCC Closed - Veterans Day** - November 11, 2014
- **Graduation Application due** - November 14, 2014
- **Spring Semester Pre-Registration** - November 17-26, 2014
- **BCC Closed - Thanksgiving** - November 27-28, 2014
- **Last Day to Withdraw from Classes** - December 5, 2014
- **Finals Week** - December 15-19, 2014

**Spring 2015**

- **New Student Assessments** - January 6-8, 2015
- **New Student Orientation** - January 12 & 13, 2015
- **Registration** - January 12-16, 2015
- **First Day of Classes** - January 14, 2015
- **Graduation Application due** - January 15, 2015
- **BCC Closed - Martin Luther King Day** - January 19, 2015
- **Bear River Massacre** - January 23, 2015
- **Last Day to Add for Cancelled Classes** - January 28, 2015
- **Last Day to Drop a Class without a Grade** - February 4, 2015
- **BCC Closed - All Chiefs Day** - February 16, 2015
- **FAFSA Priority Deadlines** - March 1, 2015
- **Mid Terms** - March 2-6, 2015
- **Spring Break** - March 9-13, 2015
- **BCC Closed - Good Friday** - April 3, 2015
- **BCC Closed - Easter Monday** - April 6, 2015
- **Last Day to Withdraw from Classes** - April 24, 2015
- **Finals Week** - May 4-8, 2015
- **Graduation - Commencement 2015** - May 13, 2015

**Summer 2015**

- **1st Session Summer Session** - May 19-June 27, 2015
- **BCC Closed - Memorial Day** - May 26, 2015
- **BCC Closed - 1964 Flood Memorial** - June 6, 2015
- **2nd Summer Session** - June 29-August 7, 2015
- **BCC Closed - North American Indian Days** - July 9-12, 2015

**Fall 2015**

- **New Student Assessment** - August 24-26, 2015
- **New Student Orientation** - August 31-September 2, 2015
- **Registration** - August 31-September 4, 2015
- **BCC Closed - Labor Day Holiday** - September 7, 2015
- **First Day of Classes** - September 8, 2015
- **Last Day to Add for Cancelled Classes** - September 21, 2015
- **Days of the Blackfeet** - September 22-24, 2015
- **BCC Closed - American Indian Heritage Days** - September 25, 2015
- **Last day to drop a class without a grade** - September 30, 2015
- **Mid Terms** - October 26-30, 2015
- **BCC Closed - Veterans Holiday** - November 11, 2015
- **Graduation Application due** - November 16, 2015
- **Spring Semester Pre-Registration** - November 16-25, 2015
- **BCC Closed - Thanksgiving** - November 26-27, 2015
- **Last day to withdraw from classes** - December 5, 2015
- **Finals Week** - December 15-19, 2015

**Spring 2016**

- **New Student Assessment** - January 5-7, 2016
- **New Student Orientation** - January 11-12, 2016
- **First Day of Classes** - January 14, 2016
- **Graduation Application due** - January 15, 2016
- **BCC Closed - Martin Luther King Holiday** - January 18, 2016
- **Bear River Massacre Date** - January 23, 2016
- **Last day to drop for cancelled classes** - January 27, 2016
- **Last Day to Drop a Class without a Grade** - February 3, 2016
- **BCC Closed - All Chiefs Day** - February 15, 2016
- **FAFSA Priority Deadlines** - March 1, 2016
- **Mid Terms** - March 7-11, 2016
- **Spring Break** - March 14-18, 2016
- **BCC Closed - Good Friday** - March 25, 2016
- **BCC Closed - Easter Monday** - March 28, 2016
- **Last Day to Withdraw from Classes** - April 22, 2016
- **Finals Week** - May 2-6, 2016
- **Graduation** - May 11, 2016
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Message from the President

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.
Welcome to the Blackfeet Community College (BCC) 2014-2016 Catalog. The following contact telephone numbers are provided by the Blackfeet Community College (BCC) to anyone interested in obtaining any information regarding the college.

**Departmental Telephone Numbers/website**

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Details</th>
<th>Department</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Affairs</strong></td>
<td>(406) 338-5411</td>
<td><strong>Student Services</strong></td>
<td>(406) 338-5421</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>(406) 338-5441</td>
<td><strong>Vocational Educational</strong></td>
<td>(406) 338-5111</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>(406) 338-3272</td>
<td><strong>Fax</strong></td>
<td>(406) 338-2644</td>
</tr>
<tr>
<td><strong>Business Office</strong></td>
<td>(406) 338-5441</td>
<td><strong>Toll Free Number</strong></td>
<td>(800) 549-7457</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>(406) 338-7898</td>
<td><strong>Website</strong></td>
<td><a href="http://www.bfcc.edu">www.bfcc.edu</a></td>
</tr>
</tbody>
</table>

**Notice**

This two-year catalog is published for your information only, and every effort was made to insure accuracy at the time of printing. However, this catalog is not a legally binding agreement between the student and Blackfeet Community College (BCC). This catalog is published as a guide for students, faculty and others interested in the institution. Students are expected to be familiar with all college regulations and information set forth in this publication or any amendment to or modifications thereof.

Blackfeet Community College (BCC) reserves the right to change the regulations and to add or withdraw courses at any time during the period this publication is in effect. The institution, with the concurrence of the Board of Trustees, also reserves the right to add or withdraw degree programs and to change fees at any time. Effective dates of change will be determined by the proper authorities and shall apply to prospective students and to those who are already enrolled.

Blackfeet Community College (BCC) places full responsibility upon the students for registering for the proper courses and for fulfilling all requirements for a degree as set forth in this catalog, as amended from time to time. No agent or employee of the college has the authority to warrant graduation, the attainment of any type of license, or attainment of any other career goal. The institution does not accept any responsibility for delays in graduation or attainment of career goals resulting from errors in registration, cancelled courses, time schedule changes, changes in degree requirements or similar related changes; or for errors resulting from consultation with and reliance upon information acquired from any college employee. Advisor’s signatures on registration drop/add, or similar forms do not necessarily indicate an agreement with or approval of the student’s choice of courses nor may they be construed in any way as a warranty that the student’s choice of courses is sufficient for graduation or attainment of any career path.

**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.

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 community 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.

Accreditation

Blackfeet Community College (BCC) is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U. S. Department of Education. Anyone having questions concerning accreditation should contact:

Northwest Commission on Colleges and Universities
8000 165th Ave. NE, Suite 100
Redmond, WA 98052
Or
Blackfeet Community College, President Billie Jo Kipp
P. O. Box 819
Browning, MT 59417
(406) 338-5441
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 and 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 vocational/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). Candidacy status was granted by the NWASC Commission on Colleges 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.
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.

**Degree Descriptions**

Blackfeet Community College is a tribal college offering degrees in Associate of Arts and Science, Associate of Applied Science and Certification programs.

**Goals & Objectives**

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 (sic)  
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.
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.

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

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
- ACCT – Association of Community College Trustees
- AIHEC American Indian Higher Education Consortium
- 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
- NWASC – Northwest Association of Schools & Colleges
- OAH – Organization of American Historians
- PACRAO – Pacific Association of Collegiate Registrars and Admissions Officers
- RSMASA – Rocky Mountain Association of Student Financial Aid
- SAA – Society of America Archivists
- SHRM – Society for Human Resource Management
Blackfeet Community College President & Vice Presidents

- Dr. Billie Jo Kipp, President
- Carol Murray, Acting Provost & Vice President of Academic Affairs
- Dr. Cheri Kicking Woman, Vice President of Workforce Development
- Anne Racine, Vice President of Student Services
- James Loran, Vice President of Finance
- Brad Hall, Interim Vice President of Mission Effectiveness

Billie Jo Kipp
President

Carol Murray
Provost/ Vice President of Academic Affairs

James Loran
Vice President of Finance

Anne Racine
Vice President of Student Services

Cheri Kicking Woman
Vice President of Workforce Division

Brad Hall
Vice President of Mission Effectiveness
Academic Division Chairs & Workforce Development

Mike LaFromboise
Pikani Culture & Language Division

Raymond Montoya
Business & Information Technology Division

Dee Hoyt
Health/Education Division

Cheryl Madman
Workforce Division

James Petersen
Liberal Arts Division

Julie Lindsay
Nursing Division

Betty Henderson-Mathews, MA
Math & Science Division

Angela Johnson, MEd
Human Services Division
Campus Security

College is coordinated with local law enforcement agencies for services relating to crime reports and investigations, campus emergencies, traffic accidents and the enforcement of institutional regulations regarding alcohol consumption, controlled substances, weapons possession and other incidents requiring security assistance. An incident report must be filed with the Campus Security Patrol Officer and Human Resource Director if any security issues should arise.

The Annual Campus Safety & Security Survey is available in the Human Resource Office or on the website: www.bfcc.edu.

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.

Drug/Alcohol Free Campus
  The use or possession of alcohol or illegal drugs is prohibited on the campus of Blackfeet Community College

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.
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.

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 proficiencies. 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

The following are specific prohibitions:

- 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 uses 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.
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.

Smoking

Smoking is not permitted in or near any campus building or in school vehicles, with the exception of ceremonial tobacco use.

Think BCC First
Section 4- College Location and Facilities

Location

Blackfeet Community College is located east of Highway 2 & 89 in Browning, Montana on the Blackfeet Indian Reservation. The town with a population of approximately 8,000 serves as the center for trade and cultural activities. The Town of Browning is the headquarters for the Blackfeet Tribal Offices, Bureau of Indian Affairs (BIA), Indian Health Service (IHS), and School District #9, and local businesses.

Facilities

Blackfeet Community College (BCC) is located in seventeen (17) buildings which house the Administration, Finance Office, Student Services Department, Academic Affairs Department, Workforce Development, Title III, Library, Bookstore, and classrooms.

The Facilities personnel are responsible for maintaining campus buildings and grounds with concerns for safety and security. Regular facilities inspections are made to ensure safety and security. Students and staff should report any potential safety or security hazardous to Facilities personnel or the Administration Office.

Medicine Spring Library

Medicine Spring 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 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.

We provide Books and Babies program for babies from 0 to 2 years old and their parents and/or caregivers. Older children may choose from our selection of picture and chapter books.

In April of every year, the library hosts an Art Show and Contest. People of all ages from all parts of the Blackfeet Reservation enter their traditional and contemporary arts and crafts for display and a chance to win monetary prizes.

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 Friday. Summer hours are 8:00 A.M. to 4:00 P.M. Monday through Friday.

Bookstore – Beaver Painted Lodge

The Blackfeet Community College (BCC) Bookstore is located in the Beaver Painted Lodge. Textbooks, school supplies and a full array of Blackfeet, Native American books and Blackfeet language CDs are available for purchase. Jackets, T-shirts, book bags and various clothing articles are also available. The BCC Bookstore hours are 8:00 AM to 3:30 PM (closed at noon), Monday through Friday. The BCC Bookstore is open to students, staff and the community.
**Vocational Education Building**

The Vocational Education Building is located west of the main campus across U. S. Highway 2 & 89. The building provides facilities for vocational education classes which include Construction Technology, Natural Resource Technology Center

The Technology Center is located on the main campus and provides classrooms, offices, and technology workrooms and storage for the Information Technology Office. The NACTEP Program is located in this facility and provides flagger training, CDL training, Entrepreneurship, and Network Technician Support.

**South Wind Lodge**

The South Wind Lodge is the newest facility on campus. Construction of the LEED Platinum Certified building was completed in 2010. South Wind Lodge consists of math and science classrooms, science labs, offices, and meeting rooms. South Wind Lodge is the first of its kind to be constructed in Montana which utilized “green” energy technology.
Legend

2. Beaver Painted Lodge - Student Success Center, Classroom, Student Commons, Bookstore, Writing /Reading Labs, Admissions, Financial Aid, Provost, Liberal Arts, Piikani, and Human Services
3. Medicine Spring Library - Library, Archives, Conference room
4. Technology Center - Offices of Business Division, Student Lounge, Classroom
5. Never Goes Crooked - Water Quality Lab
6. Custodial Trailer - Custodial Staff
7. Nursing Simulation Center - Health Professions Lab
8. Health Education - Classrooms, Nursing Division Offices
9. Red Fox Annex - Issksiniip Project offices, classrooms
10. Early Childhood Center - Headstart Classrooms, Childcare Classroom
11. Media Center - Offices of HPE Division
12. Health Physical Education - Fitness Center & Weight room
13. South Wind Lodge - Math/Science, Information Technology Dept, Classrooms, Research Labs
14. Vocational Education - Offices-VP of Workforce, Workforce Division, Director Title III, Native Science Field Center, Construction Technology shop & classrooms
15. Facilities - Maintenance shop & Facilities personnel offices
16-18 Storage Facilities - Cold Storage
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:

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

The Student Success Center will provide the following services:
1. Compass testing
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.

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**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.
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. An advisor appointed through the Student Activities Director advises SSBCC.

Student Senate of Blackfeet Community College serve as the student governing body, advising student grievances, maintaining a clean environment in the Student Commons area, creating extracurricular activities for the student body, sponsoring social and academic clubs.

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.

Current student activities and/or clubs that students may want to become more involved with are; Indian Club, Intramural Activities, American Indian Higher Education Consortium (AIHEC), American Indians in Science and Engineering Society (AISES) and American Indian Business Leaders (AIBL). If you are interested in starting a new club see the SSBCC officers for assistance.

For more information pertaining to SSBCC, please contact the SSBCC officers or the advisor at: PO Box 819, Browning, Montana 59417-0819 or call Student Services at (406) 338-5421.
Activities/Conferences/Clubs Available to Students

- American Indian Higher Education Consortium (AIHEC)
- AIHEC Basketball Tournament
- American Indian Business Leaders (AIBL)
- American Indian Science & Engineering Society (AISES)
- Cross Country
- Fine Arts Club
- Piikani Club
- Men and Women’s Basketball
- NIRA National Intercollegiate Rodeo Association
- BCC Student Senate
- Chess Club
- Weight lifting club
Admissions

Anyone who is seventeen (17+) years of age and who can benefit from Blackfeet Community College's educational offerings and services can submit an application for admissions. 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. The following documentation is required before you can be admitted to Blackfeet Community College:

Application for admissions:
A uniform BCC application may be picked up from the Admissions Office located in the Beaver Painted Lodge, BCC Campus. A one-time admission fee of $30.00 will apply to new and transfer students.

Certificate of Indian Blood:
A CIB is documentation of enrollment in a federally recognized Indian Tribe. Applicants who are of first or second-generation descendent status must provide a certificate of descent for the parents/grandparents enrolled;

Immunization Record:
Students born after December 31, 1956 must provide documentation of their immunization record showing a second Measles, Mumps, and Rubella shot;

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.

Student Entrance Testing
New and transfer students with a 1.99 grade point average (GPA) or lower are required to take the COMPASS Assessment & Placement Test before enrolling for courses at Blackfeet Community College. The results of this test are used to determine and recommend courses that are appropriate for that student’s skill level.

The results and suggestions will be given to the student prior to enrolling in courses. Blackfeet Community College offers courses in academic study skills, writing, and math, to enhance and encourage the student’s success at Blackfeet Community College.

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.

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 Registrar/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.

- **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 will be applied towards degree requirements at Blackfeet Community College.

- **Former Student**
  Former students previously enrolled at Blackfeet Community College who have interrupted their enrollment for twelve (12) months or more must submit an application for re-admissions along with any documentation that is not already on file 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:** Stop in the Academic Advisor’s Office, students will be assigned an advisor when picking up assessment results. 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, which must be signed by the student and the advisor. Follow your program of study as this is your two year guide and is outlined in this catalog.

**STEP 3:** Proceed to the Registrar’s Office, bring completed registration forms, (incomplete registration forms will not be accepted) data will be entered in to the computer. 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, if necessary, to complete their student file.

**STEP 5:** Next stop, the Business Office, to drop off pink registration form, arrangements to purchase books are made at this time.

**STEP 6:** Final stop, the Bookstore, to order textbooks, present printed copy of class schedule, and a copy of the book release form from the Billing Clerk.
Additional Educational Opportunities at Blackfeet Community College

College Readiness Program
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 Continuing Education at the Blackfeet Community College provides a venue for the college to offer courses, educational opportunities, and special events outside the offered college curriculum. The courses provided by the Office of Continuing Education are targeted primarily toward the larger community and/or specific interest groups.

Continuing Education (CE) Program Purpose
Courses and programs offered through continuing education will also help build community awareness and cooperation. In addition, the continuing education offerings will also publicize the college to the community and even a larger base with some of its programs. This will help with student recruitment to the college’s degree programs as well as with retention by building strong relationships with the college’s faculty and staff to potential students who take part in the courses and programs offered by the Office of Continuing Education.

Continuing Education (CE) Program Goals
The goals of the Office of Continuing Education are in line with the mission of the Blackfeet Community College. The courses and programs selected to be offered for continuing education credits will provide a high quality, individualized educational experience. Courses and programs offered through continuing education will be designed to match the student pool demand.

Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning)
Blackfeet Community College offers a wide array of 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. The BCC Online Department has a set of policies and procedures that can be reviewed in the Distance Learning Lab.
Tuition & Fees Information

See Tuition & Fee Table on the following page. A one-time admission fee of $30.00 will apply to new and transfer students.

Extra Fees per Semester

Some courses have additional fees. These fees vary. All additional fees will be posted on the current semester schedule.

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.
## Full & Part-time Tuition & Fee Schedule

### Blackfeet Community College Tuition & Fees

#### Academic Year 2014-2015

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<th>Credits</th>
<th>Tuition Fee</th>
<th>Registration Fee</th>
<th>Building Fee</th>
<th>Computer Fee</th>
<th>Activity Fee</th>
<th>Total Tuition &amp; Fees</th>
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#### Academic Year 2015-2016 Tuition and Fees

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| Admission Fee | $30.00 |
| Lab Fees      | Varies by course |
| Transcript Fee| $2.00  |
| Drop/Add Fee  | $5.00  |

$350.00 Nursing program semester fee (Additional to fees listed above)

Tuition & Fees are subject to change upon Board of Trustees approval
**Refund & Repayment Policy**

Students who withdraw before the first day of class will receive a 100% refund, minus the registration fee. Students receiving financial aid will not receive refunds until funds representing financial aid awards have been applied back to their respective accounts. Students paying 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.

Refunds will be made in the following order:

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<th>Order</th>
<th>Program</th>
<th>Before first day of class</th>
<th>First week of class (day 1-5)</th>
<th>Second week of class (day 6-10)</th>
<th>Third week of class (11-15)</th>
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<td>Other Title IV Program; and to the student</td>
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The registration fee is non-refundable.

See the Student Billing Clerk in the Business Office for refund/repayment procedures.
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 in the form of grants, federal work-study, and scholarship aid to help pay the cost of attending college. In order to receive aid, you must be accepted as a regular student at BCC and seeking a degree or certification in an approved program and maintain satisfactory academic progress.

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 March 1st. 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.

Verification Policies and Procedures: 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, 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 IRS Transcript of Tax Return (contact: www.irs.gov or 1-800-908-9946) and/or submit the IRS Retrieval Tool (IRT) on the FAFSA, and any other income verification including Child Support and SNAP Benefits and 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)
  - 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 (Check copies)

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 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. So 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**
Students who have reached 96 attempted credits are no longer eligible to receive Federal Pell Grant Funding at Blackfeet Community College. BCC is a two-year community college and the longest course of study is approximately 65 semester credits. 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 Aid

**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:

- **Federal Pell Grant** is a federal program designed to provide undergraduate students who have not yet received and are not yet eligible to receive a bachelor's degree. To determine if you are eligible, the U. S. Department of Education uses a standard formula, established by Congress, to evaluate the information you reported when you applied. The standard formula produces an Expected Family Contribution (EFC) number. Your Student Aid Report (SAR) contains this number and will tell you if you are eligible for funding.

  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**: This federally sponsored program permits the granting of job opportunities to students eligible for federal financial assistance. Eligible students may work up to 15 hours per week on campus. The work-study students are compensated at a federal minimum wage per hour. Students must have filed a Free Application for Federal Student Aid (FAFSA) as part of the application process for FWS assistance. Federal College Work Study award funds are contingent upon the student maintaining satisfactory academic progress (2.0 GPA) and at least half-time student status. The program encourages community service work and work related to your course of study. Applications are available at the Financial Aid Office.
Types of Scholarships Available

- **Senior Citizen Scholarship:** 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.

- **American Indian College Fund:** Various scholarships are offered at Blackfeet Community College through the American Indian College Fund, [www.collegefund.org](http://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-mailings. 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.

BCC Tuition Waivers

- **Work 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 vocational training funds.

  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.

- **Part-time Faculty and Staff Waiver:** Part-time faculty and staff will be eligible for a tuition waiver up to three (3) credits. Any person working less than 20 hours per week is considered part-time, for the purpose of this waiver. This waiver does not include fees or textbooks.

- **Employee & Family Waiver:** Full-time regular employees, spouses and up to two (2) children at a time can enroll for six (6) college credits, tuition free. Employees must ensure that said courses do not conflict with professional responsibilities. Part-time employees can enroll for three college credits, tuition free, providing said courses do not conflict with professional responsibilities. These waivers do not cover fees or books.

- **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.

- **Board Waiver:** Board members will be eligible for a tuition waiver up to six (6) credits. This waiver does not include fees or textbooks.
Outside Funding

**Blackfeet Higher Education Program:** Enrolled members of the Blackfeet Tribe actively pursuing an undergraduate degree and who submit a completed application packet on time are eligible for financial assistance from the Blackfeet Higher Education Program. The deadline for submitting this application is March 1st. A student pursuing a transferable associate degree is allowed six semesters or eight quarters of funding to complete a program of study. New applications are reviewed annually by the Blackfeet Tribal Higher Education Committee. These applications need to be turned in to the Blackfeet Higher Education office before 4:00 p.m. on March 1st, which is the Blackfeet Higher Education Department deadline.

