



BLACKFEET
COMMUNITY COLLEGE

2026 - 2028 CATALOG

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COLLEGE FUND
Indigenous EXCELLENCE
Allen Walker
Indigenous EXCELLENCE
Brent Harwood
COLLEGE FUND





BFCC Academic Calendar 2026-2028

SUMMER SEMESTER 2026	*May 26th - June 26th*
Summer 2026 Registration	May 18-22
Memorial Day (BFCC Closed)	May 25
First Day of Class	May 26
Flood Memorial (BFCC Closed)	June 8
Juneteenth (BFCC Closed)	June 19
Last Day of Class	June 26
Fourth of July (BFCC Closed)	July 4
North American Indian Days (BFCC Closed)	June 29 - July 13
Final Grades Due	July 9
Heart Butte Indian Days (BFCC Closed)	August 3-17

FALL SEMESTER 2026	*Aug 3rd - Dec 10th*
Division Chairs & Administrative Assistants Return	August 3
Faculty Return	August 18
New Student Assessments	August 18-20
New Student Orientation	August 18-20
Fall 2026 Registration	August 24-28
Nursing Bootcamp	August 24-26
First Day of Class	August 31
Labor Day (BFCC Closed)	September 7
Spring 2027 Graduation Applications Due	September 14
Last Day to Add a Class for Cancelled Classes	September 14
Constitution Day (Title IV Notice)	September 17
Last Day to Drop a Class Without a Grade	September 21
Days of the Piikani	September 23-24
Native American Heritage Day (BFCC Closed)	September 25
Indigenous People's Day (BFCC Closed)	October 12
Course Assessments (Mid-Terms)	October 19-22

Land Grant Day (32nd Anniversary)	October 21
Warrior's Day (BFCC Closed)	November 11
Spring 2027 Pre-Registration (Graduating Students)	November 16-17
Spring 2027 Pre-Registration (Current Students)	November 18-19
Thanksgiving Break (BFCC Closed)	November 23-27
Last Day for Total Student Withdraw	November 30
Course Assessments (Finals) Monday & Wednesday Courses Tuesday & Thursday Courses	December 7-10 December 7 & 9 December 8 & 10
Final Grades Due	December 15
Christmas Break (BFCC Closed)	December 21-January 1
SPRING SEMESTER 2027	*Jan 4th - May 6th*
Staff Return	January 4
Division Chairs & Administrative Assistants Return	January 6
New Student Assessments & Orientation	January 5-7
Faculty Return	January 11
Spring 2027 Registration	January 11-15
Martin Luther King Jr. Day (BFCC Closed)	January 18
First Day of Class	January 19
Bear River Presentations	January 21-22
2027 Spring Graduation Applications Due	February 1
Last Day to Add a Class for Cancelled Classes	February 1
Last Day to Drop a Class Without a Grade	February 8
All Chief's Day (BFCC Closed)	February 15
Course Assessments (Mid-Terms)	March 18-11
Spring Break (BFCC Closed)	March 15-19
Good Friday (BFCC Closed)	March 26
Easter Monday (BFCC Closed)	March 29
Chief Earl Old Person Day (BFCC Closed)	April 13
2027 Fall Semester Pre-Registration	April 19-23

SPRING SEMESTER 2027	*Jan 4th - May 6th*
Last Day for Total Student Withdraw	April 26
Course Assessments (Finals) Monday & Wednesday Courses Tuesday & Thursday Courses	May 3-6 May 3 & 5 May 4 & 6
Final Grades Due	May 11
Graduation Ceremony	May 14
SUMMER SEMESTER 2027	*June 1st - July 2nd*
Summer 2027 Registration	May 24-28
Memorial Day (BFCC Closed)	May 31
First Day of Class	June 1
Flood Memorial (BFCC Closed)	June 8
Juneteenth (BFCC Closed)	June 18
Last Day of Class	July 2
Fourth of July (BFCC Closed)	July 5
North American Indian Days (BFCC Closed)	July 6-19
Final Grades Due	July 7
All Staff Return	July 20
Heart Butte Indian Days (BFCC Closed)	August 2-16
All Staff Return	August 17
FALL SEMESTER 2027	*Aug 30th - Dec 9th*
Division Chairs & Administrative Assistants Return	August 2
Faculty Return	August 17
New Student Assessments	August 17-19
New Student Orientation	August 17-19
Fall 2027 Registration	August 23-27
Nursing Bootcamp	August 23-25
First Day of Class	August 30
Labor Day (BFCC Closed)	September 6
Spring 2028 Graduation Applications Due	September 13

FALL SEMESTER 2027	*Aug 30th - Dec 9th*
Last Day to Add a Class for Cancelled Classes	September 13
Constitution Day (Title IV Notice)	September 17
Last Day to Drop a Class Without a Grade	September 20
Days of the Piikani	September 22-23
Native American Heritage Day (BFCC Closed)	September 24
Indigenous People's Day (BFCC Closed)	October 11
Land Grant Day (33rd Anniversary)	October 20
Course Assessments (Mid-Terms)	October 25-28
Warrior's Day (BFCC Closed)	November 11
Thanksgiving Break (BFCC Closed)	November 22-26
Last Day for Total Student Withdraw	November 29
Spring 2028 Pre-Registration (Graduating Students)	November 29-30
Spring 2028 Pre-Registration (Current Students)	December 1-3
Course Assessments (Finals) Monday & Wednesday Courses Tuesday & Thursday Courses	December 6-9 December 6 & 8 December 7 & 9
Final Grades Due	December 15
Christmas Break (BFCC Closed)	December 20-January 1
SPRING SEMESTER 2028	*Jan 18th - May 4th*
Staff Return	January 3
Division Chairs & Administrative Assistants Return	January 3
Staff Return	January 3
Division Chairs & Administrative Assistants Return	January 3
New Student Assessments	January 4-6
New Student Orientation	January 4-6
Faculty Reuturn	January 10
Spring 2028 Registration	January 10-14
Martin Luther King Day (BFCC Closed)	January 17

SPRING SEMESTER 2028	*Jan 18th - May 4th*
First Day of Class	January 18
Bear River Commemoration	January 20-21
Spring 2028 Graduation Applications Due	February 1
Last Day to Add a Class for Cancelled Classes	February 1
Last Day to Drop a Class Without a Grade	February 8
All Chief's Day (BFCC Closed)	February 21
Course Assessments (Mid-Terms)	March 6-9
Spring Break (BFCC Closed)	March 13-17
Chief Earl Old Person Day (BFCC Closed)	April 13
Good Friday (BFCC Closed)	April 14
Easter Monday (BFCC Closed)	April 17
Fall 2028 Pre-Registration	April 24-28
Last Day for Total Student Withdraw	April 26
Course Assessments (Finals) Monday & Wednesday Courses Tuesday & Thursday Courses	May 1-4 May 1 & 3 May 2 & 4
Final Grades Due	May 10
Graduation Ceremony	May 19
Faculty Last Day	May 19
Division Chairs & Administrative Assistants Last Day	June 2



Message from THE PRESIDENT

Oki, níkso'kowaiksi (Hello, My Relatives),

As Blackfeet Community College approaches its 50th anniversary as a tribally chartered community college, established in 1974, we reflect on what this institution represents to our community and the thousands of graduates who have pursued higher education here at home. Today and over the next two years, we remain committed to strengthening our role as the intellectual and cultural heart of the Blackfeet Nation.

Guided by our mission as a "Universal Community," we continue to "remember our past and build our future" while advancing our Niitsiitaapi world of knowledge. Looking ahead, we are intentionally shaping and co-designing, with the community, the academic and workforce landscape of the Blackfeet Nation and our expanding service area. Our programs and services will continue to evolve to meet emerging trends and challenges, ensuring our students are prepared to achieve personal and professional goals that lead to meaningful, sustainable employment.

In the coming years, we will expand our reach across our community, throughout the region, and among other sister nations of the Blackfoot Confederacy, and beyond. Growing interest in our programs is strengthening employer and community partnerships to reinforce our role in increasing access to rural education, training, and cultural enrichment. We will significantly expand our online and hybrid course offerings, expand two- and four-year degree pathways, and enhance workforce development initiatives that respond directly to high demand and demonstrated community needs.

As we continue to build on our 1994 Land-Grant status, we are deepening our commitment to integrating education, research, and community engagement into approaches that extend beyond the classroom and into the workplace. Over the next two years, we will further incorporate our land, language, and natural resources into experiential learning, innovative teaching, and scholarship that supports the lifeways and long-term sustainability of the Blackfeet Nation.

Blackfeet Community College remains a place that welcomes all to visit, enroll, and belong. We are dedicated to providing a well-being-centered, culturally-grounded environment of support and enrichment, where individual educational goals are aligned with meaningful community engagement.

We invite you to build your success at Blackfeet Community College as part of our BFCC Family. Your journey here is inseparable from the strength, resilience, and future vision of our community.

Tsi'ko'TahSiTak (Kind Regards),
Brad Hall, EdD
President
Blackfeet Community College



Message from THE VICE PRESIDENT

Oki, Students, Faculty, and Staff,

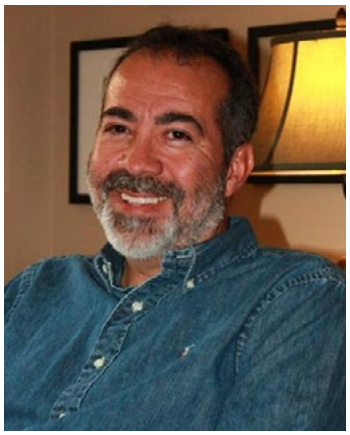
Blackfeet Community College (BFCC) continues to grow and evolve to meet the needs of our students and community. As enrollment increases, we are expanding our academic offerings to include new programs such as an Associate of Science in Anthropology, a Certificate in Human Subjects Research, and a Certificate in Industry Trades. These additions reflect our commitment to providing high-quality education that prepares students for careers and further academic pursuits.

At BFCC, we remain dedicated to fulfilling our mission: to serve the community by providing students with an excellent education while promoting and preserving traditional Blackfeet cultural values. Our faculty are highly qualified and appropriately credentialed, ensuring that we meet the rigorous accreditation standards set forth by the Northwest Commission on Colleges and Universities. Currently, BFCC offers one bachelor's degree (Nursing), 15 associate degrees, and 7 certificate programs, with a continued focus on developing both short- and long-term degree options. Additionally, we strive to create pathways for students to pursue bachelor's degrees through our two-plus-two programs or by transferring to regional colleges and universities.

Our faculty are not only educators but also researchers and community service leaders, deeply invested in student success. With small class sizes and accessible faculty, students receive personalized instruction tailored to their academic abilities, professional aspirations, and lifelong learning goals. We also offer qualified tutors, financial aid assistance, and comprehensive student support services to help students excel in their programs of study. In 2024, we proudly celebrated over 50 years of educating students and serving the Browning community and the Blackfeet Reservation. As we look to the future, BFCC remains steadfast in its mission to empower students through education, honor Blackfeet cultural traditions, and build a stronger, more resilient community.

We invite you to join us at BFCC, where your academic journey is supported, your cultural heritage is valued, and your future is limitless.

Jim Rains, PhD, Vice President
Academics, Workforce Development, and Lifelong Learning
Blackfeet Community College



Blackfeet Community College
DIVISION CHAIRS

Every milestone we reach is driven by a team of visionary division heads committed to educational excellence, innovation, and strategic growth. These educators bring decades of expertise, diverse perspectives, and a collective dedication to guiding our organization toward a sustainable and successful future.
As guardians of our core values, our division heads do more than oversee operations and assessments; they inspire students, nurture talent, and ensure we consistently provide exceptional value to students, educators, and partners.



Angel LittlePlume
Piikani Division Chair



Delores Hoyt
Education Division Chair



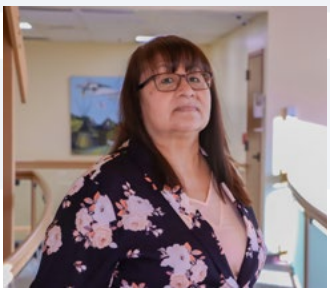
Angela Johnson
Human Services Division Chair



James Petersen
Humanities Division Chair



Betty Hendersen-Matthews
Math & Science Division Chair



Cheryl Madman
Workforce Development Division Chair



Misty Lafranier
Nursing Division Chair

SECTION ONE

BLACKFEET COMMUNITY COLLEGE INFORMATION

Accreditation

The Northwest Commission on Colleges and Universities accredits Blackfeet Community College (BFCC). Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds the criteria for evaluating institutional quality through a peer-review process. BFCC is an accredited college or university with the necessary resources to achieve its stated purposes through appropriate educational programs. It does so substantially and provides reasonable evidence that it will continue to do so in the foreseeable future. NWCCU addresses institutional integrity through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution. As such, it does not guarantee every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to the institution's students. Inquiries regarding Blackfeet Community College's accreditation status are directed to:

Accreditation Liaison Officer (A.L.O.)
Blackfeet Community College,
P.O. Box 819, Browning, MT 59417
(406) 338-5441;

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

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

Distance Eductation Authorization

The Northwest Commission on Colleges and Universities authorized Blackfeet Community College for distance education on January 6, 2021. This authorization was embedded in the simultaneous approval of the nursing program to offer online courses.

Consequently, Blackfeet Community College's Bachelor of Science in Nursing (BSN) program is authorized to deliver 50% or more of its courses via distance education. While a significant portion of the didactic classroom curriculum is completed online, the BSN is a hybrid program that requires mandatory, on-campus physical attendance for nursing simulation labs, designated boot camps, and local clinical rotations.
For detailed information regarding distance learning policies, online and hybrid course fees, or specific residency requirements, please contact the Vice President's Office.

Online, Hybrid, and Distance Learning Courses

Blackfeet Community College (BFCC) offers courses in various instructional formats to provide students with flexible learning opportunities while maintaining academic quality and engagement. The method of course delivery is determined by the nature of the course, program requirements, and instructional needs.

Course Delivery Definitions

In-Person Course
Instruction is delivered face-to-face in a classroom or designated campus location. Students attend class at scheduled meeting times.

Online Course (Asynchronous)
Instruction is delivered entirely online through the College's Learning Management System (Canvas). Students complete coursework independently while meeting established deadlines. No scheduled class meetings are required.

Asynchronous Learning
A method of instruction in which students access course materials, complete assignments, and participate in learning activities on their own schedule while meeting assignment deadlines. Instructors provide regular feedback and guidance throughout the course.

Synchronous Learning
A method of instruction in which students and instructors interact in real time during scheduled class meetings via video conferencing platforms such as Zoom or Google Meet. Attendance during scheduled sessions is required.

Blended Course
A course in which instruction is delivered simultaneously to students attending in person and to those participating remotely via live video conferencing.

Hybrid Course
A course that combines online and in-person instruction. Students complete a portion of the coursework online through Canvas while attending one scheduled in-person class meeting each week. Hybrid courses may include both synchronous and asynchronous learning activities.

Learning Management System (LMS)
Canvas is BFCC's online learning platform for delivering course materials, assignments, assessments, grades, and communication between students and instructors.

Video Conferencing
Technology that supports live virtual instruction and meetings through platforms such as Zoom or Google Meet.

Distance Learning Fee

The following fees apply to distance learning courses:

Course Type	Fee
Online (Asynchronous)	**$35.00 per credit hour**
Hybrid (Synchronous & Asynchronous)	**$17.50 per credit hour**

Distance learning fees support the technology, software, and instructional resources necessary to provide quality online and hybrid learning experiences. Contact Student Accounts for additional information.

Reserved Rights

Blackfeet Community College (BFCC) makes every reasonable effort to ensure the accuracy of the information in this Course Catalog. However, BFCC reserves the right to correct inaccuracies and modify institutional rules, regulations, and policies at any time. This includes, but is not limited to, requirements for admission, instruction, and graduation.

The College also reserves the right to withdraw specific curricula or courses, amend course content, alter the academic calendar, and introduce or increase fees. All changes become effective upon approval by the Curriculum Committee and subsequent approval by the BFCC Board of Trustees, following presentation by the Vice President of Academic Affairs. Once approved, these changes apply to prospective students and may also apply to currently enrolled students.

Non-Discrimination Policy

BFCC is committed to an environment free from discrimination and to providing employment and educational opportunities open to everyone. Discrimination is prohibited based upon race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, disability, age (40 or older), or genetic/medical information. This policy includes retaliation for complaints or for assisting with discrimination proceedings, investigations, or lawsuits.

As a recipient of federal funds, BFCC must adhere to the federal laws that ban education and employment discrimination, which include, but are not limited to:The Age Discrimination in Employment Act of 1967, The Pregnancy Discrimination Act, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Equal Educational Opportunities Act of 1974, Titles I, II, and V of the Americans with Disabilities Act of 1990, The Individuals with Disabilities Education Act, Sections 501 and 505 of the Rehabilitation Act of 1973, The Equal Pay Act of 1963, and the Genetic Information Nondiscrimination Act of 2008.

If you believe you have been the target of discrimination, please get in touch with the BFCC Human Resources Department.



Prohibition Against Retaliation

Employees who make good-faith reports of potential issues will not be subject to any retaliation or reprisal, regardless of the outcome of the investigation. Any employee who engages in retaliation against a complainant is subject to corrective action, up to and including termination of employment. If you have any questions about the College's non-discrimination policies, including the College's grievance procedures for resolving complaints and their application to the College's programs and activities, or would like to file a complaint of discrimination, please contact the Human Resource Director and Title IX Coordinator, located in Beaver Painted Lodge, 504 SE Boundary ST, Browning, MT 59417, or 406-338-5441.