**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 vocational 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 Satisfactory Academic Progress

**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 table is the minimum grade point average that is expected of each student to be in academic good standing. Standards of academic progress are based on a cumulative GPA. Also, to meet the quantitative satisfactory progress, students must complete the minimum number of credits listed below in order to maintain satisfactory progress.

<table>
<thead>
<tr>
<th>Earned</th>
<th>Cumulative</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>

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

- **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%

**Financial Aid Satisfactory Progress**
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
Financial Aid Probation
If a student fails to meet the minimum grade point average or quantitative satisfactory progress of completion of 20 credits in two
semesters, 40 credits in four semesters or 60 credits in six semesters, he/she will be placed on financial aid probation. Students placed
on probation will be notified in writing by the Financial Aid Department.

Provision is an academic warning to the student that they need to seek assistance either through counseling or academic support in order
to get back to good academic standing.

Financial Aid Suspension
A student that has not met the minimum grade point average requirements or the above number of completion ratio for two, four or six
consecutive semesters will be academically suspended from the college and ineligible for any financial aid.

A student may return to the college after they have met the one stop out semester. To be reinstated to the college, the student must
complete and submit an application for re-admission. The student once suspended, may or may not be eligible for Financial Aid
Funding; the student must meet with the Financial Aid Office to determine their funding status, their credit count, and satisfactory
academic progress.

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.

Drop/Adds & Withdrawals
All students who are dropping/adding or withdrawing must visit with the office of Financial Aid to discuss the impact of withdrawal or
drop/add on your scholarships, federal financial aid, or any other form of financial aid. If you are receiving federal financial aid, the
Student Financial Aid office will need verification of your last class attendance or activity for each course from each of your instructors.

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.
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 see registrar section and see “refund and repayment policy.”

No tuition penalty will be assessed for dropping and adding during the drop/add period identified in the term’s Class Schedule unless all classes are dropped or an all-school withdrawal is processed.

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. 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.
Educational Grants/Additional Services Available to Students

**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 vocational-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 Vocational Education study, the most frequent uses of funds included: occupationally-relevant equipment, vocational curriculum materials, materials for learning labs, curriculum development or modification, staff development, career counseling and guidance activities, efforts for academic-vocational integration, supplemental services for special populations. For more information, contact: Cheryl Madman, Carl Perkins Coordinator at BCC/Workforce Development at (406) 338-5111 Ext. 2751

**Issksiniip Project – 2010-2015**

The Blackfeet Community College (BCC) Issksiniip Project is funded by the United States Department of Health and Human Services (USDHHS) under the Health Professions Opportunities Grant (HPOG). The goals of the project are two-fold with the primary to educate, train, and provide employment and the secondary to reduce the workforce shortage in the area, thus, improving the ability of the Blackfeet Reservation to meet the healthcare needs of its people. The Issksiniip Project aims to minimize epidemic levels of diabetes, concentrated poverty, extremely high violent crime victimization, shortage in skilled workers, and high employee turnover by providing financial, physical, and emotional support to students in the pursuit of higher education. The Issksiniip Project will aid active tribal and non-tribal TANF participants and other individuals whose income does not exceed 200% of the federal poverty guidelines.
Individuals who qualify are provided the opportunity to obtain education and training for occupations the healthcare field that are expected to be in high demand. As an Issksiniip Project student, he/she will be encouraged to explore a wide range of health related academic majors available at the college. Through individual advising and collaboration with all the BCC higher education staff and partners, Issksiniip Project counselors will work to connect the student with majors that fit well with academic strengths and future goals including internships and job placement. Qualifying students will be provided scholarships for tuition, fee, books, and supplies. Support services will include tutoring, mentoring, academic, and career counseling, internship/career placement assistance, childcare and transportation.

*If interested in participating in the Issksiniip Project contact the Project Coordinator, Alfred DeRoche at BCC Red Fox Building, (406)338-5411*

**Montana INBRE (Idea Network of Biomedical Research Excellence Grant) – 2009-2013**

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 2013-15**

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 Life Plan will help students develop a strategy and setup goals to follow.
- The Cultural Plan will be a cultural/social assessment that will identify the need for coping and solving skill.
- The Cultural Plan will include or address the spirit, emotion, physical and mental state of an individual through cultural values
- The Career Plan will help the students design a career plan that will be closely followed in work experience and job placement efforts.
- The Education Plan will help the students develop skills necessary for employment.

These Plans will help retain students and give them written documents they can use to reflect on as they move through their career plans. Services students receive through the Center will become part of their plans. 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
Tribal College Fellowship applications are submitted by students, each fall and spring semester, to Hopa Mountain. The generation of tribal environmental professionals, and also help ensure that their geosciences training is relevant to their future work. For further information visit: www.hopamountain.org.

Native American geosciences professionals, especially in the Northern Rockies where 14 tribes manage 7 million acres of land and natural resources. This high school, tribal college, and university fellowship program will help to support and train the next generation of tribal environmental professionals, and also help ensure that their geosciences training is relevant to their future work. The annual High School Native Science Fellows Summer Institute applications are submitted by students, each fall and spring semester, to Hopa Mountain. The Native Science Fellows, 2011-2015

Hopa Mountain and BCC Native Science Field Center work together to increase Native American student participation in the geosciences, in an effort to engage students in higher education and geosciences careers. There is a pressing need for more Native American geosciences professionals, especially in the Northern Rockies where 14 tribes manage 7 million acres of land and natural resources. This high school, tribal college, and university fellowship program will help to support and train the next generation of tribal environmental professionals, and also help ensure that their geosciences training is relevant to their future work. For further information visit: www.hopamountain.org or Helen Augare Carlson, Vo-Ed Building, (406) 338-5441, Ext. 2760, helen_augare@bfcc.edu; Melissa Weatherwax, Vo-Ed Building, (406) 338-5441, Ext. 2762 melissa@bfcc.edu

Pre-Engineering Education Collaborative (PEEC) – Blackfeet Pre-Engineering Jump Start, 2009-2014

Blackfeet Community College's Pre-Engineering program will provide intellectual gains in the area of culturally relevant engineering research undertaken by the students. This project will also provide a blueprint for pre-engineering education based on a cohort model that can be duplicated by other tribal and community colleges who are seeking to provide students with a good start to an engineering career. Students entering this field at BCC will be given extra financial and material support based on their progress through the program as an incentive to excel in their studies. A summer engineering research workshop will be developed which will expand each student's understanding of the field of research through personally engaging study of topics of interest. Upon graduating, students will have the necessary skills in mathematics and science to continue their education at a four-year institution pursuing an engineering degree. Scholarships, grants, and internships can be obtained through the All Nations Louis Stokes Alliance for Minority Participation (AMP) program, or the American Indians in Science and Engineering Society (AISES).

For more information please visit www.anamp.org, www.aises.org, or contact Betty Henderson-Matthews at (406) 338-5441, Ext. 2800 or through e-mail b_matt_hews@bfc.c.edu

USDA Extension Agent – Blackfeet Community College Extension, 2010-2014

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 contact Latrice Tatsey at (406) 338-5411, Ext. 2768

USDA Equity Grant – Spirit of the Land on Triple Divide, 2010-2014

Blackfeet Community College’s Natural Resources degree program received a 4-year grant from USDA, which may offer student stipends, field trips, outdoor classroom experience and alternative methods in instruction delivery systems. Elder and community members who have expertise in the natural resource and environmental areas will be utilized in the classroom as consultants. Internships, summer opportunities, job shadowing, mentoring and career program information will be provided to students and faculty to enhance their education and gain work experience. Student experiential learning will be a major component of this project as research to solve complex problems in the context of real life situations is becoming a major component in tribal colleges. Students interested in this field of study can contact: (406)338-5441, Ext.2758 for more information.
Academic Definitions

- **Academic Year:**
  An academic year is defined as a full year of study beginning with fall semester and ending with spring semester.

- **Administrative Withdrawal:**
  The Registrar may cancel a course due to low or no student enrollment one week after the start of each semester. Students enrolled in the cancelled courses are notified in writing. The Registrar's Office will mail notification to the student's address on record.

- **Class Attendance Policy**
  Students are required to attend class on a regular basis. If a student must be absent, it is the student's responsibility to notify the instructor and make up assignments. It is also the student's responsibility to track their own absences. Students that have not attended class by student count day will be withdrawn from the course by the instructor. Students may withdraw from a course and receive a grade of “W” at any time until the designated withdraw date for the semester. It is the student's responsibilities to follow the colleges drop/add procedure to withdraw from the class successfully. Failure to attend or withdraw from a class will result in an “F” on the student's transcript.

- **Classification of students**
  - Full-time students registered for 12 or more credits of study per semester
  - Part-time students registered for fewer than 12 credits of study per semester
  - Freshman students are those having earned up to 30 credits
  - Sophomore students are those having earned 31 or more credits
  - New students are those who have never attended college
  - Continuing students are those who were enrolled at Blackfeet Community College during the previous semester
  - Returning students are those who have attended Blackfeet Community College before the previous semester
  - Transfer students are those who have attended another institution prior to applying to Blackfeet Community College

- **Credit**
  A credit is a unit by which Blackfeet Community College quantitatively measures its courses. The number of credits assigned to a course is determined by the number of in-class hours per week, exclusive of laboratory sessions and the number of weeks in the session. One credit is equivalent to 15 hours of class throughout the semester. Students are also expected and encouraged to spend two hours of study for every hour in class.

- **Course Auditing**
  Students may, with the permission of the instructor, enroll and audit a course for zero credit. Audited courses do not grant credit toward a degree or certificate. Audited courses earn an “AU” grade. Students auditing courses pay the same fee as students enrolled for credit.

- **Course Cancellation**
  To continue on an academically and economically sound basis Blackfeet Community College reserves the right to cancel a scheduled course when enrollment is 7 students or less.

- **Course Challenging**
  An enrolled Blackfeet Community College student may challenge a course not previously taken. A student wishing to challenge a course(s) can obtain necessary information and an application at the Registrar's Office.
**Course Load**

The normal course load for a full-time student is 12-18 credit hours per semester. Students wishing to enroll for more than 18 credits will have to meet with their advisor and the Vice President for written approval. The maximum number of credit hours allowed per student per semester is 21.

**Course Numbering System:**

Courses are numbered by the following system:

- **100-199**: Either freshman or sophomore students may take introductory or general courses (may be transferred to higher educational institutions).
- **200-299**: Sophomore level courses may require prerequisite subject background or approval of the instructor. Check with your advisor regarding transferability of required courses.
- **290-299**: Special courses, special topics, workshops, independent study, internships, practicum, seminars with possible prerequisites or instructor’s approval (may be transferred to higher educational institutions).

**Drops/Adds**

Courses may be added or dropped after registration within the time period allowed for late registration. A drop/add form is available at Student Services and the form must be completed and returned to the Registrar’s Office prior to a set deadline, which is determined each semester (see Academic Year Calendar on inside of rear cover). The student, the instructor, and the student’s advisor must sign the drop/add forms. If the class is dropped after the deadline, a grade of “W” will appear on the student’s transcript.

**FERPA**

Family Education Rights & Privacy Act is a federal law that protects the privacy of a student’s education records. Academic records from the student’s educational file cannot be released to anyone without prior written consent of the student.

**Grade Reports**

Student grade reports are available at the end of each semester for those who have completed course requirements and have required information transcribed. Grades are given out within two weeks after end of the semester. Grades will be distributed to those students who do not have a financial obligation to Blackfeet Community College.

**Pass/Fail**

Certain courses at BCC are offered on a Pass/Fail basis. Pass/Fail does not affect the GPA but will count toward cumulative semester credits earned. Pass/Fail does not apply to the courses required for the student’s major.

**Grade Challenge**

Once a grade has been reported by the instructor to the Registrar, the grade will not be changed except in extreme circumstances.

**Grade Point**

Letter grades are assigned a specific number of grade points per credit. Note: *The only way to make up an “F” grade is by repeating the course.*

**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>
**Incomplete ("I") Grade**
When the quality of a student's work is satisfactory, but some essential requirement(s) of the course have not been completed due to unforeseen circumstances, the student may seek the approval of the instructor for an “Incomplete.” The student must have at least 80% of the course work completed and be able to complete the remaining requirements within two (2) weeks. An alternate grade will be placed on the form equivalent to the student's grade status at the time the incomplete takes effect. If the student fails to complete the requirements within the time allotted, he/she will be given a failing grade unless the instructor has stated otherwise. The instructor must check with the Registrar regarding grade changes, etc. Students receiving financial aid must keep in mind that an Incomplete will affect their financial aid grant funding.

**Independent Study**
Independent study is available for students who wish to complete a course equivalency, which is not listed in the current semester's schedule. An independent study outline can be obtained from the Academic Affairs Department. Students requesting an independent study course must be enrolled in their second year and maintain a 3.0 GPA. Contact Academic Affairs for Independent Study procedures.

**Institutional Credit**
Credits awarded by Blackfeet Community College may apply to a certificate or diploma. These credits may not be recognized as transfer credits by other institutions or programs.

**Registration**
Registration is the process of selecting courses and registering selections with the Registrar's Office for recording purposes of the courses selected.

**Repeating Courses**
A student may repeat a course. The grade registered on the transcript will be the highest grade received for the course. Students do not receive PELL Grant funding for a repeated course.

**Semester**
A semester is a fifteen-week period of study. Blackfeet Community College has two semesters: Fall & Spring.

**Syllabus**
A syllabus is an outline of the course and includes course content, relevant course dates (mid-terms, final papers, etc.) grading, requirements of the course and textbook(s) required are all included.

**Transfer Credit**
Credits are transferable to other institutions of higher education, depending on the institution's transfer policy. Contact that institution for details.

**Transfer to other Colleges/Universities**
Articulation (transfer) agreements currently exist between BCC and the Montana University System and other colleges within the state of Montana. Students should contact Academic Enrichment Services (AES) or a counselor for transfer information and to contact the admissions office of the institution to which they plan to transfer for specific guidelines on transfer.

**Transfer to Blackfeet Community College**
Students who are transferring from another college to Blackfeet Community College need all official transcripts sent to the Admission's Office. These credits will be evaluated by the Registrar and Department Chair. Students completing all 100 level and 200 level courses with a “C” grade or better may apply these transfer credits toward a degree at BCC. All transfer students who transfer with a 1.99 grade point average or lower; and former BCC students returning after an absence of five or more years, are required to take the Assessment/Placement Test before registering for courses.

**Transcript**
A transcript is a student's official record of courses and grades. Transcripts of the student's academic record can be obtained from the Registrar's Office. In compliance with federal and state laws, transcripts are not released without the student's signature and
date. There is a charge of $2.00 for each transcript; faxed transcripts are $10.00. Payment must be received before transcript can be released. Transcripts are withheld if the student owes a debt to the college.

Withdrawals:

There are four types and they are as follows:

I. Withdrawal from course:
   Students may drop a course up to the 15th day of classes without a grade. After the 15th day, a student may withdraw from a course and receive a grade of “W” on their transcript. If the student does not officially withdraw, a grade of “F” will be recorded.

II. Total withdrawal:
   Students may withdraw from BCC by completing the Total Withdraw form that can be obtained at Student Services. Beginning two (2) weeks from the end of the term, students may not withdraw except for extenuating circumstances.

III. Instructor Withdrawal:
   Instructors may withdraw a student from their course after the student has missed a predetermined amount of class time.

IV. Administrative Withdrawal:
   Students may be withdrawn for unusual circumstances which are approved by the Vice-President.

Satisfactory Academic Standards

Academic Satisfactory Progress Definition

To accurately measure a student’s progress in a program, the satisfactory progress policy must have a quantitative measure as well as a qualitative with a minimum cumulative grade point average (GPA) of 2.00 for all degrees and/or certificates. 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

Academic Probation

If a student fails to meet the minimum grade point average for two (2) semesters, he/she will be placed on academic probation. The Registrar will notify students placed on probation in writing. The student will also be required to work with their counselor on a study plan for the next semester.

Academic Suspension

A student that has not met the minimum grade point average requirements for three (3) consecutive semesters will be academically suspended from the college. The Registrar will notify the student in writing.

A student on academic suspension is required to stop out for one full semester. The stop out semester must be during the academic year. The summer sessions do not count as a stop out period.

A student may return to the college after he/she has met the stop out semester. To be reinstated with BCC, the student must complete and submit an application for re-admission. The student will be re-admitted to BCC on academic probation. The reason for the academic probation status is to serve as a warning to the student that he/she must improve academically to allow the college to provide additional academic support.

Graduation Procedure

The deadline for submitting a graduation application for the Fall Semester is November 15th and for the Spring Semester is January 15th.

It is the student’s responsibility to obtain a graduation application form from the Registrar’s Office. The application & transcript evaluation are to be completed by the student and his/her advisor; they must work together to ensure the requirements for graduation are met. The completed form must then be submitted to the Registrar’s Office by the deadline.

Students who have completed all requirements for their program of study may participate in the May ceremony. All course
Graduation Requirements

The following requirements must be met for graduation:

- A minimum grade of "C" must be earned in all courses required by the program of study and the general core requirement
- All degree or certificate course requirements must be met
- A minimum of 30 credit hours must be earned at Blackfeet Community College
Section 11 - Divisions, Degrees, and Certificates

Division of Business & Information Technology
- Associate of Science – Business
  - Business Administration Emphasis
  - Entrepreneurship Emphasis
  - Office Administration Emphasis
- Associate of Applied Science – Computer Information Systems

Division of Education & Health
- Associate of Arts – Education
  - Early Childhood Education Emphasis
  - Elementary Education Emphasis
  - Health & Physical Education Emphasis
- Associate of Applied Science – Community Health

Division of Human Services
- Associate of Arts – Human Services/Behavioral Health
  - Addiction Studies Emphasis
  - Criminal Justice Emphasis
  - Psychology Emphasis
  - Social Work Emphasis
- One Year Certificate – Behavioral Health Aide
- Endorsement – Behavioral Health Aide

Division of Liberal Arts & General Core
- Associate of Arts – Liberal Arts
- One Year Certification – General Core

Division of Math and Science
- Associate of Science – Math & Science
- Associate of Science – Health Science
- Associate of Science – Pre-Engineering

Division of Nursing
- Associate of Applied Science – Licensed Practical Nursing
- Associate of Science – Registered Nursing

Division of Piikani Culture & Language
- Associate of Arts – Piikani Studies
- Associate of Arts – Piikani Language Studies
- Associate of Applied Science – Piikani Studies

Division of Workforce
- Associate of Applied Science
  - Construction Technology
  - Solar Energy Emphasis
  - Electrical Technician Emphasis
- One Year Certificates:
  - Building Trades
  - Emergency Medical Responder (EMR)/Emergency Medical Technician (EMT)
  - Medical Billing & Coding
Blackfeet Community College
General Core

(First Year Experience)

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.

Learning Outcomes:

- Students will develop critical thinking skills
- Students will develop critical writing skills
- Students will develop communication skills
- Students will become engaged citizens
- Students will obtain general knowledge of Piikani culture and history

Courses Attached to General Core Learning Outcomes

1. **Outcome 1**: WRIT101, PHL132, COMX111, ARTZ, BLS/NASX, JRNL PHOT
   a. Assessments: Essays, Research Papers, Speeches, Multimodal Presentations, Cultural Presentations

2. **Outcome 2**: TCC100, TCC110
   a. Assessments: Essays, Research Papers, Speeches, Multimedia Presentations, Cultural Presentations

3. **Outcome 3**: BLS/NASX, any science or math, social science (CJUS, HSTA, HSTR, PSCI, PSYX, SOCI), humanities (ARTZ, CRWR, LIT, MUS, JRNL, PHOT)

4. **Outcome 4**: TCC200
   a. Service learning project
      i. Narrative
      ii. Implemented project
      iii. Documentary on project with community viewing

Thresholds
In all areas, students will achieve a 75% or better.

**Core 1—Foundation Studies**
Core 1 will foster students' growth as engaged citizens by developing self-awareness and teaching critical 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.

**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.
# Blackfeet Community College General Core

For Associate of Science and Associate of Arts Degrees

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 132 OR</td>
<td>Critical Thinking OR</td>
<td></td>
<td></td>
<td>Every</td>
<td>3</td>
</tr>
<tr>
<td>TCC 101</td>
<td>Tribal College First Year Seminar</td>
<td></td>
<td></td>
<td>Every</td>
<td>3</td>
</tr>
<tr>
<td>TCC 200</td>
<td>Service Learning Project</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>Every</td>
<td>3</td>
<td></td>
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<tr>
<td>PKNI 129</td>
<td>History of the Piikan</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>NASX 141</td>
<td>Beginning Piikan Language</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>PKNI 231</td>
<td>Piikan Philosophy</td>
<td>Every</td>
<td>3</td>
<td></td>
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<tr>
<td>NASX 220</td>
<td>Piikan Tribal Government</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ART 205</td>
<td>Visual Language / Drawing</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 206</td>
<td>Visual Language: 2D-Foundations</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ART 208</td>
<td>Visual Language: 3-D Foundations</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech</td>
<td>Every</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>JRNL 257</td>
<td>Beginning Visual Journalism</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math OR Higher</td>
<td></td>
<td></td>
<td>Every</td>
<td>3</td>
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<tr>
<td>Science</td>
<td>Science w/ Lab= BIBD101&amp;102,160&amp;161,170&amp;171,BIOH201&amp;202,211&amp;212, BIOO105&amp;106, BIOM250&amp;251, CHMY121&amp;122, 123&amp;124, GEO 101&amp;102,PHYS215&amp;216,217&amp;218</td>
<td>Every</td>
<td>4</td>
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<td></td>
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<tr>
<td>Science</td>
<td>Science w/ Lab= ENSC105, EGEN105, GPHY141, AIMS144, SCI150,191, NUTR221, ANTY250, ANTH286, or ENV299</td>
<td>Every</td>
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<tr>
<td>CJUS 101</td>
<td>Introduction to Law</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>CJUS 121</td>
<td>Intro to Criminal Justice</td>
<td>Spring</td>
<td>3</td>
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<td>CJUS 280</td>
<td>Sociology of Deviant Behavior</td>
<td>Fall</td>
<td>3</td>
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<td>CJUS 285</td>
<td>Juvenile Delinquency</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>HSTA 101</td>
<td>American History I</td>
<td>Fall</td>
<td>4</td>
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<tr>
<td>HSTA 102</td>
<td>American History II</td>
<td>Spring</td>
<td>4</td>
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<tr>
<td>HSTR 101</td>
<td>World Civilization I</td>
<td>Fall</td>
<td>4</td>
<td></td>
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<tr>
<td>HSTR 102</td>
<td>World Civilization II</td>
<td>Spring</td>
<td>4</td>
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<tr>
<td>HSTA 255</td>
<td>Montana History</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>PSCI 212</td>
<td>Political Science</td>
<td>Spring</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>PSYX 200</td>
<td>Developmental Psychology</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PSYX 240</td>
<td>Abnormal Psychology</td>
<td>Fall</td>
<td>3</td>
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<td>PSYX 248</td>
<td>Psychology of Family Violence</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>PSYX 260</td>
<td>Social Psychology</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PSYX 285</td>
<td>Psychology of Personality</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>Every</td>
<td>3</td>
<td></td>
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<tr>
<td>ART 105</td>
<td>Visual Language / Drawing</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>ART 106</td>
<td>Visual Language: 2D-Foundations</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 108</td>
<td>Visual Language: 3-D Foundations</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>CRWR 211</td>
<td>Fiction Writing</td>
<td>On Demand</td>
<td>3</td>
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<td>CRWR 212</td>
<td>Poetry Writing</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>FILM 103</td>
<td>Introduction to Film</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JRNL 257</td>
<td>Beginning Visual Journalism</td>
<td>Fall</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>LIT 110</td>
<td>Introduction to Literature</td>
<td>Fall</td>
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<tr>
<td>LIT 270</td>
<td>Film as Literature</td>
<td>Spring</td>
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<td>LIT 285</td>
<td>Mythologies</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>MUS 130</td>
<td>History of Rock &amp; Roll</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL GENERAL CORE CREDITS FOR AA & AS To Be Completed By Student**: 34

46
Core Classes
As soon as students declare a major, they need to check with their BCC program of study and, if transferring, their transfer institution, to make sure they take core classes required by their program of study. Also, certain core courses can be applied to different areas or may be part of their program of study; however, students cannot apply one course to count in two areas.
Education program will provide course work leading to completion of both the general education and professional core program requirements. The Education curriculum is dedicated to providing authentic learning opportunities and can be modified to fit the student’s educational planner in Associate of Arts-Education with an Emphasis in Early Childhood, Elementary Education, or Health & Physical. The learning environment maintains and provides the opportunities for students to interact with other scholars (such as college instructors, classroom teachers, and students), encourage inquiry, develop critical thinking strategies, solve complex problems, and build effective communication skills. The program will prepare the students skill necessary to obtain employment or transfer to a four-year program.

**Early Childhood Education Emphasis** will provide a strong background for students seeking careers in a wide variety of settings including; child care-related programs and businesses, early intervention with children with special needs and preschool special education settings, child services and child-focused community agencies, state or federal agencies, and nonprofit settings that support children and families.

**Elementary Education Emphasis** will provide a background for students seeking careers as: K-8 Elementary Teacher, Paraprofessional Educator, School Support Staff and School Administrator.

**Health & Physical Education Emphasis** will provide a background for students seeking careers as; HPE teacher, Community Health Educator, Wellness & Fitness training, coaching.

The Learning Outcomes from the Elementary Education degree program are as follows:

- Understanding public education
- Piikani language, history, and culture into education
- Utilizing technology for engaging & enhancing children learning
- Physical, cognitive, and social-emotional states of development of children

Students majoring in Education are required to take the General Core Requirements 1 – 6 for an Associate of Arts (AA) Degree program as well as the following major CORE 7 and students must complete one of the three Core 8’s in desired emphasis.

<table>
<thead>
<tr>
<th>CORE 7 – Education Emphasis</th>
<th>18 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course#</strong></td>
<td><strong>Name of Course</strong></td>
</tr>
<tr>
<td>EDU 200</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDU 201</td>
<td>Education Field Experience</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Learning Technologies for Organizations</td>
</tr>
<tr>
<td>EDU 211</td>
<td>Culture and Families in Education</td>
</tr>
<tr>
<td>EDU 291</td>
<td>Praxis (National Teaching Exam)</td>
</tr>
<tr>
<td>HHP 223*</td>
<td>Personal, Community &amp; School Health Issues</td>
</tr>
<tr>
<td>HHP 245</td>
<td>1st Aid &amp; CPR</td>
</tr>
<tr>
<td>PSYX 230</td>
<td>Development Psychology/EDEC 160</td>
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**Total Core 7 Credits To Be Completed By Student** 18

<table>
<thead>
<tr>
<th>CORE 8 – Early Childhood Emphasis</th>
<th>15 Credits Required</th>
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<tbody>
<tr>
<td><strong>Course#</strong></td>
<td><strong>Name of Course</strong></td>
</tr>
<tr>
<td>EDEC 135</td>
<td>Children Language &amp; Literature</td>
</tr>
<tr>
<td>EDEC 220</td>
<td>Creating an Learning Environment</td>
</tr>
<tr>
<td>EDEC 230</td>
<td>Positive Child Guidance</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>Infant/Toddler Development</td>
</tr>
<tr>
<td>HHP 290</td>
<td>Internship Health Research</td>
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</table>

**Total Core 8 Credits To Be Completed By Student** 15
### CORE 8 – Elementary Emphasis

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offering</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTR 269</td>
<td>Montana History</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>EDU 222</td>
<td>Educational Psych Child Developmental</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>M 135</td>
<td>Math for Elementary Teacher I</td>
<td>Fall</td>
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<tr>
<td>M 136</td>
<td>Math for Elementary Teachers II</td>
<td>Spring</td>
<td>4</td>
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<tr>
<td>EDU 202</td>
<td>Early Education Field Placement</td>
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**Total Core 8 Credits To Be Completed By Student** 16

### CORE 8 – Health & Physical Emphasis

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offering</th>
<th>Credits</th>
<th>Semester</th>
<th>Grad</th>
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<tr>
<td>HHP 243</td>
<td>Foundation to HPE</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>BIOH 200</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>BIOH 202</td>
<td>Human Anatomy &amp; Physiology Lab</td>
<td>Spring</td>
<td>1</td>
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<tr>
<td>HHP 290</td>
<td>Internship Health Research</td>
<td>Spring</td>
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<tr>
<td>HHP 246</td>
<td>Sport Injury</td>
<td>Spring</td>
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<td>ACT/HPE</td>
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</tbody>
</table>

**Total Core 8 Credits To Be Completed By Student** 15
The Learning Outcomes from the Human Services degree program 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.
- Students will apply knowledge and skills critically in the context of living and/or providing services to the Piikani 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 1–6 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-Level 3, Criminal Justice, Psychology, & Social Work.

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.

### CORE 7 – Human Services

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 145</td>
<td>Addiction Studies</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>CAS 275</td>
<td>Assessment &amp; Diagnosis</td>
<td>On Demand</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>CAS 290</td>
<td>Special Topics</td>
<td>On Demand</td>
<td>1-6</td>
<td></td>
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</tr>
<tr>
<td>CJUS 101</td>
<td>Introduction to Law</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>CJUS 121</td>
<td>Introduction to Criminal Justice</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>CJUS 140</td>
<td>Tribal Criminal Law &amp; Procedure</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>*CJUS 236</td>
<td>Introduction to Research Methods in Criminal Justice</td>
<td>Spring</td>
<td>3</td>
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<td>*CJUS 280</td>
<td>Sociology of Deviant Behavior</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>CJUS 285</td>
<td>Juvenile Delinquency</td>
<td>Spring</td>
<td>3</td>
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<td>CJUS 290</td>
<td>Special Topics</td>
<td>On Demand</td>
<td>1-6</td>
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<tr>
<td>*CJUS 298</td>
<td>Internship</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>*HS 101</td>
<td>Introduction to Human Services</td>
<td>Fall</td>
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<tr>
<td>HS 209</td>
<td>Treatment Planning &amp; Documentation</td>
<td>On Demand</td>
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<td>HS 210</td>
<td>Case Management</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>HS 275</td>
<td>Theories of Counseling</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>HS 279</td>
<td>Legal, Clinical, Professional Issues</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>Course #</td>
<td>Name of Course</td>
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<td>Credits</td>
<td>Semester Taken</td>
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<tr>
<td>HS 280</td>
<td>Introduction to Counseling</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>HS 281</td>
<td>Introduction to Group Counseling</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>HS 291</td>
<td>Special Topics</td>
<td>On Demand</td>
<td>1-6</td>
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<tr>
<td>HS 298</td>
<td>Field Placement</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>PSYX 102</td>
<td>Mental Health First Aid-Adults</td>
<td>Spring</td>
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<tr>
<td>PSYX 103</td>
<td>Mental Health First Aid-Youth</td>
<td>Fall</td>
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<tr>
<td>PSYX 104</td>
<td>Technical Writing in Behavioral Health</td>
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<td>* PSYX 203</td>
<td>Introduction to Social Research Methods</td>
<td>Spring</td>
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<td>*PSYX230</td>
<td>Developmental Psychology</td>
<td>Spring</td>
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<tr>
<td>PSYX240</td>
<td>Abnormal Psychology</td>
<td>Fall</td>
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<tr>
<td>PSYX248</td>
<td>Psychology of Family Violence</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>PSYX260</td>
<td>Social Psychology</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PSYX 262</td>
<td>Cultural Psychology</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PSYX285</td>
<td>Psychology of Personality</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PSYX291</td>
<td>Special Topics</td>
<td>On demand</td>
<td>1-6</td>
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<tr>
<td>SOCI101</td>
<td>Introduction to Sociology</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>*SW 100</td>
<td>Introduction to Social Welfare</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>*SW 200</td>
<td>Introduction to Social Work Practice</td>
<td>Fall</td>
<td>3</td>
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</table>

Total Core 7 Credits To Be Completed By Student 30
Total Core 1-5 Credits To Be Completed By Student 31-33
Total ALL Core Credits To Be Completed By Student For Certificate 61-64

* Indicates cross referenced courses
BCC's Associate of Arts Degree in General Education is for students who are undecided on a major and wish to complete their general education core before transferring to a four year institution (refer to transfer institution's suggestions for this course of study). Throughout the program of study, an emphasis is placed on critical thinking, critical writing, and communication skills. The education process as a journey of self-discovery, learning, and engaged citizenship.

Our Degree Learning Outcomes are:
- Students will develop critical writing skills.
- Students will develop communication skills.
- Students will become engaged citizens.
- Students will obtain general knowledge of Piikani culture and history.

Your will choose courses across disciplines, taking the majority of courses in an area of interest. The total number of credits is 30. Listed below are our department's courses. Since the General Education Associate of Arts is an interdisciplinary degree, please refer to the Departmental pages of outside disciplines. You are limited to 15 credits in any outside department.

Core 7 – General Education Associate of Arts

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ARTZ 105</td>
<td>Visual Language – Drawing</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>ARTZ 106</td>
<td>Visual Language – 2-D Foundations</td>
<td>On Demand</td>
<td>3</td>
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<td>ARTZ 108</td>
<td>Visual Language – 3-D Foundations</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>ARTZ 190</td>
<td>Web Site Design</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
<td>Every</td>
<td>3</td>
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</table>

Piikani Studies

(See Division catalog section—no more than 15 credits can be applied toward the General Education degree)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>CRWR 211</td>
<td>Intro to Fiction Workshop</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>CRWR 212</td>
<td>Intro to Poetry Workshop</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>JRNL 100</td>
<td>Media History and Literacy</td>
<td>On Demand</td>
<td>3</td>
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<tr>
<td>JRNL 257</td>
<td>Beginning Visual Journalism</td>
<td>Fall</td>
<td>3</td>
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Film

<table>
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<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>FILM 103</td>
<td>Introduction to Film</td>
<td>Spring</td>
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Literature

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<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>LIT 110</td>
<td>Intro to Literature</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>LIT 270</td>
<td>Film as Literature</td>
<td>Spring</td>
<td>3</td>
<td></td>
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<tr>
<td>LIT 285</td>
<td>Mythologies</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>Code</td>
<td>Course</td>
<td>Term</td>
<td>Credits</td>
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<tr>
<td>NASX 240</td>
<td>Native American Literature</td>
<td>Spring</td>
<td>3</td>
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**History**

- HSTA 101: American History I
  - Term: Fall
  - Credits: 3
- HSTA 102: American History II
  - Term: Spring
  - Credits: 3
- HSTA 255: Montana History
  - Term: Spring
  - Credits: 3
- HSTR 101: Western Civilization I
  - Term: Fall
  - Credits: 3
- HSTR 102: Western Civilization II
  - Term: Spring
  - Credits: 3

**Math**

*(See division catalog section—no more than 15 credits can be applied toward the General Education degree)*

**Music**

- MUS 130: History of Rock and Roll
  - Term: Fall
  - Credits: 3

**Philosophy**

- PHL 110: Ethics
  - Term: Fall
  - Credits: 3
- PHL 132: Critical Thinking
  - Term: Every
  - Credits: 3

**Political Science**

- PSCI 210: Intro to American Government
  - Term: Spring
  - Credits: 3

**Science**

*(See division catalog section—no more than 15 credits can be applied toward the General Education degree)*

**Social Science**

- Any CJUS, PSYX, or SOCI (see division catalog section)

**Total Credits to be taken by student for Core 7**: 30

---

**College Readiness Program**

BCC’s College Readiness Program is a uniquely designed curriculum for incoming and returning students wanting to improve academic skills, understand college, and explore career opportunities.

**Students First...**

Your first goal will be to understand yourself, to set your own course.

**Foundations second...**

Your next goals will be to learn to think, write, and read critically and use your education to be an engaged citizen.

**Our Program Learning Outcomes will help students:**

- Students will have an improved sense of self
- Students will develop college level academic skills
- Students will become engaged citizens
- Students will obtain general knowledge of Piikani culture and history

**We offer courses in the following areas:**

- Developmental Writing WRIT 101 w/Lab
- Developmental Math, M090 w/Lab
- Learning Strategies for Higher Education, TCC 160
The Piikani Language Studies curriculum is designed to promote language fluency 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 be encouraged to apply for the Montana Office of Public Instruction Class 7 License or transfer to a Baccalaureate plan of study in Native American Studies.

The Learning Outcomes from the Piikani Language Studies degree program are as follows:

- Explain the cultural/linguistic models and other methodologies used to study American Indian history and culture.
- Discuss the American Indian responses to European influences and new technologies.
- Demonstrate a basic knowledge of Piikani cultures, traditions, technologies, and language.
- Recognize or experience basic elements of traditional Piikani tribal life through language.
- Understand keywords, phrases, commands and colloquial speech.
- Recognize prayer and conversation.

Students majoring in Piikani Language Studies are required to take the General Core Requirements 1 – 6 for an Associate of Arts (AA) Degree program on page 11-2 as well as 24 credits from the following major core courses:

### Course - Piikani Language Studies

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PKNI145*</td>
<td>Beginning Intensive Piikani Language</td>
<td>Fall</td>
<td>6</td>
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<tr>
<td>PKNI147</td>
<td>Piikani Sign Language</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PKNI231</td>
<td>Piikani Philosophy</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PKNI240</td>
<td>Piikani Language Teaching Methods</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PKNI241</td>
<td>Intermediate Piikani Language I</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PKNI242</td>
<td>Intermediate Piikani Language II</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PKNI245*</td>
<td>Intermediate Intensive Piikani Language II</td>
<td>Spring</td>
<td>6</td>
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<tr>
<td>PKNI250</td>
<td>Advanced Piikani Language</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PKNI280</td>
<td>Advanced Piikani Language Research &amp; Practicum</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>NASX142</td>
<td>Beginning Piikani Language II</td>
<td>Spring</td>
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*Note: Students may choose to take PKNI 145 in place of PKNI 141 & NASX 142; and PKNI 245 in place of PKNI 241 & PKNI 242

### CORE 8 - Electives

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>PKNI</td>
<td>Electives</td>
<td>3</td>
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</tbody>
</table>

Total Core 7 & 8 Credits To Be Completed By Student 30
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 from the Piikani Studies degree program are as follows:

- Demonstrate a basic knowledge of Piikani culture, traditions, technologies, language, identity and location of bands, groups, society and geographies.
- Relate to and informatively discuss the historical and ever changing evolution of Piikani territory and the effects of Federal and Tribal law on its communities.
- Develop the ability to think critically, analyze and explain the cultural models and methodologies regarding the study of American Indian/Piikani ideologies.
- Review and interpret Indian history from Piikani perspective plus the ability to describe impacts of European colonialism, U.S. history and Federal policy has had on Native Americans.

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>Course#</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKN108</td>
<td>Intro to Herbology of Native People</td>
<td>Fall</td>
<td>2</td>
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<tr>
<td>PKN109</td>
<td>Piikani Art Basics/History</td>
<td>Spring</td>
<td>3</td>
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<td>PKN110</td>
<td>Pikuni Humanities</td>
<td>Spring</td>
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<td>PKN129</td>
<td>History of the Blackfeet</td>
<td>Every</td>
<td>3</td>
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<tr>
<td>NASX141</td>
<td>Beginning Piikani Language I</td>
<td>Every</td>
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<tr>
<td>PKN150</td>
<td>Piikani Singing and Dancing</td>
<td>Fall</td>
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<tr>
<td>PKN152</td>
<td>Piikani Beading and Sewing</td>
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<td>PKN160</td>
<td>Piikani Cultural Geography</td>
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<td>PKN205</td>
<td>Piikani Women</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>PKN206</td>
<td>Piikani Chiefs &amp; Societies</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PKN224*</td>
<td>Creation of the Blackfeet (even years alternating with PKN227)</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>PKN227*</td>
<td>Critical Consciousness of an Indian Reservation (odd years alternating with PKN224)</td>
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<td>Piikani Philosophy</td>
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<td>PKN265</td>
<td>Early Indian Health &amp; Medicine Practices</td>
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<td>Beginning Piikani Language II</td>
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<td>Piikani Tribal Government</td>
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</table>

Total Core 7 Credits To Be Completed By Student 30
Emphasis A – Business Administration

The Emphasis A - Business Administration Associate of Science (A.S.) Degree program provides students with the fundamental knowledge and skills to begin building a career in business administration or to prepare for completion of a bachelor's degree. Along with providing a solid general business education, the Business Administration 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. It 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 that prepare students for an active and successful career.

The mission of the Blackfeet Community College’s Emphasis A - Business Administration Associate of Science (A.S.) Degree program is to deliver quality educational experiences to students in preparation for transfer to a four year college, or a career in business. The program will provide students with the intellectual foundations necessary to contribute effectively and positively to a changing business environment. The curriculum is designed to preserve the cultural and heritage of the Blackfeet People relative to Business Administration by integration of traditional concepts in the course of study.

The Learning Outcomes for the Emphasis A - Business Administration A.S. Degree Program are as follows:

- Use oral, written, and listening skills to demonstrate an understanding of business practices and theories.
- Develop an understanding of societies and cultures to implement business practices reflecting the diversity of customers, employees, employers and stakeholders.
- Utilize critical thinking, problem solving, and communication skills in business law, economics, ethics, accounting and finance.
- Focus on the development of personal capacity in leadership, critical thinking, problem solving and ethical decision making at the first line, middle and executive organizational levels.

Emphasis B - Entrepreneurship

The Emphasis B – Entrepreneurship Associate of Science (A.S.) Degree Program provides the student with the skill, knowledge, and ability to become a small business owner. The Entrepreneurship degree program provides the student with the opportunity to gain the foundation necessary to be an effective entrepreneur through the development of the student's knowledge of personal and business finances, requiring the student to complete a feasibility analysis and a subsequent business plan.

Thereby, enhancing the student's ability to effectively communicate their business plan to investors and to use these skills to implement a business venture of their choice. The program is designed to provide the ability to interact with all stakeholders such as managers, employees, customers, and suppliers which will ultimately lead to an A.S. Degree in Entrepreneurship.

The mission of the Blackfeet Community College’s Emphasis B - Entrepreneurship Associate of Science (A.S.) Degree program is to deliver quality educational experiences to students in preparation for starting their own business or enhancing an existing business. The program will provide students with the intellectual foundations necessary to contribute effectively and positively to a changing business environment. The curriculum is designed to preserve the cultural and heritage of the Blackfeet People relative to Entrepreneurship by integration of traditional concepts in the course of study.

The Learning Outcomes for the Emphasis B - Entrepreneurship A.S. Degree Program are as follows:

- Develop the ability to utilize the broad spectrum of communication tools available to effectively present to various audiences their business, marketing, and financial plans.
- Be able to explain the theory involved in good business management in regards to finance, economics, human resources, marketing, and operations/systems management.
- Learn the practical aspects of business including but not limited to accounting, Microsoft Office, and the value of technological advances in communication. Reconcile cultural differences and how they have affected Native economies and from that framework focus on solutions that can improve the economic status of individuals on the Blackfeet Indian Reservation.
**Emphasis C – Office Administration**

The Emphasis C – Office Administration Associate of Science (A.S.) Degree Program is designed to prepare students for office administration, management support, and information management careers in order to effectively confront the new and diverse multifaceted challenges in today’s business and industry environment. The program covers current office administration principles, concepts and organizational trends. Students gain proficiency in administration, management, computer, and information technologies. The students complete an academic component to gain an understanding of professional responsibilities in our global society. Emphasis is placed on developing problem-solving and decision making abilities in addition to technical skills.