Individuals may also contact the Assistant Secretary for Civil Rights, Office for Civil Rights, U.S. Dept. of Education at 1-800-421-3481, Seattle office at (206) 607-1600, or OCR@ed.gov.

It is the policy of the College to give preference to qualified American Indian applicants, especially enrolled members of the Blackfeet Tribe, when filling employment vacancies, while complying with all applicable federal and tribal employment requirements, specifically those of the Tribal Employment Rights Office (TERO). Faculty, staff and students will not discriminate against anyone based on race, age, religion (creed), ethnic or national origin, gender, gender expression, disability, veteran status, marital status, political or social affiliations, or sexual orientation as stated in the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Rehabilitation Act of 1973, Section 503 and 504, Vietnam Era Veterans Readjustment Act of 1975, Section 402, Age Discrimination in Employment Act of 1967 (as amended), Sexual Harassment Policy of Blackfeet Community College and Violence Against Women Reauthorization Act of 2022 Under Title IX, the College needs to prominently display its revised notice of non-discrimination on the College's website at bfcc.edu/compliance, and in all of the College's handbooks and catalogs.

Vision Statement

It is the vision of Blackfeet Community College to strengthen and enrich our community through quality education, integrating the Nii-tsi-ta-pi world of knowledge.
In recognition of the fact that we all have values that are shaped and developed through our interactions with others, and that these values shape our thoughts and actions, Blackfeet Community College students, staff, and Board of Trustees adopt the following core values:
Tsi-ksi-ka-ta-pi-wa-tsin –Blackfeet Way of Knowing: Blackfeet culture/spirituality in philosophy, thought, and action
Nin-na-wa-tsin – Being a Leader: Professionalism, integrity, and responsibility in human interaction
Ini-yimm – Respect: Respect for oneself, all other people, all ideas, and each thing in the natural world.
Ni-ta-pi-pa-ta-pi-tsin – Living in a Good Way: Honest in all thoughts and actions.
Ii-yi-kah-kii-ma-tsin – Trying Hard: Commitment, Dedication, Sincerity in the pursuit of all our goals.
Aoh-kan-otah-tomo – Accepting Everyone: Embracing the unique talents and contributions of each individual.
Ii-ta-mii-pa-ta-pi-yoip – Happy Living: Humor, laughter, and enjoyment of life.
WE ARE COMMITTED to ensuring that all of these values are incorporated into all that we do, fulfilling the Vision and Mission of Blackfeet Community College.

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.

CORE THEMES

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

2. **Achievement in higher education** – providing opportunity for students to earn academic degrees and supporting their transfer to upper-division higher education institutions.
3. **Meaningful employment** – providing opportunity for students to earn degrees and certificates that would qualify them to gain meaningful employment.
4. **Basic skills** – providing students with programs and courses that will increase their likelihood of academic success.
5. **Continuing education** – providing the community with courses and programs that enrich community life and support lifelong education.
6. **Integrating Blackfeet culture and language** – providing programs and courses that sustain the past and promote the vitality of the Blackfeet Nation's future.

2 + 2 Program Agreements

Blackfeet Community College offers 2+2 programs, an opportunity to earn your bachelor's degree at Blackfeet Community College or transfer to the ones listed:

Montana State University:

- Secondary Science Broad field science
- Secondary Science social studies

University of Montana:

- Anthropology
- Social work

Salish Kootenai College:

- Social work

Stone child college:

- Childhood Elementary education



2026 BFCC Board of Trustees:

Chairperson - Dana Pemberton (Old Agency #2)
Vice Chairperson - Wendy Bremner (Browning #1)
Trustee - Tylee Wellman (Browning #3)
Trustee - Terydon Hall (Seville #4)
Trustee - (Heart Butte #5)

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

The Blackfeet Community College organizational chart can be found in the Employee Policy & Procedures Manual, Appendix Section. Copies are available upon request from the Human Resources Department.

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 Blackfeet Community College's status as a public, non-profit corporation that provides post-secondary and higher education 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 (I.R.S.) with 501 C (3) status.9. Blackfeet Community College has developed objectives and purposes based on the goals of the Blackfeet Tribe, as outlined in the Blackfeet Community College Tribal Charter.
The Blackfeet Tribe, according to the comprehensive educational plan, has identified the following goals:

- Promote educational opportunities
- Increase the educational level• Advance the knowledge and pride in Blackfeet Heritage
- Improve the management
- Provide community facilities for advancement in education and other tribal institutions
- 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 education programs by bringing to the reservation programs from other institutions and/ or by establishing and operating institutions on the Blackfeet Nation granting postsecondary degrees and certificates." Blackfeet Community College is operated exclusively for non-profit purposes. Its purpose is to provide postsecondary and higher education services to the community, as well as cultural, social, and recreational services that are sensitive to the varying community needs.

"My educational journey through the nursing program at Blackfeet Community College has been an incredibly rewarding experience that has prepared me both professionally and personally for a career in nursing. What makes Blackfeet Community College truly special is the supportive environment created by the instructors, staff, and students. The college fosters a sense of community, respect, and encouragement that allows students to succeed while feeling valued throughout their educational journey."

-Dani Hamman (2026 Valedictorian)



SECTION TWO

HISTORY AND ORGANIZATION

History

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

The Blackfeet Tribe, in its relationship with the federal government as a sovereign nation, is recognized as a nation within a nation through treaties, laws, and executive orders. In the late 1960s, federal programs and laws resulted from tribal efforts to promote their people's health, education, and welfare.
The Indian Education Act of 1972 and the 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 improving the Blackfeet Tribe. A Timeline of the Tribal College Movement and AIHEC
In 1972, the Blackfeet Tribal Business Council established a 10-year comprehensive plan for the Blackfeet Nation. BFCC identified needs and goals through needs assessments and studies required for implementing federal programs. The plan identified the need for a community college, workforce/technical school, new facilities, and educational programs.

In 1976, the Blackfeet Board of Tribal Educators, under the auspices of the Blackfeet Tribal Business Council, agreed 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. Subsequently, coordinators were 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.
The Tribally Controlled Colleges and Universities Assistance Act of 1978, as amended (TCCUA), authorizes Federal assistance to institutions of higher education that are formally controlled or have been formally sanctioned or chartered by the governing body of an Indian tribe or tribes.

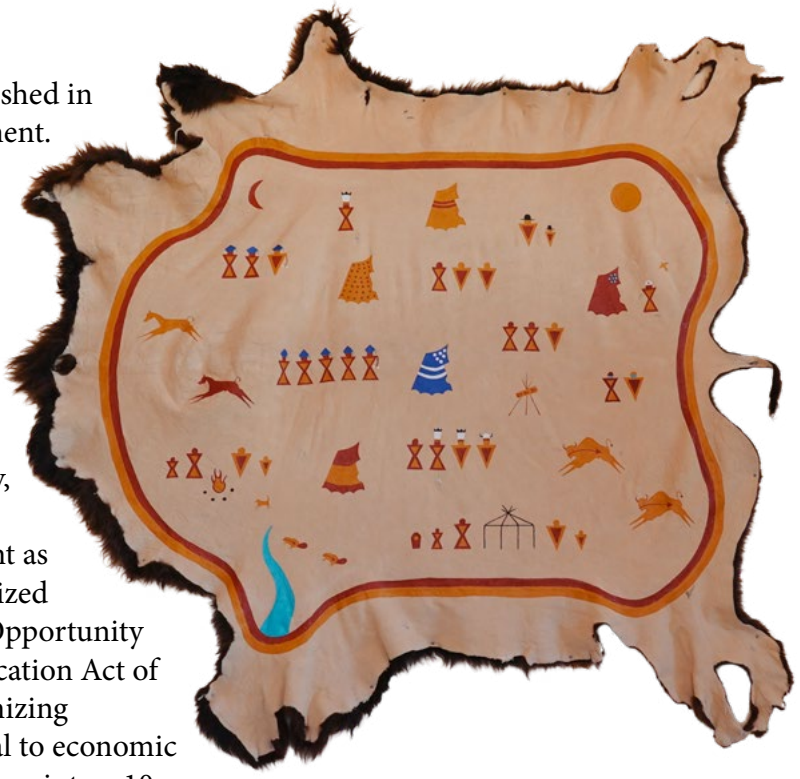
The NWCCU Commission on Colleges granted candidacy status in December 1979. In early 1979, the Blackfeet Board of Regents took action to become an independent institution. The College sought candidacy status for accreditation from the Northwest Association of Schools and Colleges (NWCCU). In 1980, Blackfeet Community College ended its satellite status relationship with Flathead Valley Community College. 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. After an extensive self-study review process, NWCCU reaffirmed the College's accreditation in 2000. More recently, the College was reviewed by NWCCU in 2010 for accreditation and was granted it with several findings, which the College addressed to ensure continued accreditation by NWCCU.

In 1994, Blackfeet Community College became a 1994 Land Grant Institution established for the benefit of agriculture and the mechanical arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat.503:7

U.S.C. 301 et seq.), commonly known as the First Morrill Act. The Morrill Land-Grant Acts are United States statutes that allowed for creating land-grant colleges in U.S. states using the proceeds from sales of federally owned land, often obtained from Native American tribes through treaty, cession, or seizure.
However, the Equity in Educational Land-Grant Status Act of 1994 provides land-grant status for certain Indian colleges and institutions (1994 Institutions) and authorizes appropriations to establish an endowment for such Institutions instead of their extension. The 1994 Land Grant Institutions have missions to serve their consumers through higher education programs involving teaching, community outreach, and research. The 1994 Land Grant Institutions primarily serve Native American populations typically located in remote, underserved communities that lack access to higher education.

REACHING FOR THE STARS: The Story Robe of Blackfeet Community College Celebrating 50 Years of Resilience, Culture, and Education



The Beginning

Blackfeet Community College (BFCC) was established in 1974 as part of the national Tribal College Movement. It was officially chartered by the Blackfeet Tribal Business Council (BTBC) via Executive Action in October 1974 to provide comprehensive post-secondary and higher educational services to the residents of the Blackfeet Indian Reservation and its surrounding communities.
The impetus for creating the institution stemmed from early tribal efforts to overcome the systemic educational limitations of a physically, climatically, and culturally isolated area. Operating under its sovereign relationship with the federal government as a "nation within a nation," the Blackfeet Tribe utilized opportunities offered by the Office of Economic Opportunity programs under the 1964 Act and the Indian Education Act of 1972 to acquire adult education resources. Recognizing that the development of human resources was vital to economic self-sufficiency, the BTBC integrated these initiatives into a 10-Year Comprehensive Plan established in 1972. This plan formally identified the urgent need for a reservation-based community college, vocational-technical programs, and dedicated local educational facilities.
Upon securing institutional candidacy status, BFCC became eligible for funding under the Tribal Controlled Community College Assistance Act (TCCCA), allowing it to begin formal operations. The initial governance structure consisted of a Board of Trustees, a President, a Vice President of Academics, and a Director of Student Support, focusing on vital community-centric fields: Business, Education, and Human Services.

First Graduates

During its early developmental years, the college did not have a formal campus. To serve its growing student body, the Blackfeet Board of Tribal Educators partnered with Flathead Valley Community College (FVCC) in Kalispell, Montana, in 1976 to offer localized extension center courses.
Through this foundational partnership, BFCC celebrated its historic first graduating class in 1978. This inaugural group of five trailblazing alumni consisted of:

- Mary Belcourt
- Judy LaPlante
- Julene Kennerly

- Ladean Rutherford
- Leonda Lahr

Early Classrooms and Facilities

Instruction initially relied heavily on borrowed physical spaces, with early classes held in rooms at the Little Flower Parish's CCD Center. The first permanent structure owned by the college was an old skating rink, which was retrofitted and named the High Winds Lodge.
The physical footprint began expanding shortly thereafter with the acquisition of the Archambault property, which included a Quonset hut, a white house, and a faculty trailer. During this foundational era, Patty LaPlante served as the sole Blackfeet faculty member, paving the way for a long-standing institutional priority of hiring and developing local educators.

Accreditation and Validation

Spurred by rapid student enrollment, the Blackfeet Board of Regents sought to transition from an extension program to an autonomous, degree-granting institution. In early 1979, the Board voted to establish an independent entity and to request formal accreditation candidacy from the Northwest Association of Schools and Colleges (NWAC).
December 1979: Candidacy status was officially granted.
Fall 1980: BFCC successfully concluded its extension agreement with FVCC to operate as an independent institution, allowing the curriculum to be tightly aligned with local needs.
December 11, 1985: The college achieved full institutional accreditation through the Northwest Commission on Colleges and Universities (NWCCU). This milestone was championed by key tribal leaders, including Carol Juneau, Don Pepion, and Gordon Belcourt.

Simultaneously, collaborations with the Indian Action Team expanded vocational frameworks, providing critical local training in building trades and workforce development.

Student Leadership and Diversity

The early student body reflected a unique demographic of non-traditional learners, predominantly women aged 30s to 90s. Student self-advocacy achieved a permanent role in institutional governance when James Watts was elected as the first BFCC Student Senate President, establishing a cornerstone for student representation.

Honoring Blackfeet Knowledge and Language

The passage of the federal Native American Graves Protection and Repatriation Act (NAGPRA) in 1990 coincided with a profound internal paradigm shift at the college. BFCC formalized the Blackfeet Studies Program (now known as Piikani Studies), cementing the preservation of Blackfeet language, cultural customs, and traditional knowledge systems as a founding principle of the entire academic curricula.

Financial Independence and Cultural Identity and our "Universal Community"

In 1990, the Board of Trustees' appointment was restructured under the BTBC. While all operational funds had historically flowed through direct tribal accounts, President Gordon Belcourt led the implementation of an independent financial management system. This transition gave BFCC fiscal autonomy, allowing the college to directly administer its funds and apply for federal grants, which relieved the tribal government of direct financial liability.

Throughout the 1990s, the institutional mission increasingly integrated Blackfeet language and culture into transferable core curricula, aligning programs cleanly with the Montana University System (MUS). In 1995, institutional stability was further bolstered when the Montana Legislature appropriated funding to reimburse tribally controlled community colleges for educating resident, non-beneficiary (non-enrolled) students.

Infrastructure Growth and Land Reclamation

With federal infrastructure funding tightly limited, the college relied on strategic partnerships to expand its campus footprint.

- 1993 (Medicine Spring Library): Leveraging support from the newly formed American Indian College Fund (AICF), the college constructed its central library, named in honor of Carl "Buckles" Schildt.
- 1994 (Land-Grant Designation): BFCC was recognized as a 1994 Land-Grant Institution. This federal designation expanded the college's mission to include community-driven research, food sovereignty, public health initiatives, and natural resource preservation, blending traditional ecological knowledge with modern science.
- Campus Expansion: The college reclaimed historic tribal lands to establish its developing East Campus. This included acquiring properties east of the High Winds Lodge (the Ashes Chief and Stucks Behind Lodges), along with a major 680-acre land acquisition from Bill Aubrey, reclaiming acreage that had previously belonged to the Nevins and Aubrey families.

Academic Maturity and Campus Milestones

By the year 2000, cumulative attendance had surpassed 2,200 students since the college's chartering. Academic rigor reached new heights as all faculty division chairs attained graduate-level credentials. Furthermore, the college launched the Leadership Education and Advancement Program (LEAP), a highly successful initiative that saw 17 local scholars earn doctoral degrees and 16 complete master's programs, drastically expanding the pool of local professionals holding advanced degrees.

Physical infrastructure kept pace with academic growth through several key milestones:

- 2000: Completion of the Beaver Painted Lodge, a project overseen by Carol Tatsey-Murray and Terry Tatsey.
- 2010: Construction began on the South Wind Lodge under the leadership of Terry Tatsey and Ron Blomquist, marking the first LEED Platinum-certified green building constructed on tribal lands in Montana.
- Nursing and Legacy: The college launched its first Bachelor of Science in Nursing (BSN) program and completed the Yellow Bird Woman Lodge. The building honors Elouise Pepion-Cobell (Yellow Bird Woman), the legendary Blackfeet activist and banker who led the historic Cobell v. Salazar class-action lawsuit, which recovered $3.4 billion in mismanaged Native trust funds.

Contemporary Resilience

The institution's resilience was tested during the COVID-19 pandemic. Confronting deep losses within the reservation community, BFCC rapidly transitioned to remote learning platforms. This pivot accelerated the college's digital outreach capacity, opening up new methods for distributing Blackfeet ways of knowing and language revitalization initiatives to a broader student base. To secure this trajectory, the college established a permanent $5 million endowment, guaranteeing that the vision set forth by the tribe in 1974 continues to expand for future generations of Piikani scholars.

Student & Community Services Offered

Blackfeet Community College currently provides 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, strengthen tribal management, enhance knowledge of and pride in the Blackfeet language, culture, history, and heritage, and provide occupational training for entry into specific vocations.
- Educational services that meet the social and unique needs of the community
- Student support services in financial aid, academic advising, and personal and career counseling

- Community-supportive services in research and in strengthening the leadership capabilities of tribal members.

Degree Descriptions

Blackfeet Community College is a tribal college offering Bachelor of Science (BSN), Associate of Arts, Associate of Science, Associate of Applied Science, and Certificate programs.

Phone Directory/Website Address

Administration (406) 338-5441
Academic Affairs (406) 338-5411
Student Services (406) 338-5421
Business Office (406) 338-5441
Business Office Fax (406) 338-7898
BFCC Main Fax (406) 338-3272
Financial AidFax (406) 338-3776
Website: www.bfcc.edu
Bookstore: www.bncvirtual.com/blackfeet

BFCC Memberships

(AACC) American Association of Community
(AACRAO) American Association of Collegiate
Registrars & Admissions Officers
(AIBL) American Indian Business Leaders
(C.F.) American Indian College Fund
(ASPIRE) Association of Special Programs in Region Eight
(MACRAO) Montana Association of Collegiate Registrars and Admissions Officers
(MIEA) Montana Indian Education Association
(NACE) National Association of Colleges & Employees (
AISES) American Indian Science and Engineering Society (
NASFAA) National Association of Student Financial Aid Administrators



SECTION THREE

RULES AND REGULATIONS

Campus Security

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

The Clery Act requirements mandate the following:

- Publishing an annual report disclosing campus security policies and three years of selected crime and fire statistics
- Making timely warnings to the campus community about crimes that pose a serious or ongoing threat
- Keeping a public crime log
- Upholding basic rights to victims of sexual assault
- Making accurate crime statistics available to the U.S. Department of Education, which centrally collects and disseminates campus crime statistics at the national level
- Facing potential fines from the U.S. Department of Education for failing to comply with the Clery Act, Blackfeet Community College is most concerned about the safety and well-being of faculty, staff, students, and visitors. Creating and maintaining a safe campus requires everyone's cooperation and involvement.
- Prompt reporting, which provides timely warning notice to the campus community when appropriate, may help prevent similar crimes and assist in the investigation and apprehension of the perpetrator(s).
- Reporting crimes is necessary to ensure inclusion in annual crime statistics. BFCC encourages accurate and prompt crime reporting when the victim elects to report or when the victim is unable to make a report to ensure that all crimes are included in the institution's Clery Act statistics. BFCC.

Security personnel are the College's eyes and ears and are not sworn law enforcement officers. Therefore, any action that requires law enforcement is turned over to the Blackfeet Tribal Police Office and the Glacier County Sheriff's Office. BFCC Security has a close working relationship with Tribal Law & Order and the Glacier County Sheriff's Office.

The College coordinates with local law enforcement agencies on crime reports and investigations, campus emergencies, and traffic accidents. Enforcement of institutional regulations regarding alcohol consumption, controlled substances, weapons possession, and other incidents classified as Clery Act crimes must be documented by the campus Security Patrol Officer and statistically published in the annual security report.

The B.B.C. administration publishes the security report on October 1 of each year. A crime log is available upon request from the Security Patrol Officer, Title III Programs Director, and Human Resource Office. You may also access a copy online at https://bfcc.edu/campus-security/. For further information about campus security, contact the Security Patrol Officer at 406-338-5441 ext. 2263. In an emergency, dial 911 or 406-338-4000 for local police and ambulance.

BFCC Equipment Usage

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

BFCC Emergency Closures

RAVE https://www.getrave.com/login/bfcc In the event of the school closing due to weather or other emergencies, the closing would be announced on the following radio station(s): KSEN AM 1150 & KZIN FM 96.7, KBWG 107.5, RAVE alerts, and posted on the BFCC Facebook page.

Computer Sytsems Acceptable Use Policy

Introduction

The Acceptable Use Policies (AUP) outlined below are designed to ensure that information technology (IT) resources at Blackfeet Community College are used in an ethical, lawful, and responsible manner. These policies apply to all students, faculty, staff, and any other individuals who have access to the college's IT resources.

General Use and Ownership

- Compliance: Users must comply with all applicable federal, state, and tribal laws, as well as established college policies and procedures.
- Authorization: Access to IT resources is a privilege granted by the college and must be treated with the highest level of responsibility.
- Ownership: The college owns all data created, stored, and transmitted using its IT resources.

Security and Privacy

- Confidentiality: Users must respect the privacy and confidentiality of other users' information. Unauthorized access, use, or distribution of others' data is prohibited in accordance with Family Educational Rights Protection Act (FERPA).
- Password Protection: Users are responsible for maintaining the confidentiality of their passwords and accounts. Sharing of login credentials is strictly forbidden.
- Security Measures: Users must adhere to all security measures and protocols implemented by the college to protect IT resources.

Acceptable Use

- Educational and Professional Use: IT resources should primarily be used for educational purposes, professional development, and administrative functions directly related to the college's mission, functions and activities.
- Incidental Personal Use: Limited personal use of IT resources is permissible, provided it does not interfere with college operations or violate any policies.
- Prohibited Activities: The following activities are strictly prohibited:
  - Unauthorized access to or use of IT resources.
  - Use of IT resources for commercial purposes or personal financial gain.
  - Dissemination of offensive, obscene, or harassing materials.
  - Engaging in illegal activities, including software piracy and the distribution of copyrighted materials without permission.
  - Introduction of malicious software or any activities that could harm the integrity or performance of IT resources.

Network Use

- Network Integrity: Users must not interfere with or disrupt network services, including the propagation of viruses, malware, or excessive bandwidth usage.

- Proper Configuration: Personal devices connected to the college network must comply with college security standards and configurations.

Email and Communication

- Official Communications: College email accounts should be only used for official communications. Personal email accounts should not be used for conducting college business.
- Appropriate Use: Email and other communication tools must not be used for harassment, threats, or transmitting inappropriate content.

Monitoring and Enforcement

- Monitoring: The college reserves the right to monitor IT resource usage to ensure compliance with all established policies and procedures.
- Violations: Violations of the AUP may result in disciplinary action, including suspension of IT privileges, disciplinary review, and potential legal action.

Reporting

Incident Reporting: Users must report any security incidents, policy violations, or suspicious activities to the IT department immediately.

Conclusion

By using Blackfeet Community College IT resources, users agree to comply with these Acceptable Use Policies. The college reserves the right to modify these policies as necessary to address emerging issues and ensure the responsible use of IT resources.

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 under the Blackfeet Community College Student Conduct Code (see Blackfeet Community College Student Handbook), including possible sanctions such as suspension or dismissal from Blackfeet Community College.

Campus Parking and Driving Policy

This policy applies to anyone operating a motor vehicle on the BFCC campus. To ensure safety and orderly access, the college regulates campus parking by designating specific lots and spaces for students, staff, and visitors. The maximum speed limit across campus is 15 mph.

Alcohol, Drugs, and Gambling

The BFCC recognizes all Tribal, Federal, State, and Local laws and expects students to adhere to them. Any violation can result in probation, suspension, or immediate dismissal from BFCC.
The College prohibits alcohol consumption or the possession of an open container of alcohol on campus, in on-campus activities, and at other BFCC-sponsored events.

Violations of this policy may result in probation, suspension, or dismissal from campus or BFCC-sponsored events.

No student shall possess, use, or sell substances defined by Local, State, or Federal Law as illegal on campus or at any BFCC-sponsored functions.

No student shall possess substances defined as controlled, other than personally prescribed medications, by a

physician and/or by Federal Law.

No student shall bring onto the campus or possess drug paraphernalia while on BFCC property.

No student shall gamble for money or other valuables on BFCC property, in any BFCC facility, or during any BFCC activity except as part of an authorized fundraising activity.

Those seeking rehabilitation for drugs or alcohol should contact Crystal Creek Lodge at 877-338-3784

Tobacco-Free Building

The "Smoke-Free Building" policy prohibits tobacco use in all BFCC buildings. Students shall comply with this policy and refrain from tobacco use in accordance with the requirements of any BFCC facility. Tribal Ordinance 102-2005 prohibits smoking within 25 feet of a college building.

Fire Safety

All students must immediately evacuate when a fire alarm sounds. Students shall not create conditions that cause a fire hazard or impede the safe evacuation of others; such conditions include, but are not limited to:

- Smoking in non-smoking areas
- Blocking or propping open exit doors
- Setting off false fire alarms
- Shooting off fire extinguishers or damaging, tampering with, dismantling, or disconnecting fire safety systems or equipment.

Firearms/Fireworks

Blackfeet Community College maintains a strict zero-tolerance policy regarding safety hazards. The possession, carry, or use of firearms, weapons, or fireworks of any kind is strictly prohibited on all campus property at any time.

Sexual Harassment Policy

Blackfeet Community College is dedicated to fostering a safe, respectful, and inclusive environment. Sexual harassment of any community member is strictly prohibited. For complete details on our policy, support resources, and reporting procedures, please contact the Human Resources Office.

Student Complaint Reporting

When encountering a campus issue, students are encouraged to resolve it directly with the individuals involved. Open and honest communication is the most effective first step toward a resolution. Most concerns can be successfully settled by scheduling an appointment with an advisor, counselor, faculty member, staff member, or division chairperson. Students should exhaust these direct channels before escalating the matter to the Office of the President. If the issue remains unresolved after these discussions, please consult the Student Handbook for formal grievance procedures.

Americans with Disabilities Act

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Blackfeet Community College is committed to providing equal access to education by offering reasonable accommodations to all qualified students.

What is a "DISABILITY"?
An individual with a disability is any person who:

- Has a physical, mental, or emotional impairment that substantially or materially limits one or more of

their major life activities.
- Has a record of such an impairment or is regarded as having an impairment.

Notification Procedure
To ensure accommodations are in place in a timely manner, students must notify the Disability Services Coordinator during the first week of registration, or as soon as a need is identified.

Student Responsibilities
To formally request and receive accommodations, the student must:

- Submit Official Documentation: Provide current and verifiable documentation of the disability from a qualified professional.
- Engage in the Intake Process: Meet with the Disability Services Coordinator to discuss specific barriers and determine appropriate, reasonable classroom or campus accommodations.
- Notify Faculty: Deliver accommodation letters to instructors at the start of each semester to facilitate the implementation of approved adjustments.

Bomb Threat Procedure

BFCC Security will notify the campus community immediately in the event of a bomb threat. Upon notification, students must proceed directly to the Southwind Lodge parking lot at the campus entrance and await further instructions.
Do not attempt to move or take your vehicle unless officially advised that it is safe to do so. Instructors and staff are responsible for ensuring their classrooms or offices are fully evacuated, securing doors upon exit, and accompanying students to the designated safety zone.



SECTION FOUR

LOCATION AND FACILITIES

Location

Blackfeet Community College is located on the Blackfeet Indian Reservation on Highway 2 and 89 in Browning, Montana. The campus headquarters is 504 Southeast Boundary Street, located in the Administration of the Beaver Painted Lodge. Browning serves as the center of trade and cultural activities for those living within the reservation's boundaries. The town hosts services by the Blackfeet Tribal Offices, Bureau of Indian Affairs, Indian Health Services, School District #9, and local businesses.

Campus Facilities

Blackfeet Community College is a public institution, and, except for restricted and high-security areas, it is accessible to the public during regular building hours of 8:00 am to 5:00 pm (time, place, and manner restrictions apply). Except for essential personnel and services and others designated, the College locks buildings, and access is permitted only with proper authorization from the President.

Individuals must provide identification after regular building hours and a facility use agreement for after-hours activities. Clery Act geography includes buildings and property on the institution's campus, public sidewalks, street crossings, and parking lots adjacent to and accessible from these.

1. Ksik stakii kokan Beaver Painted Lodge (BPL) / BPL

Beaver Painted Lodge serves as the campus headquarters, providing space for the Administration in the south entrance (President's Office, Administrative Assistants for President and Academic Affairs, Human Resources Office, Business Office, Office of Research, Grants, and Contracts, and Security Office). Visitors will find the Office of Student Success conveniently located at the middle entrance of the Beaver Painted Lodge (Provost, Student Success Center, Registrar's Office, Financial Aid Office, Admissions, and Behavioral Health Division offices). The north entrance of BPL opens up to the Student Commons area, with accommodations for the Career Center, Learning Center, Bookstore, and Snack Shop. The middle entrance provides access to other offices in the Liberal Studies Division, Piikani Studies Division, classrooms, and computer labs.

The Blackfeet Community College Bookstore provides textbooks, school supplies, office supplies, and a full array of Blackfeet and Native American books and language resources. Jackets, T-shirts, book bags, and various clothing items are available. The BFCC bookstore is open Monday through Friday from 8:00 a.m. to 4:00 p.m. (open until noon).

You may contact the bookstore for more information on textbook refunds, return policies, and book buybacks. All purchases and returns of books and supplies require updated Student I.D.s. Exchanges or refunds require receipts. The purchase date and condition of the book will determine whether the book is returnable. The bookstore grants refunds based on the condition) If books are returned by the last day to charge.

2. Ohtokwii Piiksakii Yellow Bird Woman Lodge

The Yellow Bird Woman is the newly constructed facility on campus. It opened in the fall semester of 2018 to accommodate the Nursing Division, the Elementary Education Division, and the Early Childhood Education

Division, including offices, classrooms, and a skills lab with exam rooms. A multi-purpose classroom is available for large lectures and community presentations, and a model classroom has computer lab capabilities for testing.

3. South Wind Lodge

The South Wind Lodge sits at the main entrance of the campus. It is a 2010 LEED Platinum-certified building with "green energy" technology. South Wind Lodge was first constructed in Montana and is on tribal college campuses nationwide. The building comprises Math and Science Division offices, state-of-the-art science labs, and classrooms. It also houses the Information Technology Department and server room.

4. Natoi-ksis-kom Medicine Spring Library

Medicine Spring Library provides a full range of information services to students, faculty, staff, and the community. Our resources include 20,000 books, 125,000 e-books, 132 magazines, journals, newspaper titles, videos, DVDs, and seven database collections. We feature 14 public computers and ten laptops for student checkout. All computers have internet access, and Wi-Fi is available throughout the building and in the parking lot. Patrons can borrow items not available in the library through Interlibrary Loan services. 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. A digitized video collection is available online.

5. Little Star - BFCC Child Care

BFCC Daycare provides community childcare services (0-3 years of age) for students, staff, and faculty on campus. Solar upgrades in spring 2021.

6. Muskrat Lodge

The Multimedia Communications Office sits on the south side of the building. Custodial Storage is on the north. The custodial building is the headquarters for custodial storage and supplies. Solar upgrades in spring 2021.

7. Red Fox Building

The Red Fox Building is located on the northeast side of campus and provides office space for Business Division faculty with classrooms suitable to accommodate larger class sizes. Solar upgrades in spring 2021.

8. Medicine Shield - Fitness Center

Employees and students can access the Fitness Center on the east side of the main campus, just below Beaver Painted Lodge. The center provides a weightlifting room, a floor exercise room, showers, and bathrooms to accommodate students, staff, and faculty, as well as a facility for exercise and physical fitness. Hours of operation are 7:00 am—6:00 pm Monday through Thursday and 7:00 am to 1:00 pm on Fridays (Closed on Saturday and Sunday). Solar upgrade spring 2021.

9. Ashes Chief Building

The Liberal Studies department has a sponsored student art room for campus art projects. An experiential learning classroom accommodates ceremony requests. Solar upgrades in spring 2021.

10. Never Goes Crooked Building

The Never Goes Crooked Building is on the north campus. It is an original two-story log building that provides office space as needed.

11. Stuck Behind Building

Stuck Behind Building supports the Custodial and Procurement headquarters that operate out of this central building. Solar upgrades in spring 2021.

12. Kutoyis Building

The Kutoyis Building is located on the west side of campus, across U.S. Highways 2 and 89. It accommodates office space for Institutional Development staff, including the USDA Extension Office and Native Science Field Center. Two small classrooms and a shop area are also located there.

13. Maintenance Shop

The Maintenance Shop stores maintenance equipment and is accessible by the facility staff.

14. Storage

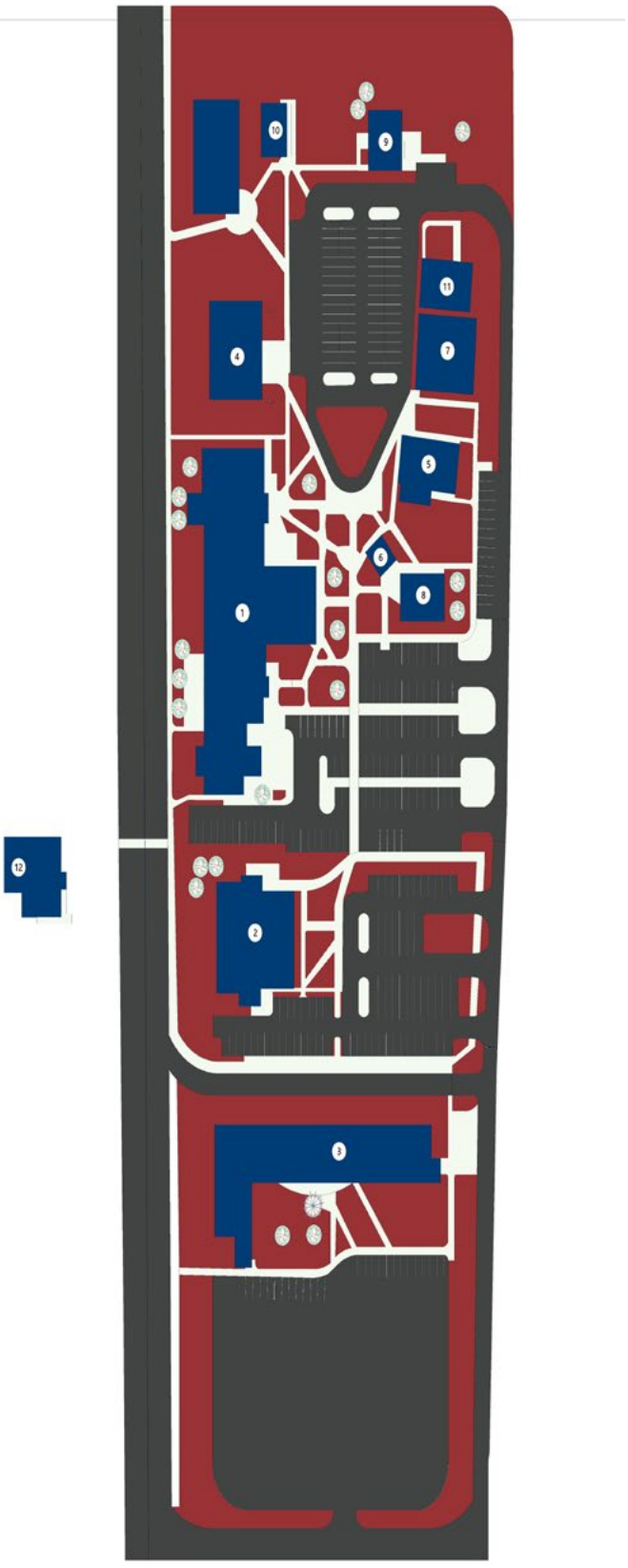
Cold storage facilities are located across Highway 2/89, adjacent to campus by the crosswalk. Access to the facility is limited upon request by campus departments and divisions through the maintenance department.