The mission of the Blackfeet Community College’s Emphasis C – Office Administration Associate of Science (A.S.) Degree program is to deliver quality educational experiences to students in preparation for a career in office and business administrative support services to business and industry. The program covers current office administration principles, concepts and organizational trends. Students gain proficiency in administration, management, computer, and information technologies. The students complete an academic component to gain an understanding of professional responsibilities in our global society. Emphasis is placed on developing problem-solving and decision making abilities in addition to technical skills.

The Learning Outcomes for the Emphasis C – Office Administration A.S. Degree Program are as follows:

- Perform basic accounting and business math operations.
- Use current computer programs including word processing, spreadsheet, and database software for office administration functions. Produce word processing documents and spreadsheets as they relate to office administration.
- Use proficient computer skills to develop an appropriate resume, cover letter, business letters, brochures, pamphlets, and community agency lists.

### Core 7 – Bus Admin/Entrepreneurship/Office Admin

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ACTG201</td>
<td>Financial Accounting I</td>
<td>Every</td>
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<tr>
<td>BGEN 105</td>
<td>Introduction to Business</td>
<td>Every</td>
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<tr>
<td>BGEN 235</td>
<td>Business Law</td>
<td>Every</td>
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<tr>
<td>BMGT 235</td>
<td>Management</td>
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**Total Core 7 Credits To Be Completed By Student:** 12

### Core 8 – Business Administration Emphasis

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<td>ACTG 202</td>
<td>Managerial Accounting</td>
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<tr>
<td>ECNS 201</td>
<td>Principles of Microeconomics</td>
<td>Fall</td>
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<tr>
<td>ECNS 202</td>
<td>Principles of Macroeconomics</td>
<td>Spring</td>
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<td>BMGT 299</td>
<td>Business Administration Internship</td>
<td>Spring</td>
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<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
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**Total Core 8 Credits To Be Completed By Student:** 16

### Core 8 – Entrepreneurship Emphasis

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<td>MS Excel</td>
<td>Fall</td>
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<tr>
<td>BMGT 202</td>
<td>Leadership</td>
<td>Fall</td>
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<tr>
<td>BMGT 248</td>
<td>Entrepreneurship</td>
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<tr>
<td>BFIn 205</td>
<td>Personal Money Management &amp; Investment</td>
<td>Every</td>
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<td>BMGT 215</td>
<td>Human Resource Management</td>
<td>Spring</td>
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<td>ECNS 217</td>
<td>Economic Development on Indian Reservations</td>
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**Total Core 8 Credits To Be Completed By Student:** 18

### Core 8 Office Administration

<table>
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<tr>
<th>Course #</th>
<th>Name of Course</th>
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<tr>
<td>CAP 131</td>
<td>MS Office Basic</td>
<td>Every</td>
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<tr>
<td>CAPP 154</td>
<td>MS Word</td>
<td>Every</td>
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<tr>
<td>CAPP 156</td>
<td>MS Excel</td>
<td>Fall</td>
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<tr>
<td>OAD 131</td>
<td>Business Communications</td>
<td>Every</td>
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<td>OAD 225</td>
<td>Office Management</td>
<td>Spring</td>
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<td>OAD 299</td>
<td>Office Administration Internship</td>
<td>Spring</td>
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</table>

**Total Core 8 Credits To Be completed By Student:** 18
Betty Henderson-Matthews, MA, Division Chair

The Learning Outcomes from the General Studies/Math and Science degree program are as follows:

- Effective verbal, written, and graphic communication to accurately and appropriately read, inform, and convey scientific information.
- Critical analysis and interpretation of information collected through research or laboratory experiences, based on scientific methodology, principles, and sound and logical reasoning.
- Application of math operations, graphic data, and algebraic formula necessary to collect, analyze, and interpret scientific data through laboratory investigation and experimentation.
- Obtain general knowledge of Piikani culture/history as it pertains to math and science classes.
- Incorporate general knowledge in math, sciences, and related fields into everyday life.

Students majoring in General Studies: Math & Science are required to take the General Core Requirements 1–6 for an Associate of Science (AS) Degree program on page 11–2 as well as 30 credits in CORE 7 & 8:

For a science concentration, students will select science classes beginning with course numbers starting with AHMS, ANTH, ANTY, BIOB, BIOH, BIOM, BIOO, CHMY, EGEN, ENSC, ENV, GEO, GPHY, NUTR, PHSX, SCI or as approved by advisor. Students who want a concentration in Math will select math classes starting from Probability and Linear Math and above or as approved by an advisor for a program total of 30 credits. The Degree offers concentrations in the following areas: Math, Science, and Health Sciences.

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tr>
<td>AHMS144</td>
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<td>Every</td>
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<tr>
<td>ANTH286</td>
<td>Survey of the Forensic Sciences</td>
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<td>ANTY250</td>
<td>Introduction to Archaeology</td>
<td>Fall</td>
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<tr>
<td>BIOB101</td>
<td>Discover Biology</td>
<td>Every</td>
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<td>BIOB102</td>
<td>Discover Biology Lab</td>
<td>Every</td>
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<tr>
<td>BIOB160</td>
<td>Principles of Living Systems</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>BIOB161</td>
<td>Principles of Living Systems Lab</td>
<td>Fall</td>
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<td>BIOB170</td>
<td>Principles of Biological Diversity</td>
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<td>Credits</td>
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<tr>
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<td>Human Anatomy &amp; Physiology I</td>
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<td>Every</td>
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<td>Human Anatomy &amp; Physiology II</td>
<td>Every</td>
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<td>Human Anatomy &amp; Physiology II Lab</td>
<td>Every</td>
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<td>BIOM250</td>
<td>Microbiology for Health Science</td>
<td>Spring</td>
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<td>BIOM251</td>
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<td>Spring</td>
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<td>BIOO105</td>
<td>Introduction to Botany</td>
<td>Spring</td>
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<td>BIOO106</td>
<td>Introduction to Botany Lab</td>
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<td>CHMY121</td>
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<td>Environmental Laws &amp; Ethics</td>
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<td>FOR250</td>
<td>Introduction to GPS/GIS</td>
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<td>College Algebra</td>
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<td>Mathematics for K-8 Teachers I</td>
<td>Fall</td>
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<td>M136</td>
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<td>NUTR221</td>
<td>Basic Human Nutrition</td>
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<td>SCI150</td>
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Total Core 7  Total Credits To Be Completed By Student  21

Electives: Core 8  9 Credits Required

Total Elective Credits  (9)

Total Credits to Earn a General Math/Science Degree  (30)
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<th>SemesterTaken</th>
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<tr>
<td>AHMS144</td>
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<td>BIOB160</td>
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<td>BIOM250</td>
<td>Microbiology for Health Sciences</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOM251</td>
<td>Microbiology for Health Sciences Lab</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMY121</td>
<td>Introduction to General Chemistry</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMY122</td>
<td>Introduction to General Chemistry Lab</td>
<td>Every</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMY123</td>
<td>Introduction to Organic &amp; Biological Chemistry</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMY124</td>
<td>Introduction to Organic &amp; Biological Chemistry Lab</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG100</td>
<td>Introduction to Nursing</td>
<td>Every</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUTR221</td>
<td>Basic Human Nutrition</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYX100</td>
<td>Introduction to Psychology</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYX230</td>
<td>Developmental Psychology</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI101</td>
<td>Introduction to Sociology</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT216</td>
<td>Intro to Statistics</td>
<td>Every</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Core 7 Credits For A LPN & RN Concentration** 30
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 their math, physics, and science skills which are necessary to be successful in completing an engineering program. To achieve an Associate of Science in Pre-Engineering the student must meet all General Core 1-6 requirements and Cores 7 and 8.

The Learning Outcomes from the General Studies – Math & Science Emphasis in Pre-Engineering degree program are as follows:

- Be able to apply knowledge of mathematics and science.
- Have effective verbal, written, graphical, and mathematical communication to accurately and appropriately read, inform, and convey scientific information.
- Have the broad education necessary to understand the impact of engineering problems and solutions in a global societal context.
- Obtain general knowledge of Piikani culture, history, and language as it pertains to math, science, and engineering.

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 & 8 courses:

<table>
<thead>
<tr>
<th>Core 7 – Pre-Engineering</th>
<th>26 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Name of Course</strong></td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry w/Lab</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
</tr>
<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>M 151</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>M 171</td>
<td>Calculus I</td>
</tr>
<tr>
<td>M 172</td>
<td>Calculus II</td>
</tr>
<tr>
<td>PHSX 215</td>
<td>Fundamentals of Physics I (w/Calculus I)</td>
</tr>
<tr>
<td>PHSX 216</td>
<td>Fundamentals of Physics I Lab (w/Calculus I)</td>
</tr>
<tr>
<td>PHSX 217</td>
<td>Fundamentals of Physics II (w/Calculus II)</td>
</tr>
<tr>
<td>PHSX 218</td>
<td>Fundamentals of Physics II Lab (w/Calculus II)</td>
</tr>
<tr>
<td><strong>Total Core 7 Credits To Be Taken By Student</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8</th>
<th>4 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option A</strong></td>
<td></td>
</tr>
<tr>
<td>M 273</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td><strong>Option B</strong></td>
<td></td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td><strong>Total Core 8 Credits To Be Taken By Student</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
The Mission of the Piikani Community College Nursing program is to provide Native American students and our “Universal Community” access to a high quality nursing education with the goal for nurses to obtain meaningful employment in entry level practice. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, holistic nursing. The nurses will serve the individuals of the Piikani Nation and communities across rural Montana. Piikani Community College is committed to giving each student the necessary basic skills to foster their own personal growth and to succeed in Native American nursing education, clinical practice, and the pursuit of higher education.

Educational Outcomes of the Registered Nursing Program

Upon completion of the Practical Nursing curriculum the graduate will be able to:

- Demonstrate a caring presence and relationship-centered interactions to support the dignity and well-being of the client, family, and members of the inter-professional health team.
- Demonstrate nursing judgment and prioritization of care, incorporating evidence-based principles and the nursing process to contribute to the plan of care for a group of clients.
- Ensure safe quality care, utilizing standards of care for nursing procedures, delegation of care to unlicensed personnel, and documentation of health outcomes.
- Demonstrate therapeutic communication, reporting and documentation, and client education strategies.
- Demonstrate awareness of culturally diverse client health practices and diversity in the workplace.
- Uphold the practical nursing scope of practice within the ethical, legal & regulatory frameworks of nursing, demonstrating personal, workplace, and professional nursing behaviors reflecting self-awareness, integrity, and lifelong growth and development.

Students who are getting their AS in Registered Nursing are required to take LPN requirements as well as the following core courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 250</td>
<td>Transition to RN</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 252</td>
<td>Complex Care Maternal/Child &amp; Clinical</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 254/255</td>
<td>Complex Care Mental Health &amp; Clinical</td>
<td>Fall</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology</td>
<td>Fall</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOM 250/251</td>
<td>Microbiology for Health Sciences/lab</td>
<td>Fall</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 262/263</td>
<td>Complex Care Adult &amp; Clinical</td>
<td>Spring</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical skills Lab</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 266/267</td>
<td>Managed Client Care &amp; Clinical</td>
<td>Spring</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credit hours to be completed by student</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self. Knowledge. Engagement. Action. At Piikani 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 Piikani Nation. Upon completion of the General Core requirements, students will be awarded a General Core Certification.

Learning Outcomes:
- Students will develop critical thinking skills
- Students will develop critical writing skills
- Students will develop communication skills
- Students will become engaged citizens
- Students will obtain general knowledge of Piikani culture and history

(Please note: when an option exists between two courses check with your advisor to determine which course is required for your specific program of study).

<table>
<thead>
<tr>
<th>Core 1 – Foundation Studies</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Name of Course</strong></td>
</tr>
<tr>
<td>PHL 132 or TCC 101</td>
<td>Critical Thinking OR First Year Seminar</td>
</tr>
<tr>
<td>WRIT 101 or</td>
<td>College Writing OR</td>
</tr>
<tr>
<td>WRIT 122</td>
<td>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>PKNI129</td>
<td>History of the Piikani</td>
</tr>
<tr>
<td>PKNI141</td>
<td>Beginning Piikani Language Iw/Lab</td>
</tr>
<tr>
<td>PKNI 231</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>COMX 111 or COMX 102</td>
<td>Speech 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>Choose one: M095, M107 or PKNI101</td>
<td>Intermediate Algebra, Technical Math Or Piikani Math</td>
</tr>
<tr>
<td>ANY SCIENCE</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 &amp; Behavioral Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<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
The Community Health AAS program is concerned with improving health and well-being for all through the promotion of healthy lifestyles, health family functioning community actions for health and conditions that make it possible to live healthful lives. In combination with core, this degree will provide a foundation of knowledge, problem solving, communication, teamwork skills that are needed for an individual to continue education in a health related field of study or use in a professional position and career opportunities in our community such as: public schools, family/school support staff, paraprofessional, HPE teacher assistant, tutor, coaching position, Glacier National Park recreation activities coordinator & tribal health programs summer camps youth coordinator/mentor, group home assistant, child/adolescent case manager, personal/program/employee fitness & wellness trainer, health research intern & community health educator.

Students who are planning on transferring must take the Health Science program of study.

**Community Health Learning Outcomes upon completion Students will have a general knowledge of:**

- Understanding personal, community and school health
- Piikani language, history, and culture how it fits into Community Health
- Articulate the scope of the human body through written and spoken communication skills.
- Physical, cognitive, and social-emotional states well-being for health lifestyles

Students majoring in Community & Wellness are required to take the Vocational Education Core Requirements 1 – 5 for an Associate of Applied Science Degree program of 24 credits and 36 in Core 6

<table>
<thead>
<tr>
<th>Core 6 Course #</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Choose from Activity Classes</td>
<td>Every</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTHH 100</td>
<td>Intro to Health Occupations</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTHH 102</td>
<td>Field Placement HM</td>
<td>Fall</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTHH 105</td>
<td>Foundations of Exercise Science</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTHH 106</td>
<td>Foundations of Exercise Science Lab</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDC 120</td>
<td>Pharmacology of Substance Abuse</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 223</td>
<td>Personal, Community &amp; School Health Issues</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTHH 225</td>
<td>Community Wellness &amp; Environment</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYX 230</td>
<td>Developmental Psychology</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 240</td>
<td>Intramural &amp; Rec Act</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 245</td>
<td>1st Aid &amp; CPR</td>
<td>Every</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 246</td>
<td>Sport Injury</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 251</td>
<td>Fitness Instructor Techniques</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 290</td>
<td>Internship Health Research</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Core 6 Credits To Be completed** 36

**Total Credits to be completed For a degree in Community Health** 60
It is the mission of the Computer Information Systems AAS Degree program to prepare students to solve real world problems using both communication skills and technology tools. 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 further seeks to prepare students for employment in computer based professions and to encourage graduates to demonstrate ethical behavior in computer sciences. The Piikani Community College will support these elements by adopting the following plan of study for computer information systems.

The Learning Outcomes from the Computer Information Systems degree program are as follows:

- Install & troubleshoot Microsoft Operating Systems.
- Analyze and design documents from conception to final application.
- Earn proficient skills in Microsoft Office Suite applications.
- Set up and install computer software and hardware.
- Implement, troubleshoot, and design CISCO networking devices.
- Earn job ready practical skills for the fast changing world of technology.

Students majoring in Computer Information Science are required to take the Vocational General Core Requirements 1 – 5 for an Associate of Applied Science (AAS) Degree program as well as the following major courses in CORE 6 & CORE 7:

<table>
<thead>
<tr>
<th>Core 6 – Computer Information Systems</th>
<th>33 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Name of Course</td>
</tr>
<tr>
<td>COS101</td>
<td>The Internet – Short Course</td>
</tr>
<tr>
<td>CAPP120</td>
<td>Intro to Computers – Short Course</td>
</tr>
<tr>
<td>CAPP151</td>
<td>MS Office Advanced</td>
</tr>
<tr>
<td>CAPP166</td>
<td>MS Operating Systems</td>
</tr>
<tr>
<td>CAPP158</td>
<td>MS Access - Database</td>
</tr>
<tr>
<td>ITS 105</td>
<td>Intro to CNNA: Routers &amp; Switches</td>
</tr>
<tr>
<td>ITS 258</td>
<td>Routing &amp; Switching</td>
</tr>
<tr>
<td>ITS 270</td>
<td>Networking (ICND)</td>
</tr>
<tr>
<td>ITS 275</td>
<td>Advanced Networking (ICND)</td>
</tr>
<tr>
<td>ITS 280</td>
<td>PC Troubleshooting – Short Course</td>
</tr>
<tr>
<td>CAPP 299</td>
<td>Computer Information Systems Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 7 – CSCI, PHOT, CAPP, OAD, BMGT, COS - Electives</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Name of Course</td>
</tr>
<tr>
<td>CSCI 238</td>
<td>Mobile Device Applications</td>
</tr>
<tr>
<td>CSCI 181</td>
<td>Website Design &amp; Programming</td>
</tr>
<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>CAPP 240</td>
<td>Graphic Design I</td>
</tr>
<tr>
<td>OAD 225</td>
<td>Office Management</td>
</tr>
<tr>
<td>BMGT 248</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>COS 145</td>
<td>Electronic Marketing</td>
</tr>
</tbody>
</table>

Total Core 6 & 7 Credits To Be Completed By Student 39
Construction Technology will prepare students with entry-level skills for the construction industry. This program provides the student the opportunity to obtain an AAS Degree or a Certificate in Building Trades, as well as two emphases in Electrical Technician and Solar Electric. Throughout the coursework an emphasis is placed on critical analysis and applying hands on approach to become familiar with aspects of construction technology.

The Learning Outcomes from the Construction Technology degree program are as follows:

- Students will demonstrate construction problems using accepted principles, tools, and skills.
- Develop the skills necessary to construct basic theory of design, installation and safe working practices.
- Students will develop the ability to plan, create and complete construction jobs.
- Recognize terms and materials to apply in the construction industry.
- Develop the skills and gain hands on experience necessary to work at an entry-level position in the construction field.

Students majoring in Construction Technology are required to take the Vocational General Core Requirements 1 – 5 for an Associate of Applied Science (AAS) Degree program as well as the following major core courses in CORE 6 & CORE 7:

### Core 6 – Building Trades

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>SemesterTaken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTN130</td>
<td>Intro to Building Trades I</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTN131</td>
<td>Building Trades Field Experience I</td>
<td>Fall</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTN140</td>
<td>Intro to Building Trades II</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTN141</td>
<td>Building Trades Field Experience II</td>
<td>Spring</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CON190</td>
<td>OSHA 10 (Workplace Safety)</td>
<td>Fall</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Core 6 Credits To Be Completed By Student 23

### Core 7 – Construction Technology

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>SemesterTaken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTN115</td>
<td>Construction Calculation &amp; Estimation</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BGEN 105</td>
<td>Introduction to Business</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Financial Accounting</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTN148</td>
<td>Blueprint Reading</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTN295</td>
<td>Field Work/Practicum</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPE245</td>
<td>1st Aid &amp; CPR</td>
<td>Every</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Core 6 & 7 Credits To Be Completed By Student 39

### Core 7 – Solar Energy

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>SemesterTaken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PV 101</td>
<td>Solar Electric Design &amp; Installation</td>
<td>Fall</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PV 202</td>
<td>Grid Direct Design and the NEC</td>
<td>Fall</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PV 203</td>
<td>Battery Based PV Design</td>
<td>Spring</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PV 299</td>
<td>Internship</td>
<td>Spring</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CON 204</td>
<td>Basic Electrical Fundamentals</td>
<td>Spring</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPE 245</td>
<td>1st Aid &amp; CPR</td>
<td>Every</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Core 6 & 7 Credits To Be Completed By Student 41
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 204</td>
<td>Basic Electrical Fundamentals</td>
<td>Spring</td>
<td>1</td>
</tr>
<tr>
<td>ELCT 101</td>
<td>Electrical Fundamentals I</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 102</td>
<td>Electrical Fundamentals II</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 106</td>
<td>Math for Electricians</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 133</td>
<td>Basic Wiring</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 230</td>
<td>Industrial Electrical Wiring</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 233</td>
<td>Commercial Writing Lab</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>HPE 245</td>
<td>1st Aid &amp; CPR</td>
<td>Every</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Core 6 & 7 Credits To Be Completed By Student**: 43
The Mission of the Blackfeet Community College Nursing program is to provide Native American students and our “Universal Community” access to a high quality nursing education with the goal for nurses to obtain meaningful employment in entry level practice. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, holistic nursing. The nurses will serve the individuals of the Blackfeet Nation and communities across rural Montana. Blackfeet Community College is committed to giving each student the necessary basic skills to foster their own personal growth and to succeed in Native American nursing education, clinical practice, and the pursuit of higher education.

Educational Outcomes of the Practical Nursing Program

Upon completion of the Practical Nursing curriculum the graduate will be able to:

- Demonstrate a caring presence and relationship-centered interactions to support the dignity and well-being of the client, family, and members of the inter-professional health team.
- Demonstrate nursing judgment and prioritization of care, incorporating evidence-based principles and the nursing process to contribute to the plan of care for a group of clients.
- Ensure safe quality care, utilizing standards of care for nursing procedures, delegation of care to unlicensed personnel, and documentation of health outcomes.
- Demonstrate therapeutic communication, reporting and documentation, and client education strategies.
- Demonstrate awareness of culturally diverse client health practices and diversity in the workplace.
- Uphold the practical nursing scope of practice within the ethical, legal & regulatory frameworks of nursing, demonstrating personal, workplace, and professional nursing behaviors reflecting self-awareness, integrity, and lifelong growth and development.