15. Greenhouse Facility

The Blackfeet Community College Greenhouse is located on the east campus and managed by the USDA Extension Office. The College has designated the area for future development for land-grant-related programming. Community gardens and raised beds combine the traditional wisdom of past generations with solar power and new technologies. The facilities provide space for an off-grid facility that operates from solar energy and a climate-controlled facility that allows us to grow plants in the winter.

16. Highwinds Building

The "Highwinds" Building, previously known as the Technology Building, is a multipurpose facility on the main campus just off the highway. Although it accommodates classroom space, it has been revitalized to comply with COVID-19 social distancing protocols.



Fire Exits

Fire exits can be found on our website https://bfcc.edu/Campus-Map-and-Directory or by scanning the QR code:

SECTION FIVE

ENROLLMENT SERVICES

406-338-5421
Useful Websites
BFCC Website www.bfcc.edu
BFCC Student Portal https://my.bfcc.edu/ics
Admissions Facebook page https://www.facebook.com/BCC-Admissions-
Enrollment Services Facebook page https://www.facebook.com/BFCCEnrollmentServices
Student Services Facebook page https://www.facebook.com/bccstudentservices

Office of Admissions

The Admissions Office at Blackfeet Community College (BFCC) is located in the Beaver Painted Lodge central foyer and provides prospective students with a range of academic and workforce program options, including Associate's and Bachelor's degrees, one-year certificates, and continuing education courses. We welcome all students to our campus and encourage them to pursue their educational interests. The Admissions Office can provide you with all the information and paperwork required for registration. We are located at the heart of the Beaver Painted Lodge on the BFCC Campus. We invite you to visit our office and begin your educational journey with us.

Application for Admission

Apply online at www.bfcc.edu/apply or in person at our Admissions Office

- Application for Admission is for our new/transfer students
- Application for Re-admission is for our returning/former students
- Application for Dual Enrollment is for our current high school students

Definition of Entry Status

Types of student entrance status at BFCC:

- New Students: Students who have never attended a postsecondary institution.
- Returning Students: Students who are current and/or former students who have attended BFCC previously.
- Transfer: Students are those who have attended another institution before enrolling in BFCC. If these students have completed college-level courses at the 100 and 200 level with a grade of "C" or better, these courses may be applied towards degree requirements at BFCC after a transfer credit evaluation.
- Dual enrollment: High school students enrolling in college credit and/or dual credit
- Non-Degree Seeking Students: Students who are interested in specific courses but do not wish to earn a degree. It also encompasses students who take courses for interest and to maintain their skills or licenses, as well as those taking courses for personal interest.

Admission Requirements

All applicants must meet one of the following criteria to be considered for admission: earned a Diploma from an accredited high school or earned a High School Equivalency Credential (G.E.D. or HiSET).

BFCC welcomes individuals aged 16 years or older with an "open door" policy, without discriminating based on age, color, religion, creed, disability, marital status, veteran status, national origin, gender, or sexual orientation. The college encourages self-selection during the admission process and invites students who feel that BFCC's programs and services can meet their educational needs.

Admission to BFCC's degree/certificate programs and classes is open to anyone who possesses a high school diploma from an accredited high school or has received an equivalency diploma such as GED/HiSET, except for selective programs (Please see Selective Program Admission below).

The admissions file, complete with all records listed below, must be submitted to the Admissions office before registration.

For degree and non-degree-seeking students, a complete file consists of the following:

- A completed application for admissions.
- Official, certified high school transcript from an accredited high school graduation date OR official copy of GED/HiSET scores;
- Official College transcripts from any colleges previously attended. (Must be sealed and sent directly from the institution(s));
- MMR immunization records for anyone born on or after January 1, 1957; and
- Certificate of Indian Blood (CIB), if enrolled or a descendant of a federally recognized Indian tribe.

For dual-enrolled, dual-credit students, a complete file consisting of the following:

- A completed application for admission
- Request for approval form signed by Parents, Counselor and Principal
- Unofficial high school transcript
- Immunization Record
- Certificate of Indian Blood (CIB), if enrolled or a descendant of a federally recognized Indian tribe.

All dual-enrolled students are required to submit an official high school transcript after graduation. File records are contained in a secure file and will be saved indefinitely. If you are reapplying after three or more years, you will need to submit a new admissions application and any documentation that may have changed, i.e., name change, military status, or enrollment status.

Safety and Security

In the admission process, if an applicant answers affirmatively to the safety and security questions, the admissions director will provide a safety and security form to receive additional information about the applicant's background. Based on the information received, a review process will take place with the Chief Security Officer. It is important to note that no applicant's admission may be denied solely because of a criminal conviction if state supervision has been terminated, or solely because of a youth court adjudication. However, the Admissions Director may request additional information in the following circumstances:

- When an applicant has been convicted of a felony;
- When an applicant is registered as a violent or sex offender;
- When an applicant has been adjudicated as a danger to others or oneself;
- When an applicant has been suspended or expelled for disciplinary reasons from other educational institutions, either before or after the applicant has been accepted at Blackfeet Community College.
- When, based on other facts, the Admissions Director or other responsible Cheif Security, President have reason to believe that an applicant may present an unreasonable risk to the safety and welfare of the campus and persons thereon.

Once additional information has been obtained, the Admissions Director may either admit the applicant or refer the application to the President's Office for review and recommendation. Applying at least 30 days before semester registration is strongly recommended.

- Transfer Student Status
- Transfer students are those who have attended another institution before applying to BFCC.
- Transferring to Blackfeet Community College
- Application for Admissions
- Official, certified high school transcript from an accredited high school graduation date OR official transcript of GED/HiSET scores
- MMR immunization records for anyone born on or after January 1, 1957; and,
- Certificate of Indian Blood (CIB), if enrolled or a descendant of a federally recognized Indian tribe.
- Official College Transcript from every college/University you have been registered at. These must be mailed directly to the BFCC admissions office from the college/University

Send electronically by email, mail, fax, or hand deliver required documents to the BFCC admissions office from the College/University.

Evaluating your Credits

- Transfer credit will be transferred to the BFCC at the discretion of faculty advisors/division chairs based on your education plan. A minimum grade of C is required for transfer consideration.
- Request official transcripts from all past colleges you have attended (please note that courses will be transferred in only when the official transcript is verified with admissions)
- Courses being transferred into BFCC must be from a regionally accredited institution.
- Only courses with a grade of "C" or above can be transferred into BFCC.
- Transfer courses are not included in the BFCC Students' grade point average (GPA).
- The number of credits that must be earned at BFCC in addition to transfer courses: 15 credits for Certificates of Completion, 30 credits for Associate Degrees, and 60 credits for Bachelor's Degrees.
- Academic departments may have specific time limits on whether a course taken previously will apply to the degree.
- As with all postsecondary institutions, BFCC reserves the right to determine which courses transfer into BFCC.
- The Transfer Coordinator will pre-evaluate your transcripts and work with your advisor to determine credit transferability.
- Once your education is evaluated and approved by the Division Chair, your credits will be transferred to Blackfeet Community College and will appear on your BFCC transcript.
- A (T) and a Letter Grade will indicate your credits being transferred. (Check Jenzabar)
- A credit transfer will only happen if that student is graduating with that credit. The BFCC transcript will be entered with an approved education.

Transfer Credits

- Credits are transferable to other institutions of higher education, depending on the institution's transfer policy.
- Students who are transferring from another college to BFCC must have all official transcripts of previous colleges they have attended sent to the Admissions Office. These credits will be evaluated by the Registrar and the Department Chair of the program in which the student is enrolled.
- Students completing all 100-level and 200-level courses with a "C" grade or better may apply up to thirty (30) semester credits toward a degree at BFCC.
- These transfer credits must align with the specific program of study, and BFCC reserves the right to determine courses for transfer in the college. All transfer students who transfer with a 1.99 grade point

average or lower, and former BFCC students returning after an absence of five or more years, are required to take the Assessment/Placement Test before registering for courses

Transfer to other Colleges/Universities

- Articulation (transfer) agreements currently exist between BFCC, the Montana University System (MUS), and other colleges within the State of Montana. MUS transfer between institutions is easy due to the Common Course Numbering (CCN) policy. The CCN policy ensures that equivalent courses at different campuses will have the same title, number, and prefix, making it easier to know which courses taken at one campus have equivalents at other campuses.

Change Of Information Form

Any changes to your student information need to be updated and maintained in our enrollment management system. Please update the following information when changes occur throughout your time at BFCC:

- Contact information: Phone, address, email
- Name change (name can only be changed with an updated Social Security Card)
- Program Advisor Name
- Program of Study

Selective Admission of degree programs, additional requirements may be required for the programs listed below:

- Bachelor of Science Nursing
- 2+2 Social Work
- 2+2 Elementary Education
- 2+2 Business Management
- 2+2 Anthropology
- 2+2 Early Childhood Education

Dual Enrollment

Dual enrollment allows eligible high school juniors, seniors, and students at least 16 years of age to enroll in college courses before graduating from high school.

Students enroll in identified dual enrollment/credit courses.

Students must maintain good attendance and academic standing in their courses. Dual enrollment credits earned/unearned will be reflected on the student's college transcript.

To be eligible for Dual Enrollment through BFCC, students must:

1. Be enrolled in a Montana school district.
2. Be between the ages of 16-19 and/or junior/senior standing.
3. Have completed the required classes at their grade level and are on track for high school graduation within four years.

Dual Enrollment Application Requirements

1. Complete the following:
   A. Dual Enrollment Application:
      I. Submit request for approval form: written authorization from parents/guardians, high school counselor, and high school principal (form is provided to applicants)
   B. Submit an Application for Admission and provide the required:
      I. High school transcripts from the high school with a signed seal.
      II. Measles, Mumps, Rubella (MMR) immunization records;

III. Certificate of Indian Blood (CIB), if enrolled or a descendant of a federally recognized Indian tribe;
IV. Complete placement testing before meeting with a program advisor and have scores evaluated to determine college readiness.

2. Students acknowledge the following guidelines:
   A. A maximum of six credits can be taken per semester.
   B. Students will be enrolled in "dual enrollment" status until they complete their high school diploma or GED/HiSET. At that point, students can be enrolled in "degree" status.
   C. Title IV federal student aid is not available to dual-enrolled students due to federal regulations.
   D. Students agree to adhere to the course(s) syllabus and attendance policy;
   E. Students agree and will adhere to the academic calendar: (registration drop/add dates and withdrawal period).
   F. Students understand it is their responsibility to communicate questions, concerns, and issues regarding assignments, attendance, and any other notable situation that would affect the successful completion of their course(s).

Course Auditing

Auditing a course allows students, faculty, staff, alumni, and community members to participate in courses for academic exploration and personal enrichment without being required to complete assignments or receive grades or academic credit. Individuals wishing to audit must meet admissions requirements, complete both the admissions and registration processes, and contact the course instructor to confirm approval for audit status. Tuition and fees still apply for audited courses, and audit enrollment is subject to space availability and instructor approval. Audited courses do not fulfill prerequisites or degree requirements, and financial aid does not cover audited courses. Auditing students are expected to follow all policies governing students and actively engage per instructor expectations. Students may have the option to convert audited courses to credit or receive Continuing Education Units (CEUs), as appropriate. Audited courses will be designated with an "AU" on the student's transcript.

Immunization Requirements

Montana law requires immunization records from all students born on or after January 1, 1957. Students are required to present a record of two doses of measles, mumps, and rubella (MMR) immunizations must be provided before students can be allowed to register. To fulfill this requirement, applicants must meet the following guidelines:

1. If high school records of immunization are not available, records from physicians' offices or health departments may be substituted with official signatures to verify authenticity.
2. If no records are available, applicants must comply with one of the following options:
   A. (1) get immunized and submit written medical verifications signed by licensed physicians, (2) provide notarized religious forms or medical exemption forms, or (3) provide blood test results showing immunity.

Certificate of Degree of Indian Blood (CIB)

Verification of Indian Status is required. An official Certificate of Indian Blood (CDIB/CIB) document/letter of proof of membership in a federally recognized tribe. Verification of 1st/2nd Generation descendant.

- Native American students with at least 50% Indian Blood who were born in Canada are eligible for Title IV federal student aid under the jurisdiction of the Jay Treaty of 1794, subsequent treaties, and US Immigration Law.

Official Document Request Form

The Admissions Department can help you obtain the necessary external documents to complete every student's

file. We offer multiple options for document requests, including fax, scan, or email. It is your responsibility to ensure that you request and complete all necessary documents when applying to BFCC.

Admissions Hold

It is crucial to submit all the required documents to complete your registration. Failure to do so can lead to the placement of a hold on your student account, which may affect your ability to receive a BFCC degree or register for future programs. If any documents are missing, you will receive two letters and a phone call reminding you to submit them before a hold is placed on your account. The admissions director is available to help you obtain any necessary documentation, and special cases will be considered on an individual basis. Please note that we are reviewing the MUS information regarding transcript verbiage due to transcript holds.

Acceptance

When a student is successfully admitted they will receive an acceptance letter.

Academic Advising

Each student admitted is assigned a faculty advisor based on their program of study/course(s) this will be documented in the student's file and in the enrollment management system. Assigned faculty advisors will help you complete your educational planner. Other responsibilities of your faculty advisor are to assist with registration, change of information signatures, approving the course drop/add form, and graduation applications.

Admissions Office Address:

Blackfeet Community College
Beaver Painted Lodge
Re: Admissions
P.O. Box 819
Browning, MT 59417

Hours: Monday - Friday
8:00 am - 4:30 pm

Admissions Contact Information:

Admissions Director
406-338-5421 ext. 2243
admissions@bfcc.edu

Dual Enrollment/Transfer Coordinator
406-338-5421 Ext: 2267

Enrollment Specialist
406-338-5421 Ext: 2232

Office of Financial Aid

Financial aid is available to eligible students who, without such help, could not attend college. The Blackfeet Community College (BFCC) Financial Aid Office administers federal, state, and institutional financial assistance, including grants, scholarships, and student employment. Students applying for financial aid are considered for all programs for which they are eligible.

The Financial Aid Office adheres to federal compliance when determining a student's need by utilizing a cost of attendance budget, the student's Expected Family Contribution, and other estimated financial assistance determined by the ISIR, the Institutional Student Information Report, submitted by the student when they apply for financial aid by completing the FAFSA.

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

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

The FAFSA or Renewal Application is a yearly application the U.S. Department of Education (ED) uses to determine a student's eligibility for need-based federal financial aid for College based upon their financial situation. The assistance may include federal grants, scholarships, work-study, and loans (if applicable).

Eligibility

To be eligible to receive financial aid, applicants must:

- Demonstrate financial need to further his/her education by completing a FAFSA.
- Be a citizen or an eligible non-citizen
- Be enrolled with six or more credits or accepted for enrollment as a regular student in an eligible degree or certificate program
- Maintain satisfactory academic progress in a declared course of study or certificate.
- Not be in default on any student loans
- Not owe repayment or overpayment on any grants
- Must submit Institutional Financial Aid Forms

Applying for Aid

- Complete the U.S. Department of Education's (ED) FAFSA online https://studentaid.gov/h/apply-for-aid/fafsa
- Add BFCC's school code 014902. A school code is an electronic mailbox.
- Receive a Student Aid Report (SAR) detailing eligibility and EFC.
- Submit additional verification * documents if requested by ED or by BFCC financial aid.
- Complete work-study employment forms, if applicable.

Financial Aid Office & Department of Education (ED)

A. ED processes and calculates student SAI
B. BFCC Financial Aid Office receives Institutional Student Information Record (ISIR) that indicates student aid index (SAI). The ISIR Comment Codes (C) will determine if the student requires additional documents, or is eligible for the Pell Grant Award.
C. The Financial Aid Director determines the student's eligibility for aid by referencing the student's academic history and creates a financial aid award letter for the bookstore and student accounts.
D. The Financial Aid Office sends the student a copy of their award letter to their student email.

Family Educational Rights and Privacy Act, aka FERPA

FERPA is a Federal law administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. However, Private postsecondary schools generally receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, they become an "eligible student," all rights formerly given to parents under FERPA transfer to the student.

The eligible student has the right to have access to their education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations), and the right to file a complaint with the Department. The term "education records" is defined as those records containing information directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or

institution.
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html?exp=0

Notice to release these records requires a FERPA Release signed by the student. The release form is on the BFCC website: https://bfcc.edu/financial-aid/

Financial Aid Degree Audit

The financial aid office will conduct a degree audit after acceptance for admissions. The audit clarifies which courses are necessary to complete a degree and the number of semesters it takes to complete the courses with the academic Department to which the student applied.

Students will only get financial aid for the courses needed to complete in the time frame it takes, and cumulative career credits cannot exceed 150% of total credits.

As post-baccalaureate students seeking a Second Undergraduate degree, they are not eligible for financial aid, but it is highly suggested they submit a FAFSA. Although any federal financial aid eligibility may be limited or eliminated, the student can pursue alternative educational funding sources.

Denial of Aid & Award Adjustments

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

If a student is denied aid but has questions regarding this decision, the student should write or call the Financial Aid Office for clarification. However, the student should realize that the denial was based on financial and other data submitted by the student and the parents.

Suppose there is a significant change in a family's financial circumstances. In that case, the student should notify the Financial Aid Office in writing, explaining fully the changes that have occurred to request a revision of the financial award. When BFCC cannot provide financial assistance, a student and their parents should investigate outside sources of aid not administered by BFCC.

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

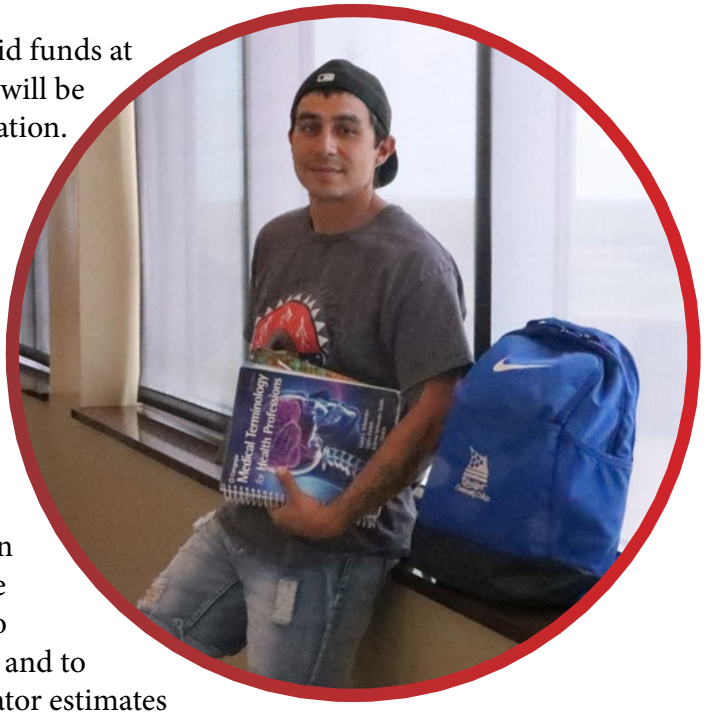
If we receive new or additional information, including, but not limited to, outside funding or changes in enrollment, the student's financial aid is subject to change. It will be adjusted to meet the new changes. Notification will be emailed to the student's school email unless a paper notification is requested and can be viewed in the campus portal.

Disbursement/Payment of Funds

Federal Pell Grant is designed to provide undergraduate, first-degree, eligible students with a "foundation" for financial aid. Financial aid is first credited to the student's accounts to pay for their institutional charges of tuition, fees, and books if charged. After the college charges are paid, any remaining balance will be used for other college-related expenses before a refund is issued. Refund payments of financial aid are made during the designated disbursement dates set by the business office.

Buy Textbooks with Financial Aid

Books and supplies can also be purchased with financial aid funds at the bookstore or online from the website. An award letter will be issued to aid in this process. See Award Letters for information.



Student Housing

No on-campus housing is available at this time.

Student Aid Index

The Student Aid Index (SAI) is an eligibility index number used by a college's or career school's financial aid office to determine how much federal student aid the student would receive if the student attended the school. This number results from the student's information in their FAFSA® form. Financial need is determined by the U.S. Department of Education using a standard formula to evaluate the financial information reported on the FAFSA and to determine the family SAI. The Federal Student Aid Estimator estimates the SAI. The fundamental elements in this standard formula are the student's income (and assets if the student is independent), the parent's income and assets (if the student is dependent), the family's household size, and the number of family members (excluding parents).

Institutional Financial Aid Forms

Internal forms that all students are required to complete regardless of funding. Letters are emailed or mailed to the student's address with what is necessary to complete their student file.

The required institutional forms are the student data form and Title IX training.

Verification Process *

Verification may be required by an applicant for financial assistance. A student can be selected for Verification * by the U.S. Department of Education or by the BFCC financial aid office.

Verification requires the student and parents (if required) to verify the accuracy of their application by providing the Financial Aid Office with the documents necessary to complete the verification process.

Failure to provide requested documentation, corrections, and/or new information will result in financial aid awards being canceled and/or the student being required to repay financial assistance already received. Misreporting of information violates the law and may be considered a federal offense.

No financial assistance will be awarded until the verification process is completed. Verification of documents is required for the academic year the student is attending. If the student dropped out, stopped, or withdrew, the documents are good for one year of the dated copy. Files are disposed of every sixth year.

Types of Aid Disbursed by the Office of Financial Aid

Title IV Funding: the Federal Pell Grant, FSEOG, and CWS student employment.

Federal Student Aid/Title IV

The U.S. Department of Education grants Title IV student financial aid to eligible students. BFCC accepts Federal Pell Grants and Federal Supplemental Educational Opportunity Grant (SEOG). Federal student aid covers educational expenses such as tuition and fees, books, and supplies.

Federal Pell Grant

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

Eligibility is based on students' and, if dependent, parents' income and assets. The award is to be used solely for educational expenses, including tuition, fees, books, and supplies. Maximum Pell Grant Eligibility at a two-year institution is approximately 94 attempted credits.

Federal Supplemental Educational Opportunity Grants (FSEOG)

This program is based on demonstrated financial needs determined by the federal government. These are limited funds awarded to students who apply early before the deadline and demonstrate high financial need. A percentage is set aside for second-semester applicants. For more information, visit https://studentaid.gov/understand-aid/types/grants

FWS Student Work-study Employment Program

The Federal Work-Study (aka FWS or CWS) provides jobs for undergraduate students with financial needs, allowing them to earn money to help meet their educational expenses. The program encourages community service work and work related to their program of study. A student must be Pell-eligible and enrolled full-time to be eligible for FWS and meet the SAP standards.

Student Work Waiver Employment Program

Students will be eligible to apply for (tuition only) work waivers if ineligible Title IV financial aid or any other type of aid is unavailable. Ineligibility for financial assistance may be determined for the following reasons: BIA funds are unavailable; suspended from Title IV funds; credit capped, LEU has been exceeded; student loan defaults; or no available funding.

The work waiver program is designed to assist with part-time employment with no work benefits to attend BFCC. The work waiver program is contingent upon the current circumstances regarding now and in the future.

Scholarships

Scholarships and grants reduce the cost of attending College and, unlike loans, don't have to be repaid. Need-based federal grants, such as Pell Grants, are intended for students with what the government calls "exceptional financial need."

Merit scholarships aren't based on financial need but on a student's talents or a college's need to meet its recruiting goals.

Scholarship awards depend on the availability of funds from the donors and apply directly to student accounts first for tuition/fees unless otherwise specified in the award letter. Donors send the funds to BFCC, and once

received by the business office, funding will be applied to the student's account. Refunds depend on the student's cost of tuition and fees.

Scholarships are awarded based on:

- Academic aptitude, achievement, talent, and promise
- Financial need (FAFSA will determine a need)
- Citizenship and character

The following scholarships are accessible at BFCC.

- AARP "Honor Your Elders" Scholarship: Tribal members have a tradition of honoring their elders, and what better way to carry on that tradition than by acknowledging the continued respect and admiration we have for those whose life experiences help mold future generations. We are proud of our role in telling the stories of the strong heritage of Honoring Elders among Montana's American Indians. Our state President, Alex Ward, has the honor of announcing the AARP scholarship each year in the Fall semester. Eligibility: Currently enrolled and in good standing at the Blackfeet Community College; Must pursue an associate or bachelor's degree at BFCC. The scholarship will be used solely towards tuition expenses and not for living expenses such as rent, food, or utilities. Must submit a 500 to 1,000-word essay, Topic: "How you honor or have honored your elder/elders" with the completed application and photo release to the financial aid office at BFCC.
- American Indian College Fund: American Indian College Fund scholarships usually become available each year. Students must reapply for the scholarships each year online. Amounts and criteria vary each semester. Special Scholarships will be awarded based on meeting criteria standards stipulated by unique scholarship donors. Students can access applications at http://www.collegefund.org
- Native Forward Scholarship. Students must seek a full-time degree at a nationally or regionally accredited higher education institution in the United States. All applicants must be able to demonstrate Tribal affiliation by submitting a TRIBAL ELIGIBILITY CERTIFICATE (TEC). Each opportunity has specific affiliation requirements. Please review the specific criteria that students are applying for to ensure eligibility. The TEC is due on the day the application is due. Individuals applying for multiple opportunities should submit just one TEC. All applicants must submit a Financial Needs form: FINANCIAL NEEDS FORM (FNF) (due by July 15 each year) and the Free Application for Federal Student Aid (FAFSA).
- American Indian Science and Engineering Society (AISES): The American Indian Science and Engineering Society (AISES) helps students progress in their educational journeys by providing various programs and scholarship opportunities. AISES scholarships help students acquire skills and training that will help them meet the unique STEM needs of our communities. We highly encourage students to apply for all their eligible scholarships! To apply, students must be AISES members. https://www.aises.org/students/scholarships
- AMP Scholar: Students with strong interpersonal skills who are enrolled in a STEM discipline at one of our partner institutions, seeking or involved in research activities with a mentor, and have a 2.5 GPA or greater are eligible for consideration into the AMP Scholar Program. https://new.anamp.org/amp-scholar/
- Blackfeet Higher Education Program: Grants of approximately $3000 per year will be awarded to students who are enrolled members of the Blackfeet Tribe and actively pursuing an undergraduate degree. Must submit an application packet by the deadline date and provide documentation required, including certification of Blackfeet blood. (406) 338-7539 www.blackfeetnation.com
- Cobell Scholarship: The Cobell Scholarship, administered by Indigenous Education, Inc., Provides elevated opportunities for American Indian and Alaska Native college students by empowering them with an engaging scholarship experience designed to support their success in higher education. https://cobellscholar.org/

- First Time First Year Scholarship: BFCC offers recent (within one year) high school/HiSet graduates who have not attended any post-secondary before attending BFCC a one-semester tuition-free scholarship, not including fees or textbooks. Contact BFCC Admissions.
- Glacier Electric Cooperative: Glacier Electric Cooperative sponsors, annually, one full tuition and fees scholarship to be used at the Blackfeet Community College in Browning, MT. The applicant must be enrolled in the Pre-engineering program at Blackfeet Community College in the fall of the current year. http://www.glacierelectric.com/
- Senior Citizen Scholarship: Any student 60 years or older who is ineligible for any other financial aid will receive a semester tuition-free. This scholarship does not include fees or textbooks. Contact student billing.
- Spirit of Sovereignty: The Spirit of Sovereignty is designed to provide scholarships to deserving students each year at each of 36 tribal colleges, where Native American students are encouraged to learn more about their history, culture, and languages. Recipients of the Spirit of Sovereignty scholarship are selected by the Tribal colleges that participate in the program. The College will select those students they feel are the most deserving and have the most need. Scholarships are very flexible and the funds can be used for educational-related expenses. This includes tuition, books, gas, childcare, travel expenses, and more. Students: Please do not contact Spirit of Sovereignty directly, contact the tribal College's Office of Financial Aid to offer more information.
- Scholarships outside BFCC
- The financial aid office has postings about widely available scholarships, as well as other scholarships that may be specific to the student. An advisor within the major should also be able to direct the students to scholarships intended for students in their field of study and they can be a valuable resource. Online search tools are free and available online, like Scholarship.com, which can also be helpful. And while this can be a good way to learn about scholarships, it's important to understand that those found online are easily accessible, making them more competitive.
  www.fastweb.com or www.scholarships.com

  TIP: Create another personal email account just for scholarship searches.
- Veterans Benefits: May be available to veterans who served on active duty for more than 180 days, any part of which occurred after January 31, 1955, and who was 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 by the Registrar, please contact the Registrar's office for further information.
- Vocational Rehabilitation: Students who meet eligibility criteria can receive assistance through Vocational Rehabilitation. For more information, contact the BFCC Disabilities Office, or contact the Voc-Rehab officer or campus disabilities coordinator.
- Student Loans: Blackfeet Community College does not participate in any of the Federal Loan Programs at this point, this may change without notice.
  - Currently BFCC does not provide federal student loans to incoming students, but does give out loan deferment forms if identified by the ISIR or self-identified by the student, and only when a student officially registers at BFCC. Once the deferment form is completed by the student and certified by the registrar's office it is then entered onto the student's enrollment data through the National Student Loan Database to defer the student's student loan. It is the student's responsibility to return the deferment form to their loan provider.
  - There are loans available to students upon transferring to a university, the U.S. Department of Education's federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is the lender.

Before taking out a loan, it's important to understand that a loan is a legal obligation that makes the student

responsible for repaying the amount they borrow with interest.

Even though the student doesn't have to begin repaying their federal student loans right away, students who received a loan shouldn't wait to understand their responsibilities as a borrower. BFCC does not participate in the loan programs at this point, this is subject to change without notice.

For the student's information, there are four types of Direct Loans available from the Department of Education:

1. Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.
2. Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
3. Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.
4. Direct Consolidation Loans allow students to combine all of their eligible federal student loans into a single loan with a single loan servicer.

Pell Grant Payment Policy

The student's enrollment status will be locked on the census date of each semester. Should there be a decrease in enrollment level on or before the established freeze date, students may be subject to repayment of all or a portion of the Pell Grant funds that have been disbursed. Pell Grants are adjusted based on enrollment at the time of the census date.

Pell Grant awards will be disbursed once all required documents are submitted and processed before each Friday at noon MST, for the next disbursement. Applicants receiving a Pell Grant will receive only one disbursement payment per term.

Payment Policy

Awards are calculated based on enrollment at the time of their scheduled disbursement for a given term. Should there be an increase in enrollment level on or before the institution's established census date, students may be eligible for additional funds.

If there is a decrease on or before the established census date, there may be a decrease in funding. If the student would like to apply additional funds toward their outstanding college debt for the current term, they must submit a request to the business office before their scheduled disbursement.



Award Letters

The College will create a financial aid award letter for the student. This letter will detail the costs of attending the College for an academic year, as well as any grants, scholarships, work-study, or loans students, are eligible to receive. The award letter is subject to change according to the funding received. The financial aid award letters are given to the student when their FAFSA and forms are completed.

Reasons Why the Financial Aid Award May Be Adjusted

Changes in funding: The financial aid award is based on projected funding from Federal, State, and reported sources. If the projected funding is more or less than the actual funding available, the financial aid award will be adjusted to reflect these changes. Changes in federal regulations: All federally funded programs are subject to change at any time as a result of legislative action.

Scholarships and grants have their own eligibility requirements, those listed on the award may require students to maintain a specific grade point average or other academic or performance benchmarks. If these requirements are not met, the student may not be eligible to continue receiving this funding and may have to pay it back.

Receiving financial assistance from sources not included in the award letter. If the student does not receive any additional funds from outside sources, including scholarships or others, that were not included on the first financial aid award, please contact the Financial Aid office as soon as possible so these can be included in the funds in the award letter. This is required by federal regulations.

If the amount of funding from the outside source changes from what is listed on the award letter, please contact the Financial Aid office immediately and an adjustment can be made. Financial Aid can make adjustments to the awards as necessary to ensure that the students do not receive more or less financial assistance than they are eligible to receive according to state and federal regulations.

Change in the number of credit hours in which the student is enrolled can result in an overpayment, the students are responsible for paying back the overpayment. The amount of financial aid award depends on the number of credit hours the student is taking. The initial award is prepared based on full-time, full-year enrollment. If students are not enrolled in at least 12 credit hours or do not plan to come back to BFCC for the next semester, the award will need to be adjusted to reflect these changes. Before making any changes to the number of credit hours students are enrolled in, please contact the Financial Aid office.

A change in credit hours can affect their financial aid award even after they have accepted the award. This will also make sure their financial aid is properly disbursed. It is the student's responsibility to notify financial aid of any changes in the number of credit hours they are taking.

Repeated courses. Students are only allowed to repeat a class with a passing grade (D-and above) one time and receive financial aid for it. Regardless of a repeat performance, if financial aid funds were used in the initial attempt and second attempt (pass or fail), students will not be able to receive financial aid on any subsequent attempt. A Student Academic Evaluation tracks program progress and shows the classes have taken and still need to take.