Students majoring in Licensed Practical Nursing are required to take the Vocational General Core 1-5 Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>11 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211/212</td>
<td>Human Anatomy &amp; Physiology w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY 121/122</td>
<td>Intro to General Chemistry w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name of Course</th>
<th>28 credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSN 100</td>
<td>Introduction to nursing</td>
<td>1</td>
</tr>
<tr>
<td>NRSN 130</td>
<td>Fundamental Of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSN 135</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 138</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 140</td>
<td>Core concepts of Adult Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSN 142</td>
<td>Core Concepts of Maternal/Child Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRSN 144</td>
<td>Core Concepts of Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRSN 148</td>
<td>Leadership Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits to be completed by student in Core 7 & 8: 39
The Associate of Applied Science degree in Piikani Studies is designed to enhance the student's knowledge of Piikani culture and values. The student will gain knowledge in the areas of language, history, arts and crafts, contemporary issues and other Native American Indian contributions to contemporary lifestyles. The Piikani Studies Program will prepare students for careers as cultural consultants, interpretation, Piikani mentors or tribal affairs.

The Learning Outcomes from the Piikani Studies degree program are as follows:

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

To obtain an Associate of Applied Science Degree in Piikani Studies, all students must meet the Vocational General Core Requirements plus the following:

<table>
<thead>
<tr>
<th>Core 6 – Piikani Studies</th>
<th>Name of Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKNI 109</td>
<td>Piikani Art Basics/History</td>
<td>Spring</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>PKNI 110</td>
<td>Pikuni Humanities</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASX 141</td>
<td>Beginning Piikani Language I</td>
<td>Every</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 147</td>
<td>Piikani Sign Language</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 150</td>
<td>Piikani Singing &amp; Dancing OR</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 152</td>
<td>Piikani Beading &amp; Sewing</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 160</td>
<td>Piikani Cultural Geography</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 206</td>
<td>Piikani Chiefs &amp; Societies</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 224</td>
<td>Creation of the Piikani (even years alternating with PKNI 227)</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 229</td>
<td>Contemporary Piikani History</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 231</td>
<td>Piikani Philosophy</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 240</td>
<td>Piikani Language Teaching Methods</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKNI 265</td>
<td>Early Indian Health &amp; Medicine Practices</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASX 142</td>
<td>Beginning Piikani Language II</td>
<td>Spring</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Core 6 Credits To Be Completed By Student 36
Division of Human Services
Behavior Health Aide (1 Year)
Behavioral Health Aide Endorsement

Division of Workforce
Building Trades,
Emergency Medical Responder (EMR) / Emergency Medical Technician (EMT), Medical Billing and Coding

Aa-yim-mii-ta
Laugh Often
Behavioral Health Aide  
**Level 2: 1-Year Certificate**

**Angela Johnson, MEd, Division Chair**  
**Crystal D. LaPlante, MSW, Instructor**  
**Mari King, MHS/Psychology, Instructor**

Level 2 is a one-year academic training program that includes both general education core courses and behavioral health courses that address specific needs of the Piikani 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 Level 3- Human Services/Behavioral Health Associate of Arts Degree.

**The Learning Outcomes from the Behavioral Health Aide certificate program 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 Piikani Reservation and larger global community.

Students in the Behavioral Health Aide Certificate Program are required to complete the following courses:

<table>
<thead>
<tr>
<th>Core 1 – Foundation Studies</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course#</strong></td>
<td><strong>Name of Course</strong></td>
</tr>
<tr>
<td>PHL 132</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>TCC 101</td>
<td>1st Year Seminar</td>
</tr>
<tr>
<td>TCC 200</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Writ 121</td>
<td>Technical Writing in Behavioral Health</td>
</tr>
<tr>
<td>Any</td>
<td>Any writing course</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Core 3 – Expressive Arts</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMX 111</td>
<td>Speech OR</td>
</tr>
<tr>
<td>VOC 105</td>
<td>Interpersonal Communications</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>PSYX 100/ SOCI 100</td>
<td>Introduction to Psychology OR Introduction to Sociology</td>
</tr>
</tbody>
</table>

**Total General Core Credits To Be Completed By Student** 15

<table>
<thead>
<tr>
<th>Core 7 – Behavioral Health</th>
<th>15 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please choose 15 credits from the following:</strong></td>
<td></td>
</tr>
<tr>
<td>HS 280</td>
<td>Introduction to Counseling- Required Course</td>
</tr>
<tr>
<td>PSYX 102</td>
<td>Mental Health FirstAid- Required Course</td>
</tr>
<tr>
<td>Approved Courses</td>
<td>Human Services Courses Approved by the Human Services Division</td>
</tr>
<tr>
<td>HS 298</td>
<td>Field Placement</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 Learning Outcomes from the Building Trades certificate program are as follows:

- Students will demonstrate the ability to work safely on the construction site, apply up-to-date construction methods to produce acceptable products.
- Communicate and problem solve effectively with supervisors, customers, and demonstrate competency in the field of Building Trades.
- Students will demonstrate the ability to plan, create, and complete construction jobs.
- Recognize terms and materials to apply in the Building Trades industry.

Students in the Building Trades Certificate program are required to complete the following Vocational General Core courses:

<table>
<thead>
<tr>
<th>Core 3 – Communications</th>
<th>6 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>COMX 102</td>
<td>Interpersonal Skills in the Workplace</td>
</tr>
<tr>
<td>WRIT 121</td>
<td>Introduction to Technical Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 – Math &amp; Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>M 100</td>
<td>Introduction to Technical Math (as required by degree program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 – Social &amp; Behavioral Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>VOC 101</td>
<td>Employer/Employee Relations</td>
</tr>
</tbody>
</table>

Total General Core Credits To Be Completed By Student: 12

<table>
<thead>
<tr>
<th>Core 7 – Building Trades</th>
<th>24 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>CSTN 130</td>
<td>Intro to Building Trades I</td>
</tr>
<tr>
<td>CSTN 131</td>
<td>Building Trades Field Exp. I</td>
</tr>
<tr>
<td>CSTN 140</td>
<td>Intro to Building Trades II</td>
</tr>
<tr>
<td>CSTN 141</td>
<td>Building Trades Field Exp. II</td>
</tr>
<tr>
<td>CON 190</td>
<td>OSHA 10 (Workplace Safety)</td>
</tr>
<tr>
<td>HHP 245</td>
<td>1st Aid &amp; CPR</td>
</tr>
</tbody>
</table>

Total Core 7 Credits To Be Completed By Student: 24

Total Core 3, 4 & 5 Credits To Be Completed By Student: 12

Total ALL Core Credits To Be Completed By Student For Certificate: 36

This program provides students with the entry-level skills for the Building Trades industry.
The Learning Outcomes from the EMR/EMT certificate program are as follows:

- Discuss the four levels of EMT training and licensure.
- Demonstrate the ability to comprehend, apply, and evaluate the clinical information as it relates to the pathologies of patients with pulmonary, neurological, endocrine, allergies anaphylaxis gastroenterological, and urological pre-hospital emergencies.
- Use critical thinking to describe basic mechanical operations and implement preventative maintenance procedures, and to demonstrate knowledge of the laws, regulations, and safety requirements of the profession.
- The Program also integrates Basic Math and Employer/Employee Relations curriculums to enhance qualities for employment search. Students gain skills and proficiency in areas such as work ethics, job applications, interviewing, verbal and written communication, and related education work.

Students in the EMR/EMT Certificate Program are required to complete the following Vocational General Core courses:

<table>
<thead>
<tr>
<th>Core 3 – Communications</th>
<th>Name of Course</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMX 102</td>
<td>Interpersonal Skills in the Workplace</td>
<td>3</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>WRIT 121</td>
<td>Introduction to Technical Writing</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 – Math &amp; Science</th>
<th>Name of Course</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 100</td>
<td>Introduction to Technical Math (as required by individual Degree Program)</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 – Social &amp; Behavioral Science</th>
<th>Name of Course</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOC 101</td>
<td>Employer/Employee Relations</td>
<td>3</td>
<td>Every</td>
<td></td>
</tr>
</tbody>
</table>

**Total General Core Credits To Be Completed By Student**: 12

<table>
<thead>
<tr>
<th>Core 7 – EMR/EMT</th>
<th>Name of Course</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHMS 144</td>
<td>Medical Terminology</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EMS 100</td>
<td>EMR Classroom</td>
<td>3</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>EMS 101</td>
<td>Classroom EMT</td>
<td>12</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>EMS 190</td>
<td>EMR Clinical Lab</td>
<td>1</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>EMS 199</td>
<td>EMR Internship</td>
<td>1</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>EMS 290</td>
<td>EMT Clinical Lab</td>
<td>2</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>EMS 299</td>
<td>EMT Internship</td>
<td>1</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>HHP 245</td>
<td>1st Aid &amp; CPR</td>
<td>1</td>
<td>Every</td>
<td></td>
</tr>
</tbody>
</table>

**Total Core 7 Credits To Be Completed By Student**: 24

<table>
<thead>
<tr>
<th>Core 3, 4 &amp; 5</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

**Total Core 3, 4 & 5 Credits To Be Completed By Student**: 12

**Total ALL Core Credits To Be Completed By Student For Certificate**: 36
The Learning Outcomes from the Medical Billing & Coding certificate program are as follows:
- Students will demonstrate the ability to abstract information from patient records for reimbursement purposes.
- Students will demonstrate the ability to use current ICD and CPT coding appropriately;
- Students will understand and work within HIPPA guidelines for medical facilities; and interact and communicate with other healthcare workers in a professional manner, following medico legal and ethical standards.

Students in the Commercial Medical Billing & Coding are required to complete the following Vocational General Core courses:

<table>
<thead>
<tr>
<th>Core 3 – Communications</th>
<th>4 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>CAP 090</td>
<td>Basic Computer Skills</td>
</tr>
<tr>
<td>WRIT 121</td>
<td>Introduction to Technical Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 4 – Math &amp; Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 100</td>
<td>Introduction to Technical Math (as required by degree program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 5 – Social &amp; Behavioral Science</th>
<th>3 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOC 101</td>
<td>Employer/Employee Relations</td>
</tr>
</tbody>
</table>

Total General Core credits to be taken by student = 10

<table>
<thead>
<tr>
<th>Core 7 – Medical Billing &amp; Coding</th>
<th>38-41 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course#</td>
<td>Name of Course</td>
</tr>
<tr>
<td>AHMS 144</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>BIOH 112</td>
<td>Human Form and Function I</td>
</tr>
<tr>
<td>AHMS 156</td>
<td>Medical Billing Fundamentals</td>
</tr>
<tr>
<td>AHMS 160</td>
<td>Beginning Procedural Coding</td>
</tr>
<tr>
<td>AHMS 164</td>
<td>Beginning Diagnostic Coding ICD-10</td>
</tr>
<tr>
<td>BIOH 113</td>
<td>Human Form and Function II</td>
</tr>
<tr>
<td>HTH 180</td>
<td>Pharmaceuticals for Health Provisions</td>
</tr>
<tr>
<td>HIT 265</td>
<td>Electronic Health Record</td>
</tr>
<tr>
<td>AHMS 201</td>
<td>Medical Science</td>
</tr>
<tr>
<td>AHMS 212</td>
<td>CPT Coding</td>
</tr>
<tr>
<td>AHMS 214</td>
<td>ICD-9 Coding</td>
</tr>
<tr>
<td>AHMS252</td>
<td>Computerized Medical Billing</td>
</tr>
<tr>
<td>AHMS298B</td>
<td>Professional Practice in Billing/Coding</td>
</tr>
</tbody>
</table>

Total Core 7 credits to be taken by student = 37-41

Total Core 3 – 5 credits to be taken by student = 10

Total ALL Core credits to be taken by student for Certificate = 47-50
The Learning Outcomes from the Behavioral Health Aide Endorsement 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 Piikani 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 BCC Level 2-Behavioral Health Aid 1-Year Certificate Program and the Level 3-Human Services/Behavioral Health Associate of Arts degree. Please see the Human Services Division about training options. | Credits Vary |
ACTG 201 – Financial Accounting I 3 Credits
This course is designed for students in small business, business management, entrepreneurship, secretarial science, and computer science. Students will receive a through instruction of fundamental accounting concepts and principles through manual practice. Course content includes analyzing transactions, the accounting equation, double-entry framework, journalizing and posting transactions, adjusting entries and the worksheet, depreciation methods, financial statements and the closing process, accounting for cash, internal controls, payroll accounting, accounting for sales and cash receipts, accounting for purchases and cash payments, special journals, accounting for merchandise inventory, perpetual inventory methods, expense method of accounting for prepaid expenses. Every Semester

ACTG 202 – Managerial Accounting 3 Credits
Prerequisite: ACTG201
This course is a continuation of ACC 201 which covers the accounting cycle for partnerships and corporations. Additional topics include statement of cash flow and financial analysis, and specialized accounting procedures for partnerships and corporations. A focus on managerial accounting is covered including cost analysis and decision making, job costing, process costing, capital budgeting, cost-volume-profit analysis, and variance analysis. Spring Semester

BGEN 105 – Introduction to Business 3 Credits
This course will present a formal look at the world of business. Students are introduced to the private enterprise system, the U. S. economy, business ownership, business law, and management, marketing, financing, accounting and international business, with practical application of fundamental principles. Every Semester

BGEN 235 – Business Law 3 Credits
The student will be introduced to law and the judicial system followed by a study of the law of contracts, sales and consumer protection. Every Semester

BMGT 202 – Leadership 3 Credits
Students will study aspects of leadership in the Native American business community. Students will examine their current leadership philosophy and style then work on further developing and refining their leadership style based on their individual background and goals. Fall Semester

BMGT 215 – Human Resource Management 3 Credits
Prerequisite: BGEN 105
This course gives the student an introduction to the Human Resource (HR) function of business organizations; Students will learn the fundamentals of HR management. The HR personnel are the first people potential employees will meet and continue to have interaction with during their stay with an organization. This department is responsible for the recruitment, training, and maintenance of qualified personnel. Students will gain an understanding of the importance of HR to organizations. Spring Semester

BMGT 235 – Management 3 Credits
Prerequisite: BGEN105
This course will examine basic management and organization principles. Topics of discussion include a thorough coverage of the functions of management, personal qualities of managers, motivation, and human behavior, and supervision and leadership skills. Every Semester

BMGT 248 – Entrepreneurship 3 Credits
Entrepreneurship is the practice of starting new businesses or revitalizing mature ones. The student in this course will learn how to research, plan, organize and manage a small business of his/her choice. The topics to be covered are: Business Planning, Market Research and Analysis, Market Plan, Forms of Ownership, Taxation of Business, Accounting for Business, Startup, Cash Flow, etc. A draft business plan will be developed by the student. Every Semester

BMGT 259 - Business Management Internship 3 Credits
Prerequisite: Permission of Instructor
The Business Management internship is designed to give the student field- based experience related specifically to business management and operations. Placement assignments will be made through the Business Management Chair. Placement assignments will be with local businesses or business related organizations which will provide the students with hands-on real world experience in managing and operating a business. Course requires at least forty-five (45) hours of hands-on or on-the- job work experience. Spring Semester

BFIN 205 - Personal Money Management & Investment 3 Credits
The student in this course will learn how to manage their personal finances by first accessing where they are and then learn techniques for becoming financially fit. The student will be able to set personal financial goals, understand credit and credit reports, repairing credit and how to access credit. Accessing credit is one of the necessities of being an entrepreneur. This will allow those students who want to become entrepreneurs the best start for success, as understanding credit and being financially fit are a must for financing a small business. Every Semester

CAPP 101 – Internet – Short Course 3 Credits
This course is designed to provide students with an overview of the basics of the internet and its primary functions. This will give a student a basic understanding of how Internet Explorer and how its
basic functions and operations work. Students will be able to identify the difference between web browsers and their functions for secure web browsing. Every Semester

CAPP 120- The Internet- Short Course 3 Credits
This course is 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. 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 7 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. Every Semester

CAPP 131 – MS Office Basic 3 Credits
This class is the integration of the application in the Microsoft Office Suite including database, spreadsheets, word processors, graphical presentations, internet activities, and web pages. The student will learn to integrate these applications. Every Semester

CAPP 151 MS Office Advanced 3 Credits
This course is designed to provide students with an overview and understanding of how Microsoft Office Professional Suite works. This will give a student a basic understanding of how Microsoft Office and its basic functions and operations work. Students will be able to identify each part of the Windows Office Suite. Every Semester

CAPP 154 – Microsoft Word 3 Credits
This course introduces the student to the Microsoft Word application. The basic operations of the start-up menu, toolbars and the beginning process of creating documents. Every Semester

CAPP 156 – MS Excel 3 Credits
This class includes theory and applications of spreadsheets software. Also included are advanced features such as programming, web linking, scripting, goal seeking, solver, application integration, list management, complex models, macro implementation, graph creation, and graphic presentation of analyzed data will be covered; emphasizes the use of Microsoft Excel. Fall Semester

CAPP 158 – MS Access - Database 3 Credits
This course is an explanation of a computer database program as a means of creating, storing, exporting, and retrieving information by using the guidelines of Microsoft MTA certification program. Students will learn Microsoft Access and will be able to implement database success through Microsoft certifications. Upon completing this the required materials for this course, students will have been given the necessary preparation of retaining the MTA certification from Microsoft. Fall Semester

CAPP 166 – MS Operating Systems 3 Credits
This 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 7 environments. The effective deployment of computer information systems involves not only technical considerations, but also a large number of behavioral, organizational, and strategic networking factors. The course will discuss and compare Windows Operating Systems environments from 98, 2000, ME, XP, VISTA, Windows 7 and Windows 8, but will focus on Windows 7 Environments. Fall Semester

CAPP 240 – Graphic Design 3 Credits
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 Photoshop 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. Every Semester

CAPP 299 – CIS Internship 3 Credits
Graduate standing, consent of instructor and approval of division chair. An individualized assignment arranged with an agency, business or other organization to provide guided experience in the field. Spring Semester

COS 145 – Electronic Marketing 3 Credits
This course introduces students to the principles and concepts of electronic marketing This course focuses on the development and management of electronic marketing strategies with an emphasis on E-commerce and internet auction sites. Various electronic marketing resources and security issues will be explored. The importance of electronic marketing in business and how to apply traditional marketing processes to electronic commerce will be covered. Every Semester

CSCI 181 – Website Design & Programming 3 Credits
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 ADDBE CS6 and GOGGLE SITES to develop a website. Every Semester

CSCI 238 – Mobile Device Applications 3 Credits
This course is designed to give the student knowledge, skills, and abilities to operate and apply the various mobile device applications used in electronic communication in today's digital environment. Spring Semester

ECNS 201 – Principles of Microeconomics 3 Credits
This course introduces students to the study of individual market that operate within the national economy. Specific topics involving the economics of the individual firm and Industry will be included. Fall Semester
ECNS 202 – Principles of Macroeconomics 3 Credits
This course is a study of the economy as a whole and its major components. Topics will include the Gross National Product (GNP), full employment, economic growth, business fluctuation and the expansion of bank credit. Spring Semester

ECNS 217–Economic Development on Indian Reservation 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. Every Semester

ITS 105- Intro to CNNA: Routers & Switches 3 Credits
This course will introduce students to router technology from small business infrastructures to a large worldwide infrastructure. Students also learn how to set up and manage home based routers and networks. This course is for preparing students for the CCNA (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 (CSI 126) and then adds Router setup and configuration. Fall Semester

ITS 258 – Routing & Switching 3 Credits
Prerequisite: ITS 105
Continuing from ITS 105, this course will stay on track with students into router technology from small business infrastructures to a large worldwide infrastructure. Students also learn to set up and manage home based routers and networks. This course is for the preparing of students for the CCNA (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 (CSI 126) and then adds router set up and configuration. Spring Semester

ITS 270 – Network (ICND) 3 Credits
Prerequisite: ITS 258
Continuing from ITS 258, Networking Integrated CISCO Networking Devices or ICND, this course will stay on track with students into router technology from small business infrastructures to a large worldwide infrastructure. This course is designed for students to have the ability to design, create, edit, deploy and administer dynamic websites that include links, graphics, sound tables, forms, and style sheets, common editors, Master Basic Content: Review of first semester concepts, Routing Theory; Router Components; Router Setup and Startup; Router configuration; IOS, TCP/IP; IP addressing: Routing Protocol. Brief overview of what it takes to be a leading Network Architect and will have been prepared to take the CCDP or Cisco Certified Design Professional certification. Spring Semester

ITS 280– PC Troubleshooting- Short Course 3 Credits
This course includes the installation and setup of the computer operating systems. The underlying topics will be presented as concepts, advanced through actual application, and presented as they are actually implemented in a typical PC. Students will be prepared to certify with the Comp-TIA A+ certification exam. Spring Semester

OAD 131 – Business Communication 3 Credits
This course involves both oral and written business communication techniques. The course also includes basic communication essentials, such as the technique of writing business letters, memos, proposals, and presentations. Every Semester

OAD 225 – Office Management 3 Credits
Consent of Instructor
This course involves the study of office organization and management techniques. It places emphasis on selection and training of personnel, personnel issues, and purchasing procedures of office equipment. Spring Semester

OAD 299 – Office Administration Internship 3 Credits
Consent of Instructor
The student is placed in an actual office situation for a minimum of 100 hours per semester. Weekly logs and consultation will be required by the instructor. Grading will be based on observation by the instructor and a written report. Spring Semester

Division of Education

*CR- Cross Reference
CR-Cross Reference a courses that is being offered with the same objective and learning outcome and the will be accepted at the universities with a different prefix.

EDEC 105* –Observations & Assessments w/Lab 3 Credits
Explores the goals, uses, benefits, limitations and characteristics of child, family, program, and staff assessments along with how assessment is related to outcomes. Students evaluate a variety of assessment tools and strategies plus develop and implement assessment plans. Course assessments plans include systematic observation, documentation and multiple assessment strategies; students implement assessment plans in a professional and responsible manner in partnership with families and professionals. Fall Semester
EDEC 108* – Observations & Assessments w/ Lab  3 Credit  
Provides an overview of issues, practices, and methodology in early childhood education. Students will explore professional standards in the field. Fall Semester

EDEC 130* – Introduction to Early Childhood Education Curriculum w/ Lab  3 Credit  
This course will provide students a better understanding on nutrition, health, and safety practices and procedures appropriate for use when teaching young children. This course includes state and local regulations concerning abuse and neglect, emergencies, disease-poison prevention, healthy classroom environments, and self-care. Fall Semester

EDEC 135 – Language and Literature for Young 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 early childhood settings along with the multiple manners in which literacy is represented in our lives, texts, culture, and perceptions of the world. As well, students discover the inter-relatedness of language, reading, and writing skills. Children’s literature will be reviewed and evaluated based on quality indicators and language and literacy curriculum will be connected to national standards and state guidelines. Fall Semester

EDEC 160* – Early Childhood Adolescent Growth Development  3 Credits  
This course examines the physical, cognitive and psychosocial development of the human from conception through the play years, school years and up through old age. Students will critically examine theories of development from a multicultural perspective. Fall Semester

EDEC 210* - Meeting the Needs of Families w/ Lab  1 Credit  
The importance’s of building relationship between culture, home, and community for a learning environment for school expectations in the family related to the child socialization process. Topics covered include family needs, community resources, and government verses family responsibilities for the best education of the child. Students will learn method to enhance parent-teachers communication and cooperation in family dynamics Fall Semester

EDEC 220 – Creating an Environment for Learning, Early Childhood w/ Lab  3 Credit  
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. Spring Semester

EDEC 230 – Positive Child Guidance with Lab  3 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. Spring Semester

EDEC 249– Infant/Toddler Development w/ Group Care  3 Credits  
This course explores theories and strategies that support the early learning and cognitive development of infants and toddlers. The students will have a better understanding of the stages and development of in group care as well as the child’s learning environment. Spring Semester

EDU 200* – Introduction to Education  3 Credits  
This course is designed to be an overview of education with special emphasis on the Piikani experience. Students will examine indigenous and western histories and philosophies of education, curriculum design, and classroom environment. Students will focus on Indian Education for All and Montana national standards. They will examine the teaching career and observe and participate in local classroom settings. Language development, early childhood, diverse learners, and special needs will be examined. Fall Semester

EDU 201* – Educational Observation Experience  1 Credit  
Prerequisite: Browning Public Sub Training.  
This course is designed to be an overview of education with special emphasis in an educational setting. The experience will include observational assessment of children. Students will record their observations and classroom experience in a journal. Fall Semester

EDU 210* – Learning Technologies for Organizations  3 Credits  
Course will provide students with the different technologies that are currently being used for training and education in organizations and the factors that affect the success and failure 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. Spring Semester

EDU 211 – Culture and Families in Education  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, social and policy) 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. It will also explore various cultural parenting practices, structures, and values. Fall Semester

EDU 222* – Educational Psychology & Childhood 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. Spring Semester

EDUC 291 – Praxis (National Teaching Exam) 2 Credits
A course is designed to prepare students for the Praxis Series (National Teaching Exam) and improve their abilities to become certified educators with the state of Montana and most other states. Fall Semester

M117 – 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 mathematical components as they relate to child development. Fall Semester

**Division of Health**

*CR- Cross Reference
CR-Cross Reference a courses that is being offered with the same objective and learning outcome and the will be accepted at the universities with a different prefix

ACT 102 – Fitness and Wellness 1 Credit
This course is designed to teach workout exercise by connecting to lifetime activities which will promote fitness and wellness for a healthy lifestyle. The students will gain awareness, enhance one’s lifestyle to different types of exercise and have fun doing it. Fitness and wellness program is a four-step process; which are warm-up, aerobic activity, toning and cool-down. By taking this class you have just took a step in the right direction on choosing a healthier lifestyle. Fall Semester

ACT 105 – Aerobics 1 Credit
To learn three aerobic exercises; water, dance, and step tied in with basic circuit training; walking, weight training, and jogging. The students will gain awareness, enhance lifestyle to different types of exercise and have fun doing it. An aerobic exercise has a four step process; which is warm up, aerobic activity, toning, and cools down. By taking this class you have just took a step in the right direction on choosing a healthier lifestyle. Fall Semester

ACT 110 – Weight Training 1 Credit
This course provides an introduction to weight lifting and goal setting. The course development is appropriate for beginners of any age who have the desire to improve lifestyles. Students will learn about safety, setting and reaching health goals, building muscle, methods for handling safe and effective exercise while using appropriate weights. Spring Semester

ACT 111 - Weightlifting 1 Credit
This course provides an introduction to weight lifting and goal setting. The course development is appropriate for beginners of any age who have the desire to improve lifestyles. Students will learn about safety, setting and reaching health goals, building muscle, methods for handling safe and effective exercise while using appropriate weights. Fall Semester

ACT 170 – Swimming 1 Credit
Instruction in basic skills of swimming and Instruction involves skill techniques for the six swim strokes and basic water safety. By taking this class you have just took a step in the right direction on choosing a healthier lifestyle. Fall Semester

ACT 190 – Zumba 1 Credit
Zumba is a Latin dance-inspired fitness program created by dancer and choreographer. Zumba involves dance and aerobic elements. Zumba choreography incorporates hip-hop, samba, salsa, merengue, mambo, martial arts, and some Bollywood and belly dance moves. Squats and lunges are also included. Zumba dance has aerobic exercises that has a four step process; which is warm up, aerobic activity, toning, and cool down. By taking this class you have just taken a step in the right direction on choosing a healthier lifestyle. Fall Semester

CHTH 105 – Foundations of Exercise Science 3 Credits
The aim of this course is to integrate the sub disciplines of exercise science (nutrition, biomechanics, exercise physiology, motor control, and exercise psychology) from the perspectives of definitions, basic science with application to health, fitness, and athletic performance. Spring Semester

CHTH 106 – Foundation Of Exercise Science Lab 1 Credit
Students will examine the basic exercise-related needs of adults and learn how to safely and effectively meet those needs. The lab will provide practical experience working with adults in exercise programs. Spring Semester

CHTH 210 - Foundations of Community Health & Wellness 3 Credits
This course includes the history evolution, and current status of health programs and services in the United States. It also presents the philosophical perspectives of various health disciplines and the paradigms of health education, health promotion and community health in contemporary societies. Spring Semester

CHTH 225 Community & Environment 3 Credits
This course is an introduction to the basic and new concepts of health. Topics included will be nutrition, physical fitness, stress management, substance abuse, HIV/AIDS, safety and risk management, as well as wellness components of emotional, physical, emotional, physical, social, intellectual, and spiritual health. Spring Semester

HHP 100 Intro to Health Occupations 1 Credit
This course is signed for students to have a better idea of Health Occupations. The students will be introduced to the different types of health relate job and what field will best fit their program of study. Fall Semester

HHP 102- Field Placement for Health Majors 1 Credit
Health majors will be assigned a field placement in an appropriate setting. During the semester, students will be required to spend 15 hours in the assigned setting. Fall Semester

HHP 105 – Foundations of Exercise Science 3 Credits The aim of this course is to integrate the sub disciplines of exercise science...
Students will learn several different exercises techniques for fitness and a healthier life style. Basic exercises such as: aerobic exercises; dance, step, circuit training, walking, weight training, fitness jogging, yoga, ball therapy, stress management, basic understanding of resting & maximum heart rate, basic nutrition, body physique and other exercises based on students input. Fall Semester

HHP 290* – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

Division of Human Services

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. Fall Semester

HHP 225 Community & Environment 3 Credits
This course is an introduction to the basic and new concepts of health. Topics included will be nutrition, physical fitness, stress management, substance abuse, HIV/AIDS, safety and risk management, as well as wellness components of

HHP 240 – Intramural and Recreational Activities 3 Credits
A course designed to teach leadership, basic skills, rules, and techniques for various recreational games. Practical student experiences in directing all phases involved within an ongoing intramural program; scheduling, league organization, publicity, and team point computations. Spring Semester

HHP 243 – Foundations of Health and Physical Ed 3 Credits
A course designed to acquaint the prospective physical education teacher with broad concepts of health, physical education, and recreation including the historical development of modern programs, philosophies, and their application to physical education. Spring Semester

HHP 251 – Fitness Instructor Techniques 3 Credits
Students will learn several different exercises techniques for fitness and a healthier life style. Basic exercises such as: aerobic exercises; dance, step, circuit training, walking, weight training, fitness jogging, yoga, ball therapy, stress management, basic understanding of resting & maximum heart rate, basic nutrition, body physique and other exercises based on students input. Fall Semester

HHP 261 – Foundation of Exercise Science Lab 1 Credit
Students will examine the basic exercise-related needs of adults and learn how to safely and effectively meet those needs. The lab will provide practical experience working with adults in exercise programs. Spring Semester

HHP 263 – Sports Injuries 3 Credits
Prerequisite: Prereq: HHP 106, HHP 205
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. Every Semester

HHP 264 – Intersport Leadership 1 Credit
This course will teach leadership, basic skills, rules, and techniques for various recreational games. Practical student experiences in directing all phases involved within an ongoing intramural program; scheduling, league organization, publicity, and team point computations. Spring Semester

HHP 265 – Foundations of Exercise Science 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, evaluation of their physical environment and staff practices for disease control and safety, the disease process, methods for handling mild and chronic illnesses and emergencies, alcohol and drug related issues, and methods for teaching health related issues. Fall Semester

HHP 280 – Health Education 3 Credits
This course is an introduction to the basic and new concepts of health. Topics included will be nutrition, physical fitness, stress management, substance abuse, HIV/AIDS, safety and risk management, as well as wellness components of

HHP 281 – Health Law 3 Credits
This course will examine methods for testing and screening individuals for substance abuse, misuse, abuse and dependency and psychological disorders. Class participants will become familiar with bio-psych-social multi-dimensional approach to assessment, and be able to identify signs and symptoms of chemical dependency as a disease/addiction with a well-defined course of progression. Dual diagnosis with psychological disorders will be discussed. On Demand

HHP 282 – Substance Abuse Counseling 3 Credits
This course will examine methods for testing and screening individuals for substance abuse, misuse, abuse and dependency and psychological disorders. Class participants will become familiar with bio-psych-social multi-dimensional approach to assessment, and be able to identify signs and symptoms of chemical dependency as a disease/addiction with a well-defined course of progression. Dual diagnosis with psychological disorders will be discussed. On Demand

HHP 283 – Assessment & Diagnosis 2 credits
Prerequisite: CDC 145
This course will examine methods for testing and screening individuals for substance abuse, misuse, abuse and dependency and psychological disorders. Class participants will become familiar with bio-psych-social multi-dimensional approach to assessment, and be able to identify signs and symptoms of chemical dependency as a disease/addiction with a well-defined course of progression. Dual diagnosis with psychological disorders will be discussed. On Demand

HHP 284 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 285 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 286 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 287 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 288 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 289 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

HHP 290 – Internship Health Research 3 Credits
This course introduces the methods of research in health related topics including ethics in research, naturalistic methods, observations, interviews measurements, surveys, and data gathering techniques and hands on experiment exercises. Spring Semester

Division of Human Services

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. Fall Semester

CAS 275 – Assessment & Diagnosis 2 credits
Prerequisite: CDC 145
This course will examine methods for testing and screening individuals for substance abuse, misuse, abuse and dependency and psychological disorders. Class participants will become familiar with bio-psych-social multi-dimensional approach to assessment, and be able to identify signs and symptoms of chemical dependency as a disease/addiction with a well-defined course of progression. Dual diagnosis with psychological disorders will be discussed. On Demand

CJUS 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. Fall Semester

**CJUS 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 delivery 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. Spring Semester

**CJUS 140– Tribal Criminal Law 7 Procedures** 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. Spring Semester

**CJUS 236 – Introduction to Research Method in Criminal Justice** 3 Credits
**Consent of Instructor**
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) Spring Semester

**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. Fall Semester

**CJUS 285 – Juvenile Delinquency** 3 Credits
**Prerequisite: CJUS 110**
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. Spring Semester

**CJUS 291 – Special Topics** 1-6 Credits
**Consent of Instructor**
CJUS 298 – Internship 1-6 Credits
**Consent of Instructor**
**Prerequisites: PSYX 100 or SOC 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. (same as HS 298) Spring Semester

HS 101 – Introduction to Human Services 3 Credits
Introduction to Human Services covers the dual perspective of Piikani 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) Fall Semester

**HS 209 – Treatment, Planning & Documentation** 3 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) Spring Semester

**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. Spring Semester

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. Fall Semester

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. Spring Semester
HS 291 – Special Topics 1-6 Credits
Consent of Instructor
OnDemand

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) Every Semester

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. Every Semester

PSYX 102 – Mental Health First Aid – Adults Helping Adults 1 Credit
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. Spring Semester

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 addiction challenge or is in crisis. Fall Semester

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 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) Spring Semester

PSYX 230 – Developmental Psychology 3 Credits
This course will be an examination of theories, research and applications in developmental psychology. Fall Semester

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. Fall Semester

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 dynamics of family violence on the Piikani Reservation. Fall Semester

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. Fall Semester

PSYX 262 – Multicultural Psychology 3 Credits
This course is intended to introduce and familiarize students with the concept of multicultural psychology. Student 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, and cultural competence as they pertain to various psychological issue. Every Semester

PSYX 285 – 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. Spring Semester

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

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 organizations and occupations, social stratification, institutions and population. Emphasis is placed on conceptual understanding through observation and analysis of familiar social settings. Every Semester

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. Fall
SW 200- Social Work Practice  
3 Credits  
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. Spring Semester

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. On demand.

ARTZ 106 Visual Language—2-D Foundations  
3 Credits  
Prereq. Or coreq. ARTZ 105.  
With an emphasis on design elements and principles, color theory and predominate 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. On demand.

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. On demand

ARTZ 190 (COS 190) Web Site Design  
3 Credits  
This class covers essential Internet Web Site development skills for students and defines elements that should be included on every web page. Topics covered include: web page construction, photo editing, and file transfer protocol (FTP). Students will create a working web site. Fall Semester

COMX 111 Speech:  
3 Credits  
In this course, speech communications 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. Every.

CRWR 211 - Intro to Fiction Workshop:  
3 Credits  
An introductory writing workshop focused on the reading, discussion, and revision of students’ short fiction. Students will also be introduced to models of fiction techniques. No prior experience in writing short fiction is required. On demand.

CRWR 212 Intro to Poetry Workshop:  
3 credits  
An introductory writing workshop focused on the reading, discussion, and revision of students’ poems. Students will also be introduced to models of poetic techniques. No prior experience in writing poetry is required. On demand.

ENG 090 Developmental Reading:  
3 Credits  
Compass Placement. This course will help students improve their basic reading and comprehension skills, bringing them to college level. Students will examine various selections, emphasizing comprehension, retention, inference, and critical analysis. Textbooks, annotation, paraphrasing, vocabulary development, and reading strategies will also be addressed. Every.

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. Spring.

HSTA 101 American History I:  
4 Credits  
A comprehensive, introductory examination of the development of America from colonial times to 1877. Lecture-discussion. Fall Semester

HSTA 102 American History II:  
4 Credits  
A comprehensive, introductory examination of the United States since 1877. Lecture-discussion. Spring.

HSTA 255 Montana History:  
3 Credits  
Comprehensive examination of Montana from the time of Lewis and Clark to today. On Demand

HSTR 101 Western Civilization I:  
4 credits  
A comprehensive, introductory history of western civilization from classical antiquity through the 1648. Lecture-discussion. Fall

HSTR 102 Western Civilization II:  
4 Credits  
A comprehensive, introductory history of western civilization from 1648 to the present. Lecture-discussion. Spring

JRNL 100 Media History and Literacy:  
3 Credits  
This survey course covers the history, development and role of media in society. To develop their knowledge and skills, students will examine newspapers, magazines, radio, television, books, movies, recordings and the World Wide Web. In addition, the course examines ethical, political, financial and other issues related to mass media and introduces the topics of media literacy and critical thinking as it is applied to an examination of the media and their messages. Fall.

JRNL 257 Beginning Visual Journalism  
3 Credits  
Students will be introduced to photo and video journalism through the use of digital cameras. Editing of still images will be taught with Photoshop and video images with Final Cut Pro. Students will learn to capture story through compelling images that reflect a sound knowledge of photography and video images that convey forceful clear stories. Fall.

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.  

**NASX 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 Piikani 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.  

**Spring**

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

**Spring**

**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.  

**Fall**

**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.”  

**Fall**

**PHL 132 Critical Thinking:** 3 Credits  
In this course students will gain knowledge of critical thinking and its various methods & issues. Students will be able to define critical thinking, understand various topics such as informal fallacies, problem solving, and logical & linguistic analysis of human thought using elemental structures. Students will apply their developing critical skills in class dialogues and through essays on relevant topics.  

**Spring**

**PHL 110 Ethics:** 3 Credits  
Offered every term. Through the careful study of selected writings from Aristotle, Kant and Mill, this course will examine the Western vision of morality and its implication for relativism. Additional works in ethics may supplement primary readings.  

**Fall**

**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.  

**Every**

**PSCI212 Introduction to American Government:** 3 Credits  
An examination of the constitution, major institutions, and political processes of American Government.  

**Spring**

**TCC 100 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.  

**Fall**

**TCC110 Nations Building:** 3 Credits  
Students will be presented with a range of subjects that address the topic of nation building. The class utilizes web-based instruction and intensive discussions.  

**Fall**

**TCC 160-Learning Strategies for HE** 1.5 Credits  
Instruction and application of college study skills including lecture note-taking, time management, reading, textbooks, test taking, and critical thinking.  

**Every.**

**TCC 200 Service Learning Project:** 3 Credits  
As a team, students will address a community need utilizing the knowledge gained from their individual programs of study. The result will be an assessment report along with an implemented project. The class is taken in the last semester of your course of study.  

**Spring**

**WRIT 090 Developmental Writing:** 3 Credits  
Compass Placement In this course, students will learn to identify major parts of speech, including sentence elements, and phrases and clauses. Students will learn to identify and correct common nonstandard uses of grammar. Essays will focus on writing from personal experience, observation, and research for narrative, descriptive, expository, and persuasive purposes.  

**Every.**

**WRIT 101 College Writing: Prerequisite:** 3 Credits  
A “C” or higher in WRIT090 or satisfactory Compass placement score. 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.  

**Every**

**WRIT 121-Introduction to Technical Writing:** 3 Credits  
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.  

**Spring**

**WRIT 122 -Introduction to Business Writing:** 3 Credits  
Prerequisite: A “C” or higher in WRIT 090 or satisfactory Compass placement score. Effective Business Communication will offer a survey of business communications and documents used in the typical organization: emails, letters, memos, and business reports. The course will offer advanced English grammar, usage, and mechanics with a focus on sentence-level accuracy. The course will emphasize the delivery of concise, correct, clear, accurate, and courteous written and spoken messages.  