Taking Coursework Not Required for Current Program. A student may only receive financial aid funds for courses that count towards their current declared degree/certificate. To comply with this regulation, BFCC must track the courses that a student is registered for and ensure that they count towards their current declared degree or certification program. Students, please keep track of the education planner and academic evaluation often to track program progress.

Class attendance. Students attend class to receive their financial aid. Course instructors will report attendance after the first 14 calendar days of a 15-week semester, or the first seven calendar days of a non-15-week semester. This date is also known as the financial aid census date.

If students are reported as not attending, we cannot include the course credit hours in their financial aid award. The reduced number of credits may reduce the amount of financial aid they are eligible to receive. As instructors report student's attendance, the student's award will be adjusted. If students have not been attending class but

wish to start attending, they should see their instructor and a counselor, any financial aid adjustments will be determined by the outcome.

Special circumstances. Please contact the Financial Aid office if a special circumstance comes up during the semester. A special circumstance may include involuntary loss of employment, high medical expenses, or other things that impact their financial situation.

Financial Aid Needs Analysis

The Financial Needs Analysis (FNA) provides agencies with the student's financial status and unmet need figures used to determine eligibility for agency funding.

Unmet need is determined by taking the BFCC federally calculated student expenses minus resources available to the student.

These funding resources may include grants, loans, scholarships, the Student Aid Index (SAI), and private funds.

The SAI is determined by information the student provides when they complete and submit the Free Application for Federal Student Aid (FAFSA), enrollment and if a student is making Satisfactory Academic Progress at the time the request is completed is also reported.

FNA requests are submitted to the BFCC Financial Aid office by request. We require that a student's financial aid FAFSA be completed before an FNA request can be accepted.

We cannot complete an FNA for a student with an incomplete FAFSA. This assures that we are providing the agency the most accurate financial aid information.

Exceptions can be made only for students on financial aid suspension or in default status.

All students must complete the BFCC needs analysis form online form on the BFCC website, under the financial aid section. Other individual agency forms will be completed as with the BFCC FNA form.

Below are the steps to complete the FNA Request:

- Go to the BFCC website.
- Click on Financial Aid on the navigation bar.
- Under Financial Aid, click on 'Request for Needs Analysis.'
- Click 'Submit' and allow 2 business days to complete and submit the form to the student.

Disbursement Deadlines

To be eligible for financial aid, the College must receive a valid, processed FAFSA free from errors, while the student is enrolled a minimum of six credits or more for the academic term. Students must also submit all required documents and resolve conflicting information before a determination of aid eligibility can be confirmed.

Students are highly encouraged to provide the required documentation and/or copies of documentation requested as soon as possible to ensure aid is processed promptly.

All issues and/or missing documents must be resolved and/or submitted to the college financial aid offices by the following days, every Friday at noon MST a week in advance of the next disbursement date.

Failure to submit all required information, corrections, and/or missing documents by the final documentation deadline (last day for withdrawal each semester, see academic calendar in this catalog or on our website) will result in a loss of eligibility for aid disbursements during that semester and/or academic year of enrollment.

Satisfactory Academic Progress (SAP)

Federal and state regulations require institutions to develop academic progress standards and review student records each semester to ensure compliance with the standards. Course work used to evaluate SAP for degree programs includes all attempted hours, including learning support and repeat courses, as well as most transfer hours regardless of whether or not financial aid was received for those terms of enrollment. Enrollment terms that a student does not receive financial aid are counted toward the maximum time frame.

Students who do not meet the SAP standards are not eligible for financial aid except for those students who are in a warning or probation status as described below.

Satisfactory Academic Progress Review (SAP) is reviewed at the end of the completed term, and to comply with the federal regulation, Financial Aid is required to monitor whether a student is maintaining Satisfactory Academic Progress (SAP) in his/her course of study in one or more the following minimum requirements:

- Cumulative GPA of 2.0 or better
- Completion of at 67% or better of cumulative attempted hours
- Completion of degree within 150% of required program hours

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

BFCC measures SAP by evaluating both the quality (grade-point-average) and the quantity (credit hours completed) of the student's academic work.

Credits	Minimum GPA	Credit Hours Completed
00-20	1.75	20-semester credits must be earned after attending two semesters
21-40	1.90	40-semester credits must be earned after attending four semesters
41-60	2.00	60+-semester credits must be earned after attending six semesters

SAP Criteria

A. Qualitative: Maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale for total hours attempted.
B. Quantitative: Completion ratio: For attempted credits for the associate degree, students must complete a minimum of 67% of the cumulative credit hours attempted (cumulative earned hours ÷ cumulative attempted hours) during a given semester.

Successful completion requires a minimum grade of D or P (Passing). Grades of W, I, AU, and F will be counted toward the number of credits attempted but not counted as passed or earned.

Federal Pell Maximum Time Frame, also known as the 150% rule

Maximum Allowable Attempted Hours Students may receive financial aid if they have attempted no more than 150% of the hours required to complete their program of study. Also known as the "150% Rule" is the maximum time frame allowable for the required credit hours in the student's credits hours.

Students who reach the maximum time frame will be suspended from receiving financial aid. Enrollment

periods that a student does not receive financial aid are counted toward the maximum time frame.

The maximum time frame will be calculated by multiplying the total number of hours required for a given program of study by 1.50. For example, if 60 credit hours are required to complete the program, the maximum allowable attempted hours for the degree is 90 (60 hours' x 1.50= 90).

For both native and transfer students, credit hours attempted to include all credit hours pursued, received, withdrawn. The students and failed. All of these hours are counted as attempted even if the student did not receive federal financial aid. All calculations will be based upon the cumulative academic record as transcribed by the College at the time of SAP evaluation. Change of major does not reset the maximum time frame.

Federal Pell Grant Lifetime Eligibility Used (LEU) 600% Rule

In December 2011, President Obama signed into law the Consolidated Appropriations Act 2012 (Public Law 112-74). This law has significantly impacted the Pell Grant Program. Beginning in Fall 2012, students are now limited to 12 semesters or 600% Lifetime Eligibility of Pell Grant.

This affects all students regardless of when or where they received their first Pell Grant. You may not appeal your LEU percentage if it is maxed out. The lifetime limit of the federal Pell Grant a student may receive is an equivalent of six years of full-time enrollment, and if students are enrolled full time for both fall and spring this is an equivalent of 100% for the academic year.

Students that are currently receiving Pell Grant and would have reached or exceeded their Lifetime Eligibility Used (LEU) (600%) will no longer be eligible to receive Pell Grant starting Fall 2012.
For more information, visit https://studentaid.ed.gov/sa/types/grants-scholarships/pell

Decline or Returning Pell Grant Funds

Students do have the right to decline or return Pell Grant funds within the academic year to preserve eligibility for future enrollment periods.

- Students may choose to decline their Pell Grant Funding that has not yet been disbursed.
- Students may decline all or part of a Pell Grant award during the award year.
- Students may not request to decline or return a Pell Grant from a prior academic year.
- Students may choose to return the Pell Grant Funds that have already been disbursed to them for the current year only.

Undisbursed Pell Grant funds may be declined within the current award year. A completed form must be returned to the Financial Aid Office at least one week before disbursement of financial aid for the term the student wishes to have adjusted.

Returning Pell Grant funds that have already been disbursed to the students may result in the student owing BFCC. Students must return the total amount of funds disbursed to BFCC to reflect the declined amount on the National Student Loan Database.

The Pell Grant funds must be returned to the student accounts who then will contact the financial aid office once the full payment of Pell Funds are received and may not be available to the student when the academic year has ended. And there is no guarantee that the student will receive future Pell funds because eligibility is determined annually with a current submission of the Free Application for Federal Student Aid (FAFSA).

Academic Status

Financial Aid status will be determined by the BFCC Financial Aid Director. The student's academic status/

history is checked at the beginning and end of each semester based on the student's current enrollment.

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



If the student is not meeting SAP at the end of the warning period, they will be placed on suspension and will not be eligible for Title IV funds. However, the student may appeal the loss of their Title IV eligibility based on unusual circumstances. If a student is making SAP at the end of the warning period, the student shall be returned to good standing with no loss of Title IV eligibility.

Suspension: This is the status assigned to students who were previously on warning and have failed to meet the satisfactory academic progress requirements by the end of the warning period. Students are not eligible to receive Title IV funding but may be allowed to appeal the suspension. A student placed suspension will be notified via U.S. mail to the current mailing or permanent address on record.

Suspension occurs when a student:

- Withdraws from BFCC
- Earns zero credits during a semester
- Exceeds the maximum time frame 150% for their program, or at any point when it becomes mathematically impossible for the student to complete the program within the appropriate time frame
- Has earned a cumulative GPA below a 2.00
- Earns less than 67% of overall attempted credits
- Fails to meet minimum SAP standards after the warning period

Probation: A student actively on probation due to a successful appeal will be reviewed for continued probation at the end of each payment period (semester) until they are making SAP.

If at the end of the payment period, the student is meeting minimum standards, they can be taken off probation status.

Or if at the end of the payment period, the student does not meet minimum SAP standards but has met the terms and conditions of the appeal and is following the Academic Plan of Study, they may continue on probation.

Failure to meet the terms of the appeal or follow the Academic Plan of Study will result in the suspension of Title IV funds.

Grade Point Average (GPA)

The qualitative standards of academic progress are based on a cumulative GPA of 2.00. Also, to meet the

quantitative satisfactory progress, students must complete the minimum number of 67% of credits attempted to maintain satisfactory academic progress.

Credits earned from the grades of A, B+, B, C+, C, D+, F, and W, are considered, graded credit hours attempted that do affect both the GPA and completion pace, credit count.

Non-passing grades are figured into satisfactory academic progress in the following ways:

- Incomplete (INC) or Withdrawal (W): Not calculated in a student's GPA, but counted towards a student's attempted coursework for the semester. If the course is retaken, only the new grade will be calculated in the student's cumulative GPA, but both attempts will be counted towards a student's cumulative attempted coursework. Students are cautioned to meet with an academic advisor before course withdrawal, since an accumulation of a W grade may impact the quantitative component of SAP and eligibility for financial aid.
- Failure (F): Calculated in a student's GPA and counted towards a student's attempted coursework for the semester. If the course is retaken, both the F and the new grade will be calculated in the student's cumulative GPA, and both attempts will be counted towards a student's cumulative attempted coursework.
- Repeat (*R): If a course is repeated the original course will be marked *R when the student passes the repeated course. The original attempt will count towards a student's cumulative attempted credits, but not towards their GPA. Students only receive federal financial aid for one repetition (repeat) of a previously passed course.

For federal and state financial assistance, students who have passed a course with a grade of a "D" or better may only repeat the class one additional time and may not receive financial aid for that class. All repeated classes are included in the total attempted hours for SAP evaluation at the end of each term.

- Dismissed: Students who are dismissed from the program may re-apply following the standard admissions process and are not guaranteed admission.

If a student receives a passing grade (D grade or better) and the student retakes the course to obtain a better grade, that course can be counted for the enrollment period. Students may enroll in any incomplete, withdrawn, or failed course the following term but may not receive Title IV aid for those failing grades.



Declared Academic Major or Declared Program of study:

Students wanting to receive federal aid must declare a major that has been pre-approved by NWCCU and by the Department of Education.

Students without a declared major are not eligible for financial aid. Students will not be eligible for financial aid for those courses that do not apply to their Pell-approved declared academic program.

The student must be enrolled in a minimum of 6 credits hours per term and must declare a Pell-eligible major to receive aid.

Second Associate's Degree

The student may apply for financial aid for a second associate's degree after reapplying for admission to the College and must state their intentions to earn a second associate's degree.

An academic advisor must assist the student to determine the courses they will need to complete a new associate's degree and an educational planner must be done for the second degree and given to the financial aid office.

The student will only get financial aid for the courses needed to complete the new associate's degree provided they have not exceeded their maximum credits. A certificate is not a second associate's degree, but credits will still count toward the declared certificate.

Declaring another associate's degree or certificate does not reset the maximum time frame for the student.

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) per the institutional refund and repayment policy. To view the current refund schedule and policy, please see the "refund and repayment policy" in the student tuition and fee section of the catalog.

Refunds are returned in the following order:

1. Federal Pell Grant
2. Other Title IV assistance
3. State Tuition Assistance Grants (if applicable)
4. Private and institutional aid
5. The student

No tuition penalty will be assessed for dropping and adding during and before the drop/add period identified in the academic catalog. Unless all classes are dropped or an all-school withdrawal is processed before the deadline.

The cost of drop/add is $5.00 per drop/add submitted after the first week of classes. Mandatory fees, late registration fees, drop/add fees, and service fees are non-refundable per business office policy.

The portion of tuition refund/cancellation is computed from the first day of the term, not from the class meeting pattern.

If a student's initial registration includes blocked classes or short courses that begin at a later date, the refund/cancellation will still be computed from the first day of the term deadlines, and refunds will be prorated.

If a student's initial registration occurs during an approved late registration period, the date for computing a refund/cancellation will be the first day of the term.

Drop/Add/Withdrawal Policy

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 scholarships, federal financial aid, or any other form of financial aid.

If the student is receiving federal financial aid, the Student Financial Aid office will need verification of the student's last date of attendance or activity for each course from each of their instructors.

Official Withdrawal

The student is officially considered to be officially withdrawn when the date the student provided is an official notification of intent to withdraw, in writing or orally, in person, or the date the student began the withdrawal process with a counselor.

A student is allowed to rescind this notification in writing to the Registrar and continue the program. If the student subsequently drops, the student's withdrawal date is the original date of notification of intent to withdraw. Official dates and deadlines for withdrawing are specified in the BFCC Academic Calendar, found in the catalog or online; dates are subject to change without notice.

A student may withdraw from BFCC at any time from the first-class day to the official last day to withdraw as indicated in the BFCC Academic Calendar.

The official last day to withdraw is approximately two weeks before the first day of final examinations for fall or spring terms. This withdrawal will affect financial aid eligibility.

Unofficial Withdrawal

Unofficial withdrawals encompass all other withdrawals where official notification is not provided. If a student does not officially withdraw and subsequently fails to earn a passing grade in at least one course offered over an entire period, the institution must assume, for Title IV, HEA purposes, that the student has unofficially withdrawn, unless the institution can document that the student completed the enrollment period. Unofficial withdrawals will affect financial aid funding.

Return of Financial Aid Due to Withdrawal

Return of financial aid funding happens when a student withdraws from school, when they stop attending, or by official withdrawal. When this happens, students may be required to repay their federal aid if they withdraw before completing 60% of the course length.

Fall full-term course 60% date is at the midterm dates, and as is Spring full-term course 60% date is at midterms.

The 60% date will vary for courses that do not run a full term (i.e. short-term classes or summer classes).

Return of Title IV Funds (R2T4)

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

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

- n the case of a student who officially withdraws, the date of withdrawal is reported to a counselor or the registrar.
- In the case of a student who unofficially withdraws, the drop out date, which is the last recorded date of class attendance as documented by the course instructor(s) and registrar.
- The registrar's office determines and documents the last recorded date of attendance in consultation with the student's instructors.
- In the case of a student who is expelled, the date of expulsion.
- If the student has overpaid Federal money; repayment is expected of the student.
- The Business Office is required by federal statute to calculate the percentage of earned Federal student aid received or pending to be received and to return the unearned funds for a student who withdrew, was

terminated, or failed to return from an approved leave of absence.

- Funds returned to the Department of Education do not cancel out the funds owed to Blackfeet Community College.
- Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:
  - Percentage of aid earned = the number of days in the payment period completed up to the date of determination that the student withdrew divided by the total number of days in the payment period.
- Any break of five days or more is not counted as part of the days in the term.

Overpayment

An overpayment is when the students receive more money for the amount a student should have been paid, for a scholarship, grant, or Pell Grant. If there is an overpayment, the student will receive notice of how much they owe, if there are penalties (if applicable), and they will receive instructions on repaying the amount they have been overpaid.

A Pell overpayment occurs when the student is awarded a grant, the classes are paid for, and the student either drops out of school or withdraws from classes. When this happens, they will need to pay the money back. The amount may vary and each school will dictate its policy on withdrawal.

For example, *the student is going to attend College and their EFC is zero. Students are awarded the maximum amount of Pell Grant -- $3173 -- for the fall semester. The Pell pays for $1,685 in tuition and fees, and they get a refund check from the school for the remainder of the Pell Grant, $1,488. A month into the semester, the student decides that school is not for them and they drop out. The school will send an overpayment notice that tells them that they were paid Pell Grant money and did not attend class, and they now owe them $2,488.*

A student who owes an overpayment on a Pell that has been reported to the Department and who subsequently submits a FAFSA will be informed that the application cannot be processed because of the overpayment and that the student is not eligible for additional federal aid until he or she repays in full the amount owed. An EFC will not be calculated for such a student.

The student's application is considered to be in a "hold file" until the funds are paid back. This money has to be paid back to the school. The student will not be able to get financial aid at any school in the future if this is not paid back.

Financial Aid Termination

Students who do not meet the Satisfactory Academic Progress standards are not eligible for further financial aid, including summer school, their financial aid will be terminated. Students will be notified by the Office of Financial Aid of their financial aid termination at the end of the spring semester through a letter to their permanent address and their college email account.

Students whose financial aid is terminated or suspended must remove their academic deficiencies or have an appeal approved before their aid can be reinstated.

Institutions Responsibilities, in Regards to Title IV, HEA Funds

- The College will provide students with information about this policy.
- The financial aid office will identify students who are affected by this policy and complete the Return of Title IV funds calculation for those students.
- Any Title IV, HEA funds required will be returned to the correct Title IV programs within 45 calendar days of the date the official notice of withdrawal was provided.