**Spring**

**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.  

**Every Semester**

**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. **Spring Semester**

**ANTS 250 – Intro to Archeology** 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. **Fall Semester**

**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. **Every Semester**

**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. **Every Semester**

**BIOB 160 – Principles of Living Systems** 3 Credits  
**Co-requisite:** BIOB 161
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. **Fall Semester**

**BIOB 161 – Principles of Living Systems Lab** 3 Credits  
**Co-requisite:** BIOB 160
This course will practice scientific method while applying the principles of biology 160 lectures through laboratory exercises. **Fall Semester**

**BIOB 170 – Principles of Biological Diversity** 3 Credits  
**Co-requisite:** BIOB 171
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. **Spring Semester**

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

**BIOB 291- Special Topics** Variable Credit  
**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. On Demand

**BIOH 201 – Human Anatomy and Physiology I** 3 Credits  
**Prerequisite:** BIOB 160 & CHMY 121  
**Co-requisite:** BIOH 202
The studies of the human body with emphasis on levels of organization, tissue differentiation, and the structure, function and pathologies of the integument, skeletal, muscular, and nervous systems. **Every Semester**

**BIOH 202 – Human Anatomy and Physiology I Lab** 1 Credit  
**Co-requisite:** BIOH 201
In a laboratory setting students will examine molecular, cellular and tissue levels of organization for the integumentary, skeletal with articularizations, muscular, and nervous systems. Laboratory experience will include experimentation, microscope work, observations, and dissection. **Every Semester**

**BIOH 211 – Human Anatomy and Physiology II** 3 Credits  
**Prerequisite:** BIOH 201  
**Co-requisite:** BIOH 212
The studies of the human body with emphasis is on the structure, function, and pathologies of the pulmonary, cardiovascular, digestive, endocrine, and reproductive systems. **Every Semester**

**BIOH 212 – Human Anatomy and Physiology II Lab** 1 Credit  
**Co-requisite:** BIOH 211
In a laboratory setting students will examine the organ systems such as cardiovascular and digestive systems. Laboratory experience will include experimentation, microscope work, observations, and dissection. **Every Semester**

**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. **Spring Semester**

**BIOM 251 – Microbiology for Health Science Lab** 1 Credit  
**Co-requisite:** BIO 250
The study of microorganisms: Major emphasis is on the laboratory techniques in the study of microorganisms while applying the principles of microbiology lecture into the experiments. **Spring Semester**

**BIOO 105 – Introduction to Botany** 3 Credits  
**Prerequisite:** BIOB 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. **Spring Semester**

**BIOO 106 – Introduction to Botany Lab** 1 Credit  
**Co-requisite:** 105
Laboratory activities will coordinate with lectures and class work in the science of Botany that focuses upon the structure
Topics covered include organic nomenclature, chemical bonding, functional groups, organic reactions, major classes of biological molecules, and metabolism. **Spring Semester**

**CHMY 121 – Introduction to Chemistry** 3 Credits  
*Prerequisite: M 090 or greater  Co-requisite: CHMY 122*  
Introductory general chemistry, measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, electrochemistry, nuclear chemistry. **Every Semester**

**CHMY 122 – Introduction to Chemistry Lab** 1 Credit  
*Co-requisite:CHMY 121*  
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. **Every Semester**

**CHMY 123 – Introduction to Organic & Biological Chemistry** 3 Credits  
*Prerequisite:CHMY 121 andCHMY 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. **Spring Semester**

**CHMY 124 – Introduction Lab to Organic and Biological Chemistry** 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. **Spring Semester**

**CHMY 124 – Introduction to Organic and Biological Chemistry Lab** 1 Credit  
*Co-requisite: CHMY123*  
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. **Spring Semester**

**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 department chairperson, and the Dean of Academic Affairs. Proposal forms are available in the Academic Affairs Department. **On Demand**

**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. **Fall Semester**

**ENSC 243-Introduction to Soils** 3 Credits  
This course introduces students to soil formation and conservation methods. Topics include wind and water, erosion control on crop land, range land, and forest land. Students will also be required to study current issues and soil conservation. **Fall Semester**

**ENV 299 – Environmental Laws and Ethics** 3 Credits  
This class will be a survey of the environmental laws and ethics that regulate development to ensure that the environment will not be severely impacted. Students will participate in discussions, readings, and research, which will familiarize them with the process and ethics when evaluating development and its impacts on the environment. **Spring Semester**

**FORS 250- Global Positioning Satellites/Geographical Information Systems Information** Introduction to Global Positioning Systems Information 4 Credits  
Introduction to Global Positioning Satellites/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. **Fall Semester**

**GEO 101 – Introduction to Physical Geology** 3 Credits  
*Co-requisite: GEO102*  
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. **Fall Semester**

**GEO 102 – Introduction to Physical Geology** 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. **Fall Semester**

**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
life. **Spring Semester**

**M 060 – Developmental Math**  
3 Credits  
This is a basic mathematics skills course. Students will learn the basic operations: addition, subtraction, multiplication, and division on multiple types of numbers including whole numbers, integers, fractions, and decimals. Math applications such as ratios, simple statistics, and interest rates are also covered. Students will finish with an introduction to Algebra. Upon completion of this course the student will be prepared to enroll in MAT 090 Intro to Algebra. **Every Semester**

**M 066 – Math Lab**  
2 Credits  
This course includes a variety of mathematical topics offered throughout the Piikani Community College (open to all math classes). This course is for students who are having difficulty with completion of homework because perhaps they have missed the regularly scheduled class or did not understand the material, or just need a place to do assignments. This course is also designed for the independent student, who likes to work without attending class, but needs guidance on what material should be covered. The student will be given the opportunity to test out of any basic math course M060, M090, and M095. **Every Semester**

**M 090 – Intro to Algebra**  
3 Credits  
**Prerequisite: M 060 or Compass Placement**  
This course is a developmental course to prepare students for further mathematics course work. This course can count as an elective towards fulfilling degree requirements. This course covers the concepts of algebraic expressions, solving equations, inequalities, graphing, and introduction to systems of equations in two variables. **Every Semester**

**M 095 – Intermediate Algebra**  
3 Credits  
**Prerequisite: M 090 or Compass Placement**  
This course covers the topics of graphs of functions and inequalities. The course also covers polynomial and rational functions, graphs of functions and inequalities, system of equations and inequalities, radical expressions and equations, quadratic functions, exponential and logarithmic functions. **Every Semester**

**M 100 – Introduction to Technical Math**  
3 Credits  
This course is designed for students to learn and apply the mathematical knowledge needed in various career opportunities. It will be program specific. **Fall Semester**

**M 107 – Technical Math**  
3 Credits  
This course is designed for students to learn and apply the mathematical knowledge needed in various construction career opportunities. **Fall Semester**

**M 115 – Probability & Linear Math**  
3 Credits  
**Prerequisite: M 095 or Compass Placement**  
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. **Every Semester**

**M 121 – College Algebra**  
3 Credits  
**Prerequisite: M 095 or Compass Placement**  
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. **Every Semester**

**M 135 – Mathematics for K-8 Teachers I**  
4 Credits  
**Prerequisite: M 095 or Compass Placement**  
Topics include problem solving, sets and logic, functions, the mathematical meaning and background of arithmetic through real numbers, number theory, probability and statistics. Topics include introductory geometry, geometric construction. Congruence, similarity, measurement, coordinates geometry and an introduction to computer applications. **Fall Semester**

**M 136 – Mathematics for K-8 Teachers II**  
4 Credits  
**Prerequisite: MAT135**  
Topics include problem solving, sets and logic, functions, the mathematical meaning and background of arithmetic through real numbers, number theory, probability and statistics. Topics include introductory geometry, geometric constructions, congruence, similarity, measurement, coordinate geometry and an introduction to computer applications. **Spring Semester**

**M 151 – Pre-Calculus**  
4 Credits  
**Prerequisite: MAT121 or Compass Placement**  
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. **Spring Semester**

**M 171 – Calculus I**  
4 Credits  
**Prerequisites: M151 or Compass Placement**  
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. **Fall Semester**

**M 172 – Calculus II**  
4 Credits  
**Prerequisite: MAT171**  
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. **Spring Semester**

**M 273 – Multivariable Calculus**  
4 Credits  
**Prerequisite: Calculus II**  
This course covers partial derivatives, double and triple integrals, line integral, vector calculus, and three dimensional coordinate systems. These mathematical tools and methods are used extensively in the advanced mathematics, physical sciences, engineering, economics, and computer graphics. **On Demand**
NAT 105 - Introduction to Natural Resources  3 Credits
This course is designed to provide the students to the broad scope of Natural Resources, and the importance of conservation. Topics to be covered include forestry, soils, water, range, wildlife and agriculture and how the Piikani used them for survival. Every Semester

NRSG 100 – Introduction to Nursing  1 Credit
This course will cover the historic perspectives on nursing, definitions of nursing, aims of nursing, nursing's professional discipline, educational preparation for nursing practice, professional nursing organizations, guidelines for nursing practice, current trends in nursing, individual's basic needs, the family, community, concepts of cultural diversity, health and illness, theory, research and evidence-based practice, values ethics and advocacy, and legal implications. Every Semester

NUTR 221 – Basic Human Nutrition  3 Credits
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. Every Semester

PHSX 215 – Fundamentals of Physics w/Calculus I  3 Credits
Prerequisite: M115 or higher Co-requisite: PHSX216 or 171 or higher Mechanics, sound, and heat.
Fall Semester

PHSX 216  Fundamentals of Physics Lab w/Calculus I  1 Credit
Co-requisite:PHSX215
Laboratory exercises will relate to mechanics, sound, and heat as coordinated with PHY 205. Fall Semester

PHSX 217- Fundamentals of Physics’ w/Calculus II  3 Credits
Prerequisite:  PHSX 215
Co-requisite: PHSX217 & M172
Electricity, magnetism, light, and modern physics.
Spring Semester

PHSX 218- Fundamentals of Physics’ w/Calculus II Lab 1 Credit
Laboratory exercises will relate to electricity, magnetism, light, and modern physics as coordinated with PHSX 217. Fall Semester

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

SCI 191 – Introduction to Scientific Research & 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. Spring Semester

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. On Demand

SRVY 210 – Introduction to Surveying  Variable Credits
This course will introduce the student to methods and applications of survey measurements distance, direction, and elevations with math review; as well as recording field measurements by hand and electronically. Also an introduction to systematic and random errors. On Demand

STAT 216 – Intro to Statistics  4 Credits
Prerequisite: M115
Students will be introduced to the major ideas statistical inference and statistical reasoning, such as estimates of location and variability, probability theory, probability distributions, confidence intervals, and tests of hypothesis. Also covered are uses of statistics. Students will learn how to learn excel and graphing calculators to solve statistical problems. Computer time outside of class will be expected for all students. Every Semester

Division of Nursing

NRSG 100 – Introduction to Nursing  1 credit
(1 lecture) Socializes student to the roles/functions/expectations of the nurse. This course provides an introduction to nursing history and current views of nursing as a discipline (including various types of nursing occupations and educational requirements). Scholastic expectations required to complete a program of BCC study in nursing are introduced as well as professional expectations of the practicing nurse. The following core concepts related to nursing practice are presented: the caring nature of the nursing profession; the importance of critical thinking/clinical judgment; legal/ethical/cultural issues in nursing; the need to understand human motivation and behavior; and use of the nursing process. Every Semester

NRSG 130 – Fundamentals of Nursing  7 credits
(4 lecture/3 lab) Introduces learners to the clinical skills essential for the nursing role. Also includes complex concepts and behaviors of nursing roles within the context of the nursing process, holistic care and health care. Emphasizes the theoretical and practical concepts of nursing skills required to meet the needs of clients in a variety of settings. Fall Semester

NRSG 135 - Nursing Pharmacology 3 credits
(3 lecture) Through caring, communication, professionalism, critical thinking, and clinical judgment, students learn a structured systematic approach to the study of drug therapy. Medications are studied according to drug classes and therapeutic families. Students will learn to apply the nursing process to drug therapy with an emphasis on accessing relevant information to ensure client safety. Fall Semester
NRSG 138 – Gerontology for Nursing 2 credits
(1 lecture/1 clinical)
This course introduces the student to the skills and knowledge needed to provide nursing care to aging clients. Topics explored include current trends (including legal and ethical issues) in gerontological nursing, developmental stages and transitions associated with aging, expected age-related physiological changes and assessment findings, recognition and management of acute and chronic illnesses that commonly occur in the older adult population, promotion of health for the older adult client, end-of-life issues and care.
Fall Semester

NRSG 140 – Core Concepts of Adult Nursing 7 credits
(4 lecture/3 clinical)
This course prepares the student to care for clients experiencing common, well-defined health alterations in settings where stable clients are anticipated. Students are introduced to standardized nursing procedures and customary nursing and collaborative therapeutic modalities. The following body systems will be addressed: neurological, cardiac, respiratory, renal/urological, gastrointestinal, musculoskeletal, endocrine, reproductive, integumentary, sensory, and hematological. The topics of perioperative care, pain, infection/immunity and cancer will be addressed. Additionally, recognition and emergent treatment of rapidly changing conditions will be introduced. Spring Semester

NRSG 142 – Core Concepts of Maternal Child Nursing 3 credits
(2 lecture/1 clinical)
Emphasizing caring, communication, professionalism, and critical thinking, the course provides information about fetal development and prenatal/postnatal care of the mother and newborn. Role of the nurse in meeting the needs of the family is emphasized. Clinical application of caring for the mother and newborn will allow the student to demonstrate acquired knowledge. The course also includes growth and development patterns as well as care of the well and sick child. Spring Semester

NRSG 144 – Core Concepts of Mental Health Nursing 2 credits
(2 lecture)
This course will explore physiological, psychological, sociocultural, spiritual, and environmental factors associated with Mental Health/Illness effecting individuals and families throughout the life span. Focus will be placed on basic concepts of psychiatric nursing, therapeutic modalities, as well as psychiatric disorders including psychotherapeutic drug management. Spring Semester

For students enrolled in BCC’s PN program, students will take the following course.

NRSG 148 – Leadership Issues 2 credits
(1 lecture/1 clinical)
This capstone course provides the Practical Nursing student information regarding the current status of vocational nursing. This course assists the nursing student to bridge the role between student and employee. Leadership/management skills, health care delivery systems, continuing educational needs, licensure requirements, legal issues, and standards of practice are investigated. Personal and professional identity and entry into the job market are explored. There is a forty-five hour clinical/precepted component to provide the student opportunity to apply theoretical knowledge in the long-term care setting.
Spring Semester

NRSG 250- Transitions to RN 3 credits
(3 lecture)
This course assists students in the transition from LPN to the RN role. The course includes components of lifelong learning, adapting to change, critical thinking, nursing process, legal and ethical issues, math for meds IV therapy, APA format, and skill review to “socialize” the student into the Associate Degree in Nursing. Fall Semester

NRSG 252- Complex Care Maternal/Child & Clinical 3 credits
(2 lecture/1 clinical)
This course prepares the student to provide care to maternal/child clients experiencing acutely changing conditions in settings where outcome is less predictable. Topics include care of the client during childbirth, high-risk pregnancies, and infants and children requiring complex collaborative care. Fall Semester

NRSG 254 - Complex Care Mental Health & Clinical 2 credits
(1 lecture/1 clinical)
This course will explore physiological, psychological, sociocultural, spiritual and environmental factors associated with Mental Health/Illness. Focus will be placed on psychotherapeutic management in the continuum of care, milieu management and special populations with emphasis on individuals, families and communities. Fall Semester

NRSG 256- Pathophysiology 3 credits
(3 credit lecture)
This course will introduce the student to the basic principles and processes of pathophysiology include cellular communication, genes and genetic disease, forms of cellular injury, fluid & electrolyte/acid base balance, immunity, stress coping and illness, and tumor biology. Pathophysiology of the most common alterations according to body system will also be discussed as well as the latest developments in research related to each area. Fall Semester

NRSG 262- Complex Care Adult and Clinical 4 credits
(1 lecture/2 clinical)
This course prepares the student to provide nursing care to adult clients experiencing acutely changing conditions in settings where outcome is less predictable. Emphasis is placed on the nurse’s response to emergent/life-threatening/rapidly changing conditions. Topics covered include collaborative therapeutic modalities related to acute/complex neurological, cardiac, respiratory, hematological, endocrinologic events, shock, sepsis/SIRS, complex burns, etc. Spring Semester

NRSG 265- Advanced Clinical Skills Lab 1 credit
(1 credit lab)
This course prepares the student to carry out complex nursing interventions. Topics covered include central venous therapy, parenteral nutrition, hemodynamic monitoring, advance airway/ventilator support, intracranial pressure monitoring, IV medication administration, high risk IV infusions, blood/blood product administration, conscious sedation, advanced wound care, etc. Spring Semester
NRS 266 – Managed Client Care and Clinical (2 lecture/2 clinical) 
This course covers topics related to integrated nursing care of individual clients and groups of clients as well as basic principles related to supervision of nursing practice and management of resources. Topics include role differentiation among care providers, organization and prioritization, delegation, supervision and appropriate practice/practice setting: management of the needs of individual and groups of clients, management of health care resources. Spring Semester

Division of Piikani Studies

NASX 141 - Beginning Piikani Language I w/Lab 3 Credits 
This course will introduce students to the Piikani 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 continued practice of speaking the language. Every Semester

NASX 142- Beginning Piikani Language II w/Lab 3 Credits 
Prerequisite: PKNI 141
This course's main objective is to have students gain clarity and conversational confidence with the themes or conversational settings introduced in PKNI141. Class instruction will use student role-play situations, photographs, and other illustrations to assist the immersion learning experience (formerly PKNI 142). Spring Semester

NASX 190 – Special Topics Variable Credits Piikani studies topics will vary and will be determined by student demand for courses not listed as regular courses in the catalog (formerly PKNI 190). As Needed

NASX 220 – Piikani Tribal Government 3 Credits
This course introduces the unique relationships between the Piikani Tribe and the State of Montana. The students will examine tribal and state issues, which may include: water rights, state compact, taxation, etc. (formerly PKNI 220). Spring Semester

NASX 276 – Federal Indian Law & Policy 3 Credits
This course presents the history of the development of the United States policy toward American Indians. A study of the tribal encounters and adjustments to the European and American powers will be covered. The course integrates the history of the development of United States policy toward American Indians. The philosophy behind successive policies will be discussed as well as the laws that enforce or sometimes counteract official policies. The course will examine eras in Indian history that reflect conflicts between official and informal policy (formerly PKNI 221). Fall Semester

NASX 290 – Advanced Special Topics Variable Credits 
Piikani Studies topics will vary and will be determined by student demand for courses not listed as regular courses in the catalog (formerly PKNI 290). As Needed

PKNI 108 – Introduction to Herbolology of Native People 2 Credits
Students will be introduced to the identification of edible, nutritional, medicinal, and toxic relationships and species of plants of this area. Furthermore, students will be required to demonstrate the preparation procedures, gathering, storing, seasonal time frames of local herbs and plants. Students will understand the Native American philosophy, traditional prospective of herbs and plants and their relationship to the Native American lifestyle. Fall Semester

PKNI 109 – Piikani Art Basics/History 3 Credits
This course introduces the student to the development of basic techniques of traditional Native American crafts. The student will explore art design and production of Piikani Tribal Art forms. Emphasis will be placed on understanding and developing a personal style. This course will use traditional and non-traditional subject matter. Individual and group critiques will be used to develop course direction. The history of native art (pictographs, buffalo robe painting, tipi paintings) and the making and use of these crafts within the Piikani and Plains Indians Tribes will be studied. Spring Semester

PKNI 110 – Piikani Humanities 3 Credits
This is an introductory course about the Piikani (Plains Indians) experience as demonstrated in our art forms. The course will illustrate how the Piikani people continue to promote their unique perspective through fine arts such as song, dance, ritual and visual depiction. Each topic area covers Piikani interactions with the world from early history to present times. From this course, the student will gain a clearer insight and increased interest in the sacred and secular way of life the Piikani people share. Spring Semester

PKNI 118 – Piikani Herbal Preparation 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. Fall Semester

PKNI 129 – History of the Piikani 3 Credits
This course introduces 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 insight into an abundant store of cultural knowledge and a rich source of Piikani tribal identity. The course is designed to be a general overview of Piikani history from the Piikani origin story to reservation settlement. Every Semester

PKNI 142 see NASX142

PKNI 145 –Intensive Beginning Piikani Language w/Lab 6 Credits
This course will contain all of the same material that is presented in PKNI courses PKNI141 and PKNI142. The course will review the sound system of the Piikani and the students will learn daily conversation phrases. The outcome of the class will be participants carrying on a conversation using common terms and phrases. Fall Semester
PKNI 147 – Piikani Sign Language 3 Credits
This course is a 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 the Native American 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 hands and body gestures to communicate will be taught with the use of videotapes and also with elders who are fluent in the use of sign language. Sentences and individual words will be stressed and common everyday conversations will be the outcome. Spring Semester

PKNI 150 – Piikani Singing & Dancing 3 Credits
This class will introduce the students to the various aspects of Indian singing and drumming particularly the Piikani style. It is also the intent of this class to teach the differences between various songs, their meaning and origins, from pre-European contact to present and its role in Piikani Society. The course will also introduce students to the various styles of Piikani Indian dancing and the meaning of each type of dance in Piikani Society. The origins of different dance styles will be discussed. Fall Semester

PKNI 152 – Piikani Beading & Sewing 3 Credits
This class will introduce students to the intricate art of beading in the Piikani culture, examining the significance of various geometric and floral designs, and their origin to the present. The history of beading in a decorative prospective and the methods used will also be demonstrated. The course will also introduce students to the methods and designs of sewing traditional Piikani arts and crafts from both a traditional and cultural perspective. Students will learn how to make various items considered essential in Piikani life including moccasins, cradleboards, dresses, shirts and leggings. Spring Semester

PKNI 160 – Piikani Cultural Geography 3 Credits
This course includes a comprehensive study of the Piikani Nation. Cultural sites will be identified along with a discussion of their historical significance. Sites such as reservation communities, mountains, and pathways will also be identified and discussed, with an emphasis on religious, cultural, and historical significance. Fall Semester

PKNI 190 see NASX 190

PKNI 205 – Piikani Women 3 Credits
This course will cover the shifting images of Indian women from the 1800s to present day, with an emphasis on Piikani Women. Subjects such as women’s roles, changing lifestyles, women’s health issues and cross-cultural communication will be covered. The past values that made Piikani Women unique will be researched, making students aware of what defines Piikani women. Fall Semester

PKNI 206 – Piikani, Societies, Bands and Leaders 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 Piikani Community College. All Chiefs Day, which is held on the third Monday of February of each year. Spring Semester

PKNI 220 see NASX 220

PKNI 221 see NASX 276

PKNI 224 – Creation of the Piikani 3 Credits
The course will look at the stories that shape the Piikani World as a member of the Blackfoot Confederacy. This course will acquaint the student with an overview of stories (oral/written) important to Piikani culture and religious beliefs. The students will look at stories such as creation stories, Napi stories, and heroic characters stories that give examples of life’s lessons and explain Piikani values. Throughout the course will compare these stories to other indigenous mythological adventures. Spring Semester (Even Years Alternating with PKNI227)

PKNI 229 – Contemporary Piikani History 3 Credits
The course is designed to give a general overview of contemporary Piikani history from the 1950s to the present. The course will examine eras in Piikani history that reflect conflicts between official and informal policies. Spring Semester

PKNI 231 – Piikani Philosophy 3 Credits
This course introduces the student to an overview of the basic convictions of the Piikani philosophical view of the world as manifested in Piikani songs, dances, oral history and language. Basic inquiries about the nature of our existence that our ancestors explored will be revisited during the course. Because philosophy surrounds the study of truth, students will be required to investigate their own interpretation of such occurrences as time, spirits, shadows and dreams. The course stresses the distinction of seeing, hearing, and actualizing from a traditional or non-European perspective. Fall Semester

PKNI 240 – Piikani Language Teaching Methods 3 Credits
This course places emphasis on methods of teaching the Piikani language that was used by elders when teaching children in the homes and in cultural settings. The history and philosophy of the language will be covered. Fall Semester

PKNI 241 – Intermediate Piikani Language I 3 Credits
Prerequisite: NASX142
This course introduces the student to the intermediate Piikani language learning section. The course will present a new set of conversational topics from the beginner’s section that is both relevant and usable in daily interaction with the average Piikani speaker. The course will focus on a different topic area such as temperature and weather systems, plant life, methods of describing feelings and the various community activities prevalent in the Piikani community. Fall Semester

PKNI 242 – Intermediate Piikani Language II 3 Credits
Prerequisite: PKNI 241
This course is based on the student’s familiarity and understanding of themes and corresponding short phrases
taught in PKNI141. The course will present additional sets of conversational lessons that are both relevant and usable in daily interaction with the average Piikani speaker. The class will review and expand upon the themes and topics introduced in the PKNI 241 allowing students to work on their proficiency of the Piikani language.  