- If less Title IV aid has been disbursed than the student has earned, a post-withdrawal disbursement will be calculated and must be offered.
- The institution will always return all of the excess funds, including funds the Return of Title IV calculation identifies as the student's responsibility to return.

Student Financial Aid Rights and Responsibilities

- Any notification of withdrawal should be in writing and sent to the Registrar's Office.
- A student may rescind his or her notification of intent to withdraw.
- Submissions of intent to rescind a withdrawal notice must be filed in writing with the Registrar's Office. These notifications, to either withdraw or rescind to withdraw, must be sent to the Registrar's Office.
- Students must repay any funds to BFCC that were disbursed to the student for which the student was determined to be ineligible via the R2T4 calculation.

Appealing

A student who loses their Title IV eligibility due to their inability to make satisfactory academic progress has the right to appeal the suspension based on extenuating circumstances.

Examples for the basis on which a student may file an appeal include (but are not limited to): physical injury to the student, hospitalization of the student, death of an immediate family member (spouse, child, sibling, parent), or in a case of undue hardship, such as loss of home.

Appeals will be reviewed bi-monthly, the 15th of the month, if on Saturday or Sunday, the day before or after. Students will be notified either by the U.S. mail to the current mailing or permanent address on record and/or to their official school email account.

Appeal Process

Obtain an SAP Appeal Form from the Financial Aid Office and provide the following:

1. A typed, signed letter no longer than one page, addressing why the student failed to make SAP and what has changed that will now allow them to progress successfully.
2. 2Educational Planner updated with future semester signed by the advisor.
3. Attach supporting documentation for the appeal and/or show how the problem has been resolved or alleviated.

Return the Appeal Form and all documentation to the Financial Aid Office.
Once the appeal is received, the Financial Aid Committee will evaluate and decide on the appeal.

Students will be notified either by U.S. mail to the current mailing or permanent address on record and/or to their official school email account on record, of the final decision of the Financial Aid Appeals Committee. All decisions are final and cannot be appealed.

Appeal Decisions

- Approved. A letter will be sent to the student
- Tabled. A letter will be sent with what is required to continue.
- Denied. A letter will be sent to the student.

Financial Aid Appeal

The Committee has authority over all appeals and consists of:

1. Financial Aid Director

2. One Faculty Representative
3. One Staff Representative

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

Institutional Student Scholarship Committee

Blackfeet Community College (BFCC) administers institutional and donor-funded scholarships through the Institutional Student Scholarship Committee to ensure a fair, equitable, and transparent scholarship selection process. The Committee consists of representatives from Financial Aid, Student Accounts, Academic Affairs, Student Services, the Registrar, Development, and other college or community representatives as appropriate. The Committee is responsible for reviewing scholarship criteria, evaluating eligible applicants using established selection criteria, recommending scholarship recipients, ensuring donor intent is honored, and promoting equitable distribution of scholarship funds. Committee members are required to maintain confidentiality, disclose any conflicts of interest, and recuse themselves from reviewing applications when a conflict exists. Scholarship applications are reviewed after eligibility is verified by the Financial Aid Office and Registrar. Awards are based on published scholarship criteria, academic eligibility, demonstrated financial need when applicable, available funding, and donor requirements. Final award processing and notification are coordinated through the Financial Aid Office.

The Scholarship Committee meets regularly throughout the academic year, including during peak scholarship review periods, and maintains documentation of scholarship decisions in accordance with institutional policies and applicable audit and compliance requirements. Detailed scholarship policies, procedures, eligibility requirements, application deadlines, and available scholarship opportunities are maintained by the Financial Aid Office and published through official college communications.

US Constitution Day

Constitution Day is a federal observance that commemorates the U.S. Constitution. It is observed on September 17th, the day the Constitution was signed in 1787. Constitution Day was established by law in 2004. In addition to creating Constitution Day (on the day that had formerly been known as Citizenship Day), the act requires that any educational institution that receives federal funds holds an educational program on the Constitution.

Drug/Alcohol-Free Campus

Blackfeet Community College does not encourage the use of, nor condones the misuse of alcoholic beverages, or other illegal or non-illegal drugs on campus or disbursing of alcohol or other illegal or non-illegal drugs on campus.

Assistance with the abuse of alcohol or drugs is available by request from the counselors, or contact locally the Crystal Creek Lodge at 406-338-6330, or by contacting the Substance Use Disorder Services and Resources online at https://dphhs.mt.gov/amdd/substanceabuse

Jeanne Clery Disclosure of Campus Security Policy

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

Because the law is tied to participation in federal student financial aid programs it applies to most institutions of higher education both public and private. It is enforced by the U.S. Department of Education.

The Clery Act is named in memory of 19-year-old Lehigh University freshman Jeanne Ann Clery who was raped and murdered while asleep in her residence hall room on April 5, 1986.

Jeanne's parents, Connie and Howard, discovered that students hadn't been told about 38 violent crimes on the Lehigh campus in the three years before her murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally known as the "Crime Awareness and Campus Security Act of 1990."

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery.

The law was most recently amended in 2000 to require schools beginning in 2003 to notify the campus community about where public "Megan's Law" information about registered sex offenders on campus could be obtained.

Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety-related incidents to the BFCC Campus Security Office promptly. All incident reports are reviewed and distributed to the proper authorities. Incidents involving students will be forwarded to the Provost/Vice President of Academic Affairs for review and potential action.
Statistics will also be presented on incidents of a more minor nature, such as petty theft and campus accidents. BFCC will prepare an annual report of, handbooks crimes and incidents that will cover the preceding two years for which information is available by the Title IX Office on the BFCC website.

Crimes should be reported to BFCC Campus Security to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community, when appropriate.

Financial Aid System

The College uses an integrated software program to maintain financial aid awards, monitor eligibility requirements, and verify the accuracy of student accounts as approved by the Department of Ed.

Enforcement of Cybersecurity Requirements under the Gramm-Leach-Bliley Act

The Gramm-Leach-Bliley Act (GLBA), which was signed into law on November 12, 1999, created a requirement that financial institutions must have certain information privacy protections and safeguards in place. The Department of Education (ED) and Blackfeet Community College continue to take steps to ensure the confidentiality, security, and integrity of student and parent information related to the federal student aid programs.

Protecting that information is a shared obligation among the Department, institutions, third-party servicers, and other partners in the financial aid system. We are expected to maintain strong security policies and effective internal controls to prevent unauthorized access or disclosure of sensitive information to protect student and parent information.

Consumer Information

The Title IV regulations require a college to publish and distribute consumer information to the administration, faculty, staff, and students at BFCC in the catalog, policy and procedure manuals, the student handbook, brochures, web, campus media outlets, social media, and other published formats.

BFCC's substance abuse and alcohol policy, sexual harassment policy, annual security report, and other

consumer information can be found on our website or in print, located on campus, in staff offices throughout campus, or in the BFCC student handbook.

Disclaimer

This information is accurate at the time of publication but is subject to change without notice per the Department of Education rules and regulations for compliance. BFCC's Financial Aid Office reserves the right to change its policies and procedures at any time during the period this publication is in effect.

Financial Aid Contact Information

Location: Beaver Painted Lodge Enrollment Services Department
Open: Monday-Friday
Hours: 8:30 am - 4:00pm
Phone: 406-338-5421
Extensions:
Financial Aid Director @ ext 2245
Financial Aid Technician @ ext 2246
Fax: 406-338-3776
Email: fin_aid@bfcc.edu
BFCC School Code 014902

All physical correspondence, including paper payments, should be mailed to:

Blackfeet Community College
Attn: Student Accounts
504 SE Boundary Street
PO Box 819
Browning, MT 59417

Registrar's Office

Itasinakitohtokiwa
"Where You Get Yºur Diploma"

Registrar's Office supports the College's academic mission 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."

This office is responsible for maintaining the official academic records for all students who have attended or are attending BFCC. The office administers academic services by providing transcripts, letters of certification, registration for classes, course closures, drop/add, course withdrawals, instructor withdrawals, and general academic information. The office maintains and updates academic records, interprets and applies academic policies, and certifies eligibility for Certificate, Associate, and Bachelor degrees. This office also plans and oversees commencement exercises each year. The office ensures student records' academic integrity, confidentiality, and security in compliance with FERPA regulations.



Registrar's Office recognizes and utilizes cultural knowledge and skills to assist our students. At the center of BFCC is our history, culture, and language. In order to increase our language speakers, our language courses are tuition free. BFCC understands the importance for our students to know and understand their Niitisitapi world. Students gain confidence and resilience when they have a strong understanding of where they come from and who they are.

Registrar – 406-338-5421, Ext 2244
Registrar Assistant – 406-338-5421, Ext 2248
Registrar@bfcc.edu

Academic Definitions & Processes

Academic Calendar

All pertinent timelines/deadlines are listed in the academic calendar. It is the student's responsibility to make sure you meet these timelines. The calendar can be located in the BFCC catalog and on the BFCC website.

Academic Year

An academic year is defined as a full year of study beginning with Summer Session, Fall Semester, and Spring Semester.

Associate Degree

An award that normally requires at least two but less than four years of full-time equivalent college work.

Academic Dishonesty

Cheating and plagiarism will not be tolerated. Cheating includes, but is not limited to, use of unauthorized papers on a quiz or exam, copying another student's work, paying someone to do your work for you, unauthorized access to old exams, leaving the room during a test without permission, or downloading answers from the internet. A report will be filed with the Academic Provost for any alleged cheating and the instructor may assign any grade that he feels appropriate for that assignment.

Bachelor's degree

An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but not more than five years of full-time equivalent college-level work.

Certificate

An award that normally requires at least one year of study to complete.

Class Attendance Policy

All full & adjunct faculty list their attendance policy in the course syllabus.

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 missed assignments. It is also the student's responsibility to track their own absences and/or arrange to make up missed assignments with their instructors' during identified office hours.

Students that have not attended class by the end of the third week of classes may be "Instructor Withdrawn" from the course by the instructor. The student is dropped from the class and a "IW" grade is entered for mid-term and final grade.

When the Registrar's office processes an instructor student withdraw, a copy is mailed to the student.

Classification of Students

Academic Credit Load Classification:

- Full Time Student: registered for 12+ credits of study per semester.

- Three quarter (3/4) time student: registered for 9 credits of study per semester.
- Half time (1/2) time student: registered for 6 credits of study per semester.
- Part time student: registered for 1-5 credits of study per semester.

NOTE: Students require authorization to register for 19-21 credits.

Student Entry Classification

- First Time First Year Student
- Returning student (after a 1+ year hiatus)
- Continuing Student (previous semester)
- Transfer Student (transferring from another college/university)
- Dual Enrolled Student (high school student who is at least 16 years of age or older)

Student Credit Classification

- Freshman students: Students who have earned up to 30 academic credits.
- Sophomore students: Students who have earned 31-60 academic credits.
- Junior Students: Students who have earned 61-90 credits
- Senior Students: Students who have earned 91+ credits

Course Audit

Auditing a course allows students, faculty, staff, alumni, and community members to participate in courses for academic exploration and personal enrichment without being required to complete assignments or receive grades or academic credit. Individuals wishing to audit must meet admissions requirements, complete both the admissions and registration processes, and contact the course instructor to confirm approval for audit status. Tuition and fees still apply for audited courses and audit enrollment is subject to space availability and instructor approval. Audited courses do not fulfill prerequisites or degree requirements and financial aid does not cover audited courses. Auditing students are expected to follow all policies governing students and actively engage per instructor expectations. Students may have the option to convert audited courses to credit or receive Continuing Education Units (CEUs), as appropriate. Audited courses will be designated with an "AU" on the student's transcript.

Course Cancellation

Blackfeet Community College reserves the right to cancel a scheduled course when enrollment has less than five (5) students. Students will be notified via email by the Vice President's Office that they need to see their Program Advisor to add a program relevant course.

Course Challenge

An enrolled BFCC student may challenge a course not previously taken. Any student wishing to challenge a course(s)

- Must meet with their Program Advisor, the appropriate instructor and the Division Chair to seek approval and to outline the course challenge parameters.
- Complete the Course Challenge Form; and
- The Division Chair will notify the Registrar's Office and provide completed documentation.
- Student will complete registration for the course.
- The student must successfully complete the parameters established for the challenge with a grade of "C" or higher or a "B" depending on the grade requirements for some programs of study.

Exceeding the Normal Course Load

The normal course load for a full-time student is 12-18 credits hours per semester. Students who need to take 19+ credits must meet with their Program Advisor, the respective Division Chair, and Registrar for written approval. The approval process is based on current and cumulative GPA and credits attempted/successfully completed (C or higher). The maximum number of credit hours allowed per student per semester is 21 credits.

Course Numbering

Courses are numbered by the following system:

- 100-199 – either freshman or sophomore students may take introductory or general courses. Check with your Program Advisor for transferability of required courses.
- 190 & 290 - Special Courses, special topics, workshops, independent study, internships, practicum, seminars with possible prerequisites or instructor approval. These courses may be transferred to higher educational institutions.
- 200-299 – Sophomore level courses. Some courses may require prerequisite courses, or approval of the instructor. Check with your Program Advisor for transferability of required courses.
- 300-399 – junior level courses. Some courses may require prerequisite courses, or approval of the instructor. Check with your Program Advisor for transferability of required courses.
- 400 – 499 – senior level courses. Some courses may require prerequisite courses, or approval of the instructor. Check with your Program Advisor for transferability of required courses.

Credit

A credit is a unit by which BFCC quantitatively measures the scope of courses. The number of credits assigned to a course is determined by the number of in-class hours per week. This does not include laboratory sessions and the number of weeks in the session. One credit is equivalent to 15 hours of course instruction time.

Course Delivery Terms

- Asynchronous (ASY): Students complete coursework online independently and meet assignment deadlines. Instructors provide guidance and feedback throughout the course. Students should follow the course syllabus and schedule.
- Hybrid (SYN or ASY): A course that combines online and in-person learning, with one required on-campus class each week.
- In-Person Course: Course delivery is in-person.
- Online (OL): A fully online course where students complete coursework online and attend scheduled class sessions.
- Synchronous (SYN): Students attend live online classes at scheduled times and must participate during class sessions.
- Section 11: (additional courses with same section are H1, H2, H3 or H4)
- Section 12: (additional courses with same section are L1, L2, L3 or L4)

NOTE: Please refer to your course syllabi for more information. The online Fee is $35 per credit hour.

Double Majors

Students can pursue two majors simultaneously or a major and a certificate, while attending BFCC.

Example:
Associate of Science - Criminal Justice-Legal Studies
Associate of Arts - Social Work

Example:

Associate of Science - Criminal Justice-Legal Studies
Certificate: Blackfeet Legal Studies

Students must satisfactorily complete all core and required courses for both degrees/degree & certificate. Students can count core and/or core courses, i.e., WRIT101 - College Writing - 3 credits and "C" or higher grade for each degree pursuing.

Drop/Adds

Courses may be added or dropped after registration.

A drop/add form is available at the Registrar's Office or through the BFCC website. The student, the instructor, and the student's Program Advisor must sign the drop/add form, including the last date of attendance. Once the form is completed, students submit the paper copy to the Registrar's office for processing and if it is through the website, download the form, complete it with all signatures and submit the form to the Registrar's Office for processing.

If the drop is completed prior to the third week of classes the student will not receive a grade and the dropped class will not be reflected on the transcript. If the class is dropped after the third week of class the course will appear on the transcript and a grade of "W" will appear.

Dual enrollment

A program through which high school students age 16+ may enroll in college courses while still enrolled in high school. Students must meet with their high school counselor to start the approval process. Students are also required to complete the BFCC admissions process. These courses will only count for college credit.
Students will be entered into Jenzabar under "DE" for Dual Enrollment.

Extenuating Circumstances

During the course of your program of study, students may be faced with personal, medical or family issues that are outside of their control and/or that negatively affect their academic performance. Such instances are known as 'extenuating circumstances.

What are Extenuating Circumstances?
Instances such as accidents, severe illness, death or the severe illness of a close relative or partner, mental health problems, a physical attack, or other events of comparable effect.

If students believe that what is happening to them is affecting their ability to study, prepare, or participate in courses, then it is their responsibility to inform appropriate college personnel promptly. First, contact the Student Services Director for assistance. Students will work with Student Services Director to complete and process the extenuating circumstances form. The extenuating circumstance request will be met on and if approved, the student will be informed and they will be withdrawn from their courses. After the third week of classes, the courses will remain on the transcript and a "W" will appear in the grade column.

Family Education Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the

student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
For more information, go to the website: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Blackfeet Community College requires all staff to complete FERPA101 training. In addition to this requirement, administrators and certain staff that work with student data must complete FERPA201 training. This requirement is in place to protect our students' confidential information.

Grade Information

The Registrar is the official custodian of student academic records, and the office is legally required to maintain past, present and future unabridged academic records.

The Registrar's office provides formal validation of teaching and learning on this campus and maintains the academic records (transcripts).

If a student needs an official grade report by semester or a transcript of their academic course for employment, transfer and/or scholarships, the Registrar's Office can provide this information.

Grade Challenge

Once a grade has been recorded by the instructor to the grade system, the grade will not be changed, except in extreme circumstances. Students must provide written documentation to their instructor and the division

chairperson stating their case for a grade challenge. A written document must be presented to the Registrar's office in the event the grade challenge is approved.