**PKNI 245—Intensive Intermediate Piikani Language 3 Credits**  
**Prerequisite: PKNI 145**  
This course is a combination of PKNI 241 and PKNI 242. The course’s main objective is to have students gain clarity and conversational settings introduced in PKNI 145. Class instruction will use student role-play, photographs, and other illustrations to assist the immersion learning experience.  

**Spring Semester**

**PKNI 250 —Advanced Piikani language 3 Credits**  
**Prerequisite: PKNI 145 & PKNI 245**  
This course will build upon content presented in previous Piikani language courses. The emphasis will be on the use of syllables and their meanings to make words, sentences and phrases. The Piikani Philosophy will be stressed throughout the course by emphasizing the choice of words and the various uses of each. The differences in the pronunciation of the words in the different geographical areas will be explained. At the outcome of the class, participants will increase their understanding and fluency, being able to carry on a conversation using phrases and sentences from the culmination of all the language courses.  

**Fall Semester**

**PKNI 265 —Early Indian Health & Medicine Practices 3 Credits**  
**Prerequisite: PKNI 108**  
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.  

**Spring Semester**

**PKNI 280 - Advanced Piikani Research & Practicum 3 Credits**  
This course will require the students to do an in-depth research project on a topic relevant to the Piikani People. The research may be a historic event such as the Baker Massacre or a contemporary issue such as current water rights issues, etc. The student will be expected to do research using libraries, archives, government documents and personal interviews. A class presentation of the completed research project will conclude the course.  

**Spring Semester**

**PKNI 290 —See NASX 290**

**PKNI 295 —Independent Study**  
**Variable Credits**  
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 department chairperson, and the Dean of Academic Affairs. Proposal forms are available in the Academic Affairs.  

**On Demand**

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### Division of Workforce Trades

**AHMS 156 – Medical Billing Fundamentals  4 Credits**  
This course is designed to introduce students to the major national insurance programs, including Medicare, Medicaid, Blue Cross/Blue Shield, and TRICARE. Topics covered will include plan option, carrier requirements, state and federal regulations, abstracting from source documents, manual claim form completion, legal and ethical issues, and a review of diagnostic and procedural coding. Inpatient and outpatient billing will be covered.  

**Fall Semester**

**AHMS 160 – Beginning Procedural Coding  3 Credits**  
This course will focus on the structure, format and use of CPT coding for physician and non-physician services. Case studies and lab exercises are used to develop basic procedural coding skills that cover procedural coding skills that cover all sections of the CPT coding manual with a focus on the interpretation of CPT manual section guidelines and proper modifier usage.  

**Fall Semester**

**AHMS 164 –Beginning Diagnostic Coding ICD-10  3 Credits**  
This course covers basic and intermediate levels of theory and application of ICD-CM principles and guidelines for coding and sequencing diagnoses and procedures. Students perform basic and intermediate coding using real health records, case studies, and scenarios. Application will focus on the use of the electronic ICD-10-CM with an overview of encoder software. This coding class involves hands-on coding, and knowledge of basic use of applicable coding books or the electronic ICD-10-CM.  

**Spring Semester**

**AHMS 201 – Medical Science  3 Credits**  
This course provides basic knowledge of the most common diseases, anomalies, treatments, and procedures needed to analyze healthcare documentation for various health science support functions including abstracting, coding, transcription, auditing, and reimbursement. Drug classification, diagnostic tests, pathology, laboratory, radiology, nuclear medicine, and ultrasound procedures are also included.  

**Fall Semester**

**AHMS 212 – CPT Coding  3 Credits**  
This course will provide a basic understanding of the CPT, coding principles and should already be established. This course covers extensive procedural coding protocols that apply to interpreting and abstracting data from case studies and authentic outpatient based medical records. Proper use of HCPCS level II codes, ASC modifiers and code sequencing is stressed. Applications include the use of encoder software to determine APC and RBRVS calculations as well as CCI compliance.  

**Fall Semester**

**AHMS 213 – ICD-10 Coding  3 Credits**  
Basic understanding of diagnostic and procedural coding principles should already be established. The course requires interpreting ICD-10-CM coding and reporting guidelines to sequence and assign appropriate diagnostic codes for both inpatients and various outpatient settings. Compliance issues associated with various IPPS reimbursement systems, such as MS-DRCs, as well as APCs are covered. Encoder software will
complement the ICD-10-CM manual in the application of coding processes. Clinical information will be interpreted from brief case studies and progress to the coding of health record concepts.

Spring Semester

AHMS 252 – Computerized Medical Billing 3 Credits
This course will build on topics covered AHMS 156. Students will study characteristics and requirements of each type of insurance including: indemnity plans, HMOs, PPOs, Worker’s Compensation (state by state variances). Students will also discuss the adjudication process, resolve reimbursement problems and respond to claims reviews and appeals. Students will use medical office software package to complete assignments.

AHMS 298 – Professional Practice Experience 1-3 Credits
Students in this course will gain professional practice experience in their program of study. Students create written records of their experience and will complete assigned projects as indicated.

Every Semester

COMX 102 - Interpersonal Skills in the Workplace 3 Credits
This course introduces students to the dynamics of social interaction through verbal and non-verbal communication in a multi-cultural context. Students will explore conversational styles, small group communication, storytelling, and public speaking methods.

Fall Semester

CON 190 – OSHA 10 Workplace Safety 1 Credits
This course offers instruction on roof structure and applications that involves the beginning process to completion. Students will design, build and cut rafters.

Spring Semester

Electrical and heating procedure. This class will be taught along with CSTN 141 Building Trades Field Experience II.

Spring Semester

CSTN 115 - Cost Calculations & Estimating 3 Credits
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.

Fall Semester

CSTN 130 – Introduction to Building Trades I 3 Credits
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 CSTN 131 Building Trades Field Experience I.

Fall Semester

CSTN 131 – Building Trades Field Experience I 8 Credits
This course will provide a “hand-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 CSTN 130 Introduction to Building Trades I.

Fall Semester

CSTN 140 – Intro to Building Trades II 3 Credits
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 student will gain the basic knowledge of window and door installation, plumbing, electrical and heating procedure. This class will be taught along with CSTN 141 Building Trades Field Experience II.

Spring Semester

CSTN 141 – Building Trades Field Experience II 8 Credits
This course will provide a “hand-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 CSTN 141 Introduction to Building Trades II.

Spring Semester

CSTN 148 – Blue Print Reading 3 Credits
This course surveys the essential knowledge needed to read, understand, and interpret information, for representation in blue print architectural drawing.

Fall Semester

CSTN 295 – Field Work/Clinical/Practicum 3 Credits
This course is the hands on application of classroom instruction in construction applications of various sizes and complexity. Students will have the opportunity to apply their skills and gain experience in interning in the community.

Spring Semester

ELCT 101 – Electrical Fundamentals I 3 Credits
This course will cover the basic principles of electricity and electrical systems and will be the implementation process of installation in residential structure.

Fall Semester

ELCT 102 – Electrical Fundamentals II 3 Credit
This course will introduce students to various electrical properties and the equipment which produces those properties.

Spring Semester

ELCT 106 – Math for Electrician 3 Credits
This course will cover the basic formulas needed to determine electrical values in typical electrical installations including power, current and voltage.

Spring Semester

ELCT 133 – Basic Wiring 3 Credits
This course is an introduction to basic wiring circuits, materials and tools used and wiring methods.

Fall Semester

ELCT 230 – Industrial Electrical Wiring 3 Credits
This course introduces construction plans for industrial sites and will be taught in conjunction with CSTN 140.

Fall Semester
and details regarding unit substations, bus feeder systems.

Spring Semester

**ELCT 233 – Commercial Wiring Lab** 3 Credits
This course is an extension of ELCT 133 with lectures emphasizing commercial wiring methods. Students will perform the hands on application of classroom instruction in electrical applications of industrial and commercial residents.

**EMS 100 – EMR Classroom** 3 Credits
This course will introduce and provide a general perspective on emergency medical care, 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 medical care. Course material will be presented.

Every Semester

**EMS 101 – Classroom EMT** 12 Credit
The course will introduce to anatomy, physiology, patient assessment, airway obstruction and care, head, neck and spine injuries, soft issues injuries, lifting and moving patients, 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 that requires mastery of three emergency medical situations. Every Semester

**EMS 190 – EMR Clinical Lab** 1 Credit
This course is designed to prepare the students to demonstration, practice and skill competency verification of basic EMS skills utilizing equipment and supplies found on an ambulance/fire rescue. EMS skill instruction and competency verification takes place at clinical sites and the EMS Skills laboratory. Every Semester

**EMS 199 – EMR Internship** 1 Credit
Consent of Instructor
This course is designed to prepare the students with a supervised experience in the Emergency Medical Responder setting. Every Semester

**EMS 290 – EMT Clinical Lab** 2 Credits
This course provides the students with laboratory experience in the areas of patient assessment; including physical examination, history, gathering, and the utilization of monitor equipment. The course also covers basic and advanced airway management skills, and the initiation and management of fluid therapy/medication administration, and finally Basic Life Support.

Every Semester

**EMS 299 – EMT Internship** 1 Credit
Consent of Instructor
This course is designed to prepare the students with a supervised experience in the Emergency Medical Technician setting. Every Semester

**VOC 101- Employer/Employee Relations** 3 Credits
This course is designed to familiarize the student with the human dynamics of the world of work. 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; time management and scheduling; concepts of power and authority; lines of authority and responsibility. Techniques of stress management, coping skills, self-care and wellness are provided. Various laws, rules, and regulations governing the employee in the workplace are reviewed, including OSHA regulations, Fair Labor Standards Act, Drug-Free Workplace, accident and injury reporting, employee benefit plans, apprenticeship and unions, sexual harassment, equal opportunity, Family Medical Leave Act and other related matters. Every Semester
Anderson, Dr. Mark, Humanities/Liberal Arts Instructor, 2013
PhD, Political Science, University of Idaho, Moscow, ID, 2007
MED, Secondary Education, Western Washington University, Bellingham, WA, 2000
BA, Broadcast Communications, Western Washington University, Bellingham, WA, 1998
BS, Economics/Political Science, Willamette University, Salem, OR, 1982
AA, Pre-Legal, West Valley College, Saratoga, CA, 1981

Arnold, Rebecca Office of Sponsored Programs 2014
BA Journalism University of Montana MT 2006

Arrowtop, Barbara, Issksiniip Project Outreach Coordinator, 2012
MED, Education Administration, Montana State University, Bozeman, MT, 1999
MED, Education, Lesley University, Cambridge, MA, 1998
BA, Elementary Education, University of Montana, Missoula, MT, 1985

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

Augare, Helen Jean, Project Planning/NSF/Title III Director, 2000
BS, Business Administration Management, University of Montana, Missoula, MT, 2000

Augare, Victoria, Issksiniip Project Job Developer, 2013
BS, Human Services, University of Great Falls, Great Falls, MT, 1997

Begay, Bonita L., Financial Aid Technician, 1989
AAS, Secretarial Administration, Blackfeet Community College, Browning, MT, 1993

Bird, Dana L., Academic Enrichment Services Academic Coordinator, 2011
BA, Sociology, University of Montana, Missoula, MT, 2004

Bird Rattler, Gail, Custodian, 2013
Certificate, Right to Know for Cleaning & Maintenance Operations, Mastery Technologies, 2013

Boy, Kimberly, Finance Specialist-Accounts Payable, 2011
MBA, Business Administration, University of Phoenix, Phoenix, AZ, 2002
AA, Early Childhood Education, Blackfeet Community College, Browning, MT, 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT, 2000

Bremner, Marissa Administrative Assistant for Liberal Arts, 2014
AAS Natural Resource Management

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

Brown, Jennifer, Finance Specialist-Student Billing, 2012
AAS, Office Administration, Blackfeet Community College, Browning, MT, 2011

Bruno, Wayne P., Issksiniip Project Retention Counselor, 2004
MA, Guidance and Counseling, University of Montana, Missoula, MT, 1999
BA, Social Work, University of Montana, Missoula, MT, 1980

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

Cadotte, Nellie, Finance Cashier, 2014
AS, General Studies: Math & Science, Blackfeet Community College, Browning, MT, 2006

Carlson, Jodi R., Executive Administrative Assistant for Administration, 2002
AS, Business Management, Blackfeet Community College, Browning, MT, 1998

Changjin Chen, Computer Science Instructor, 2014
MS, Computer Science, Governors State University, Illinois, 2004

Coat, Carla, NACTEP STEM Placement Specialist, 2013
BA, Business Management, University of Great Falls, MT, 2002

Conway, Katelin, Humanities/Liberal Arts Instructor, 2011
MBA, Business Management, University of Montana, Missoula, MT, 2010
BS, Management, Arizona State University, Phoenix, AZ, 2008

Crawford, Alvin, Building Trades Instructor, 2009
AAS, Construction Technology, Blackfeet Community College, Browning, MT, 1997
Certificate, Building Trades, Blackfeet Community College, Browning, MT, 1997

Croff, Melanie, Finance Specialist-Accounts Payable, 2013
BS, Business Administration, University of Montana, Missoula, MT, 1986

Davis, Kareen, Issksiniip Project Administrative Assistant, 2014
BS, Health and Human Development, Montana State University, Bozeman, MT, 2002
AA, Elementary Education, Blackfeet Community College, Browning, MT, 2000

Davis, Natalie, Math Instructor, 2009
BS Mathematics, Montana State University, Bozeman, MT, 1999

DeRoche, Alfred, Issksiniip Director, 2013
MBA, Business Administration, Gonzaga University, WA, 2005
BS, Small Business Management, University of Montana, Missoula, MT, 1989

Doore, Cynthia M., Pre-Nursing Instructor, 2004
MA, Elementary Education, Montana State University-Northern, Havre, MT, 1993
BS, Elementary Education, Montana State University-Northern, Havre, MT, 1979

DuCharme, Gaylene, Financial Aid Director, 1998
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

Durtka, Steven H., Math Instructor, 2007
BA, Physics, Eastern Washington University, Cheney, WA, 1989

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

Fenner, Dale Issksiniip Project Job Developer 2014
BA Communication Montana State University, MT 2005

Gervais, Laura, Disabilities Coordinator, 2013
MA, Education, Montana State University, Billings, MT, 1995
BS, Elementary Education, College of Great Falls, MT, 1989
Gilham, Glenda, Behavioral Health Aid Developer, 2014
BA Anthropology University of Montana, 1998
AS General Studies Blackfeet Community College, 1996

Gordon, Melissa, Nursing Instructor, 2013
BS, Nursing, Montana State University, Bozeman, MT, 2000

Gray, Danelle, Administration Office Clerk, 2013
AAS, Office Administration, Blackfeet Community College, 2012

Guardipee, Clifford, Maintenance Technician, 2009

Hall, Bradford, Institutional Researcher, 2013
MED, Education Administration, Montana State University, Bozeman, MT, 2012
BA, History, Montana State University, Bozeman, MT, 2008

Hall, Shelly Library Technician, 2014
BS Elementary Education University of Montana Western Dillon MT, 2012

Hannon, Lorissa, NACTEP STEM Administrative Assistant, 2013
AS, Business Administration, Blackfeet Community College, Browning, MT, 2013

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

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

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

Hipp, Connie, AES Retention Specialist, 2010
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

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

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

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

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
AA, General Studies, Blackfeet Community College, Browning, MT, 1996
AA, Teacher Training, Blackfeet Community College, Browning, MT, 1996

Kicking Woman, Dr. Cheri L., Dean of Workforce Development, 2003
PhD, Education Leadership, University of Montana, Missoula, MT, 2011
MA, Education, Antioch University, Seattle, WA, 2003

BA, Physical Education, Seattle Pacific University, Seattle, WA, 2001

Kindness, Marlene, Isskikinii Project Student Success Case Manager, 2013
MS, Social Work, University of Louisville, KY, 1984
BA, Social Work, University of Montana, Missoula, MT, 1970

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

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

Eugene Jim Kipp, Research Coordinator, 2014
MS Environmental Studies University of Montana, 2002

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

LaFromboise, Aaron, Library Technician, 2009
BA, Liberal Arts, University of Oklahoma, Norman, OK, 2013
AS, General Studies, Salish Kootenai College, Pablo, MT, 2004

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

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

LaPlante, Galen H., Business Management Instructor, 2003
MS, Education-Learning Development, Montana State University-Northern, Havre, MT, 2009
BS, Business Administration, University of Montana, Missoula, MT, 1999
AA, General Studies, Blackfeet Community College, Browning, MT, 1990

Lindsay, Judith, Nursing Program Director, 2013
MS, Nursing, Vanderbilt University, Nashville TN, 2005
AA, Nursing, Saint Mary’s College of O’Fallon, O’Fallon, MI, 1981

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, 2 I 5 1 , 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

Madman, Cheryl, Workforce Trades Division Chair, 2006
BS, Elementary Education, Salish Kootenai College, Pablo, MT, 2010
AA, Blackfeet Elementary Education, Blackfeet Community College, Browning, MT, 2000

Mad Plume, Thomasina, Issksiniip Project Administrative Assistant 2015
AS Business Management Blackfeet Community College Browning MT 2002

McNabb, Deana M., Registrar/Admissions Officer, 1982
ME, Guidance and Counseling, University of Montana, Missoula, MT, 1974
BA, Social Work, University of Montana, Missoula, MT, 1973

Michell, Michel, Issksiniip Project Student Success Case Manager, 2012
BA, Human Services Administration, University of Great Falls, Great Falls, MT, 1998
AA, General Studies, Blackfeet Community College, Browning, MT, 1995

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

Monroe, Valerie, Facilities Secretary, 2012
AAS, Secretarial Administration-Executive, Blackfeet Community College, Browning, MT, 1996
AAS, Small Business Management, Blackfeet Community College, Browning, MT, 2000

Montoya, Sr., Raymond, Business/Information Technology Division Chair, 2007
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

Morris, Helen, Admissions Assistant, 2000
AA, Human Services, Blackfeet Community College, Browning, MT, 1998

Murray, Carol M., Provost & V.P. of Academic Affairs, 2005
MS, 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

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

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

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

Paul, Kimberly Science Instructor, 2015
BA Psychology –University of Montana Missoula MT 2009

Pepion, Theresa, Health Education Instructor/Fitness Center Manager
BA, IHP Health Promotion Option, Montana State University, Billings, MT, 2008

Peterson, 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

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

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

Racine, Anne M., Vice President of Student Success, 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

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

Ross, Sharon, Issksiniip Project Mentor/Tutor Program Coordinator, 2013
BS, Health and Human Development, Montana State University, Bozeman, MT, 2003
AA, Early Childhood Education, Blackfeet Community College, Browning, MT, 1996
AA, Teacher Training, Blackfeet Community College, Browning, MT, 1996

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

Rutherford, Joe Security Patrol Officer, 2014
Security Training, CPR

Salway, Gregory A., Network Technician, 2010

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
Certificate, Building Trades, Helena Vo-Tech Center, Helena, MT, 1973

Schildt, Sterling Writing Center Specialist 2014
MFA English University of Iowa 2010
BA English University of Montana 2005

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

St. Goddard, Ivan M., Custodian, 1995
Certificate, Servicing Gas & Electric Furnaces, Training Services Association, Tucson, AZ, 2002
Certificate, Major Appliance Servicing & Refrigerant Handling, Training Services Association, Tucson, AZ, 2002
Certificate, Restroom Care Training Program, Power Tools, 2003

Sure Chief, Elaine, Issksiniip Project Data Technician, 2012
AAS, Secretarial Administration- Executive, Blackfeet Community College, Browning, MT, 1997
AA, Early Childhood Elementary Education, Blackfeet Community College, Browning, MT, 1997

Tailfeathers, Robert J., Student Activities Director, 1987
MA, Adult and Higher Education, Montana State University, Bozeman, MT, 1997
BA, Sociology, University of Montana, Missoula, MT, 1981
Tatsey, Latrice, USDA Extension Agent, 2013
BS, Natural Resource/Rangeland Ecology/Management, Montana State University, Bozeman, MT, 2012
AAS, Natural Resource Management, Blackfeet Community College, 2009

Tatsey, Terry J., Director of Development, 1993

Vaile, Ilona, Bookstore Technician, 2011
AAS, Secretarial Administration, Legal, Blackfeet Community College, Browning, MT, 1995
AA, Teacher Training in Business Education, Blackfeet Community 2004
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2005 College, Browning, MT, 1995
AAS, Secretarial Administration, Executive, Blackfeet Community College, Browning, MT, 1995

Vaile, John, Entrepreneurship Instructor, 2014
BS, Business Administration, University of Montana Missoula, MT 2004

Valandra, Clement, Maintenance Technician, 2010

Walter, Shannon, Deputy Financial Officer, 2010
BS, Accounting, Montana State University, Bozeman, MT, 2009

Weatherwax, Marvin D., Blackfeet Culture and Language Studies Instructor, 1994
AA, Native American Studies, Blackfeet Community College, Browning, MT, 2002

Weatherwax, Melissa G., Project Planning Coordinator/NSF Activities Coordinator, 2003
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

Weeks, Virginia, Director of Library Services, 2007
M.S., Library Science, University of Illinois, Urbana, IL, 1975
M.Ed., Guidance and Counseling, Montana State University, Bozeman, MT, 1991
BA, English, University of Illinois, Urbana, IL, 1971

Welch, Sheri, Isskisiip Project Job Developer
BA, Interdisciplinary Concentration, Western Washington University, Bellingham WA, 1992

Wells, Cole, Executive Administrative Assistant of Student Services 2015
AA Liberal Arts Blackfeet Community College 2013

Williams, Marla, Academic Enrichment Services Secretary, 2010
AS, Business Management, Blackfeet Community College, Browning, MT, 2006

Wippert, Lola J., NACTEP STEM Director, 2008
BS, Business Technology, Montana State University-Northern, Havre, MT, 2004
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2005

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

Wippert, Rachel, Title III Administrative Assistant, 2006
AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2004