Grade	Quality of Work	Grade Point
A	Superior	4.00
B	Above Average	3.00
C	Average	2.00
D	Below Average	1.00
F	Failure	.00
I	Incomplete	.00
IW	Instructor With-draw	.00
W	Withdraw	.00
AU	Audit	.00

Process

- Students must provide written and supporting documentation to their instructor and the division chair stating their case for a grade challenge.
- A written document must be presented to the Registrar's office by the division chair in the event the grade challenge is approved.
- If there are any questions or the need for clarification throughout this process, the instructor and/or division chair must contact the Registrar.
- Once a decision has been made and a grade challenge has been approved, the instructor must see the Registrar to complete a "Grade Change Form".
- The Registrar will complete the grade change and forward a copy to the Financial Aid Office.

Grade Change

Once a grade has been posted by the instructor to the Registrar, the grade will not be changed. The only exception to this is in extenuating circumstances or an Incomplete has been entered and all required paperwork has been submitted.

A "F" grade cannot be changed, the course must be repeated.

Grade Point

Letter grades are assigned a specific number of grade points per credit. The only way to make up an "F" grade is by repeating the course. Grades of D, F, I, W, IW, and AU may affect a student's funding. Please visit with the Financial Aid Director for more information.

Grade Reports

Grade reports are available after midterm and finals week. Students can go to their JICS course platform portal (SSO) and access their unofficial transcript and grade report.

Incomplete Grade

When the quality of a student's work is satisfactory, but some essential requirements(s) of the course have not been completed due to unforeseen circumstances, the student may seek the approval of the instructor/division chair for an "I" – Incomplete grade. The incomplete grade form can be picked up from the Registrar's office by the instructor.

The student must have at least 80% of the course work completed and be able to complete the remaining requirements within one academic semester. An alternative grade will be listed 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 allotted time, he/she will be given the alternative grade listed. The instructor must check with the Registrar regarding grade changes, etc. if the student earns a grade higher than the alternative grade the instructor will be required to process a grade change form.

Graduation Requirements

Graduation applications are initiated with the student and their Program Advisor reviewing their program planner to determine if the student has met the requirements to graduate. The applications are available at the Registrar's office, students will complete the application and submit their planner and any course substitution and/or course waiver forms for review to the Registrar's Office by the **established deadlines.**

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

- All degree or certificate courses (Program and General requirements) must be satisfactorily met:
- A minimum of 15 credits for a certificate, a minimum of 30 credits for an associate degree, and a minimum of 60 credits for the BSN must be earned at Blackfeet Community College.
- A minimum grade of "C" must be earned in all courses required by the program of study and the general education core requirements. The BSN program requires a "B" or higher.
- Student must have a cumulative GPA of 2.00
- All course substitution and/or course waiver forms must be signed and attached to the graduation application.
- If a student is utilizing transfer credits, all course substitution forms must be pre-approved and signed by the relevant program division chairpersons and official transcripts must be on file.

The deadline for submitting a graduation application can be found in the academic calendar on the website or the Registrar's Office. Applications submitted late will not be accepted.

Commencement

Blackfeet Community College hosts a spring commencement ceremony in May of every year. Students who have satisfactorily completed all program and general education core requirements, and completed the application process for graduation may participate in the commencement exercise.

Degree Conferment

Degree conferment information will be posted on student transcripts. This process may take anywhere from 2-4 weeks to complete. Please inquire when requesting transcripts if your transcript has been updated.

Valedictorian & Salutatorian

BFCC recognizes the Valedictorian and Salutatorian for each graduating class. In the event that we have 2 or more 4.00 Cumulative GPA candidates, there will not be a salutatorian selected.

Criteria for Candidate Valedictorian

- Students must have earned all their academic credits at BFCC.
- Students must have enrolled and earned 12+ credits each term, with the exception of Summer, which has a full-time status of 6 or more credits.
- Students must earn a 4.00 term GPA and maintain a 4.00 cumulative GPA.
- In the event that we have 2 or more 4.00 Cumulative GPA candidates, there will not be a salutatorian selected.
- Valedictorian(s) will be required to give an oral speech of no less than five (5) minutes at spring

commencement.

Criteria for Candidate Salutatorian

- Students must have earned all their academic credit at BFCC.
- Students must have enrolled and earned 12+ credits each term, with the exception of Summer, which has a full-time status of 6 or more credits.
- The salutatorian candidate will be the next highest student after the 4.00 Cumulative GPA.
- The salutatorian will be required to give an oral speech of no less than five (5) minutes at spring commencement.

Reordering of a Diploma

Students can request a reorder of a diploma. The process is listed below:

1. Submit a request to Registrar's Office that includes:
   Name (First, Middle Name, Last Name
   Student ID Number
   Degree Information: Certificate, Associate of Applied Science, Associate of Arts, Associate of Science, Bachelor's Degree
   Program of Study
   Year Graduated
2. The replacement Diploma Fee is: $15.00
   - The student must pay at the Finance Office and bring the receipt with the attached information to Registrar's Office and we will process the order through our vendor.

The diploma will have the current President and Board of Trustees Chairperson signatures.

Declaring a Major/Changing a Major

Students must declare a major. They can complete the Declaration of Major form that is part of their admissions process. If the student is changing your degree/major, mailing address or advisor they need to complete a Change of Information form. Students will obtain all signatures and submit the completed form to Registrar's Office for processing.

Independent Study

Independent Study is available for students who need to complete a course that is not listed in the current semester schedule. An independent study form is available from the Registrar's office.

- Students must be enrolled in their second year of study and have a 3.00 term GPA.
- The Division Chair, Instructor, and Vice-President must approve the independent study.
- The Division Chair will work with the Vice-President to have this class entered into the database system so the student can register.
- The instructor and student will meet and outline the course requirements, including course objectives, and timelines. Once all signatures are gathered, the form will be disseminated, with the original kept on file in the Registrar's Office until a final grade is assigned.

Institutional Credit

Credits awarded by Blackfeet Community College may apply to a certificate, associate or bachelor's degree. These credits may not be recognized as transfer credits by other institutions or programs of study. BFCC is a MUS Common Course Numbering (CCN) institution.

Last Date of Attendance

Instructors are required to indicate the last known date of attendance when a final grade of "F" or "IW" is assigned to a student. Instructors are also required to complete an "Instructor Withdraw form" and include the last date of attendance for that particular course.

If we do not receive confirmation from the instructor that the student engaged in the class, we must adhere to the assumption that the student did not attend. This can negatively impact a student, especially students receiving Federal Title IV funding and/or other types of tuition assistance sources.

Registration & Registration Procedures

Registration is the process of the student and Program Advisor selecting required courses for a specific degree/certificate. Once the student has met with their Program Advisor, they log into JICS and select and enroll in their courses through the JICS portal.

NOTE: Students must meet with IT personnel for log-in information, an email and/or technical assistance.

When students register, there is also a registration process that is available on the JICS site, limited paper copies will be available at the information table. It is strongly recommended that students follow the process as outlined in the registration process.

President's List (end of fall and spring semesters)

At the end of fall and spring semester, prior to any grade changes, the President's list is processed.

Students who have a term GPA of 3.5 with at least 12 credits earned, will be eligible for the Presidents list.

Repeated (*R) Course

Students who received a course grade of a "F" may only repeat the class one additional time and Title IV (PELL) will cover tuition.

If a course is repeated the original course will be marked *R and the original attempted and repeat credits will count towards a student's cumulative attempted credits.

Semester

A Semester is a fifteen-week period of study. A semester system divides the academic year into one session and two semesters: Summer Session, Fall Semester, and Spring Semester. One semester credit equals 45 hours of in-class time.

Study Hours

Students are expected to spend two hours of study time for every hour in class.

Syllabus

A syllabus is an outline of the course, that includes course content, learning outcomes, assignments, relevant course dates (mid-terms, final papers, etc.) grading, requirements of the course and textbook(s) information, etc.

Transfer to Blackfeet Community College

Students who are transferring from another college to Blackfeet Community College must have all official transcript(s) of previous college(s) they've attended be sent to the Admission's Office.

The transfer credits will be evaluated and a determination will be made as to what courses will be transferred in. A minimum of 15 credits for a certificate, 30 credits for an associate degree, and 60 credits for a Bachelor's must be earned at BFCC prior to graduation.

Credit Transfer Criteria

- Courses being transferred into BFCC must be from a regionally accredited institution
- Only courses with a "C" grade or above can be transferred into BFCC, unless transferring in credits for the BSN program. See program advisor for more information on acceptable grades.
- Transfer courses are not included in the grade point average (GPA) of the student at BFCC.
- A minimum of 15 credits of a certificate, 30 credits for an associate degree, and 60 credits for a bachelors must be earned at BFCC if the student is graduating from BFCC.
- As with any other institution of higher education, BFCC reserves the right to determine courses that are accepted for transfer into the college
- The Bachelor of Science Nursing program advisor will make the determination on transfer courses, but is limited to 60 credits transferred into BFCC.

Transfer Credits/Common Course Numbering

All universities, 4-year and 2-year colleges that are part of the Montana University System are now required to use the same course numbering for undergraduate courses. With common course numbering, transfer students can be reassured that they will receive credit for undergraduate courses taken at another Montana institution, as long as the BFCC offers that same course. This transparency will make it easier for students to continue their higher education at any state-supported campus.

Effective Autumn Semester 2009, all units of the Montana University System (MUS) began to offer classes using new subject abbreviations and new numbers that are common across all MUS units. Subject areas and numbers continue to be renumbered as of the publication of this catalog.

Credit for Prior Education/Training for VA Students:
Military Transcripts: Credit awarded for military training and coursework documented on a Joint Services Transcript (JST). Student must request transcripts be sent to BFCC so they can be evaluated.

Transcript

A transcript is a permanent academic record of a student's work. The transcript contains all courses taken, grades received, semester and cumulative credit totals attempted/earned, and degree/certificates earned at Blackfeet Community College. The official BFCC transcript bears the signature of the Registrar and the seal of Blackfeet Community College.

In October 2023, the US Department of Education announced that the practice of withholding transcripts of students in specific situations would be prohibited for institutions that participate in Title IV financial aid. This new rule will go into effect on July 1, 2024, and applies only to students who have used federal financial aid to pay for their education.

In light of the new regulations, the Office of the President of Blackfeet Community College directs Office of the Registrar the following procedural adjustments be made:

Blackfeet Community College (BFCC) will no longer hold a current or former student's transcript who used

Title IV Federal Funds (PELL). If a student owes a substantial amount to the institution or has any holds from Admissions, Financial Aid, Medicine Spring Library or our IT department, BFCC will not release their degree earned information until the student pays their debt.

- BFCC may prohibit a student from registering for classes if a substantial account balance is unmet.

Transcript Request Process

In person:

- Go to Business Office (South side of Beaver Painted Lodge)
- Process your payment (Credit/Debit Card or cash)
  - Unofficial: $2.00
  - Official: $5.00
  - Copies from Student File: $1.00 per document
  - Fax (instate MUS Institutions Only) transcript: $10.00

  NOTE: BFCC does not email transcripts
- Take receipt and completed form to Registrar's Office for processing

Processing Time: Transcript requests received before 12:00 pm will be processed that same day. Requests received after 12:00 pm will be processed the following day.

Online:

- Go to https://bfcc.edu/ , Student and scroll to Registration.
- On the left-hand column, click on the Transcript Request Form. The form is self-fillable.
- Please fill out the form and print it or download and email.
- Once you complete this, you can call the Business Office at 406-338-5421, extension 2214 to process your payment. The business office can accept credit/debit card payments. Please let the business office staff person know that you have emailed the transcript request form to the Registrar's Office.
- The Business Office staff person will bring the receipt to the Registrar's Office and the request will be processed according to the process time listed above.

Administrative Withdrawal

The Vice President may cancel a course due to low enrollment or no student enrollment one week after the first day of class for the semester. Students enrolled in the canceled courses are notified through BFCC's email system. Students will need to meet with their Program Advisor to select a new course and complete a drop/add form located on the website.

Total Student Withdrawal

Students may withdraw from BFCC by completing the Total Withdraw form. Students must see the Student Services Director and complete an exit interview. After the end of the thirteenth (13) week of classes, students are no longer allowed to withdraw from school.

Instructor Withdrawal

Instructors can withdraw a student from their course(s) after the student has missed a predetermined amount of class time (per course syllabus). Instructors must complete an instructor withdrawal form and submit it to the Registrar's Office.

Registrar Contact Information

Registrar's Office - 406-338-5421
Registrar @ ext #2244
Registrar Technician @ ext #2248

US Military Veteran Student Information

Veterans Educational Benefits

Students may be eligible to receive benefits under the Veterans Educational Assistance Programs. If you plan to use your GI BILL to attend Blackfeet Community College' please go to the VA.GOV website and start by creating an account. Once the student completes this, they can use the drop down and go to education and training. There you can apply for gi bill education benefits. Once you receive approval of benefits, you will need to contact the Registrar's Office. The Registrar is the Student Certifying Officer (SCO) for BFCC.

- The certifying official will counsel students about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and his/her own responsibilities in these matters.
- Students must provide prior education and training within two (2) weeks of registering, so the Registrar can review and make a determination to accept transfer credit. The Prior Education and Training form will be attached to the transcripts for the student and Program Advisor to use.
- He/she will have his/her educational planner approved during each registration by their Program Advisor and the SCO to make sure the student is staying within their program of study. A copy of the planner will be placed in the students file.
- In the event, the student changes their program of study, they must complete Form 22-1995 Change of Program and submit it to the Registrar's Office. This request will be processed in our system and within 30 days reported in Enrollment Management.
- If a student drops/adds a course the Registrar will maintain a copy of the form in the student file. This change in status will be reported to Enrollment Management within 30 days.
- If an instructor submits an instructor withdrawal, the instructor will complete an instructor withdrawal form. This form will be processed in our system and in Enrollment Management within 30 and a copy will be kept in the student file.
- Satisfactory Progress: Any veteran receiving educational benefits from the Veterans Administration is expected to progress satisfactorily toward an educational goal and must meet the following standards:
  - Any veteran whose grade point average is 1.75 or below in any given semester will be placed on academic probation and will be required to receive special counseling by the certifying official before registering the next semester.
  - VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A "W" will be reported to Enrollment Management within 30 days of submission.
- A 2.00 GPA is required at the completion of a degree or certificate.
- Graduation: When a student graduates from Blackfeet Community College, their graduation application complete with course substitution/course waiver will be filed in their student file.

Reporting: The registrar's office will report any changes/completions in Enrollment Management within 30 days.

- To track reporting the Registrar will sign off on the document the date and time it was submitted and print a log sheet from Enrollment Management for the student file.

To allow for timely processing, students applying for Veteran's Educational Assistance are encouraged to apply for assistance at least one month prior to registration. Students should also request prior education and training records be sent to the Blackfeet Community College Admissions office. For information that is more detailed or assistance is needed, students may contact their nearest VA regional office, local service officer, or veteran's organization representative.

Students may access the official website of the Department of Veterans Affairs Educational Service at http://benefits.va.gov/gibill/ or call the GI Bill hotline at 888-442-4551.

Veterans should be prepared to provide your email or letter verifying eligibility to use the GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

Solomon Amendment

The Solomon Amendment is a federal law that requires institutions receiving certain federal agency funding to fulfill military recruitment requests for access to campus and for lists containing student recruiting information. It provides branches of the military access to student director information which would have been denied them under the Family Educational Rights and Privacy Act (FERPA).

The National Defense Authorization Act for Fiscal Year 2021, effective January 1, 2021, included language that updates the student recruitment information entitled to military recruiters under the Solomon Amendment. The legislation added "electronic mail address (which shall be the electronic mail addresses provided by the institution, if available)."

Recruiters may receive "student recruiting information" for either the immediately previous, current or future term for all students aged 17 and older, who are/were registered for at least 1 credit hour in the requested semester/term. If a request is received between terms, the recruiter and registrar should determine from which term the information is preferred.

Student recruitment information includes:

- Name
- Address
- Electronic email address (provided by the institution)
- Telephone listings
- Date & place of birth
- Level of education
- Academic majors
- Degree received
- Most recent educational institution enrolled in by the student.

Military recruiters are entitled to student recruitment information even if your institution has not designated it as directory information under FERPA. In other words, Solomon information is, or can be, broader than what you have designated as directory information under FERPA.

If you have any questions, please email registrar@bfcc.edu.

VA | U.S. Department of Veterans Affairs

For more information visit the ACCRAO website: https://www.aacrao.org/advocacy/compliance/solomon-amendment.

Student Accounts Office

The Student Accounts Office (SAO) at Blackfeet Community College (BFCC) is located in the Beaver Painted Lodge's Student Success Center. It supports the college's mission by responsibly maintaining accurate student financial information/charges, distributing their billing statements, funding awards, and processing to ensure coverage of tuition/fees and refunds are issued to all entitled students enrolling at the college. The SAO is here to assist all students in funding their education at BFCC to pursue their educational goals. The SAO assists students with scholarship awards, including federal financial aid awards, state, tribal and private scholarships to cover student tuition/fees and the cost of attendance. This process is supported based on individual student eligibility for financial aid, scholarships and other needs throughout the student life cycle. Additionally, the SAO

provides financial literacy counseling, including financial support options, work waiver opportunities on campus and establishing payment plans for paying down debt for re-entry into college. Students who owe a bill can still register for classes; however, if their bill exceeds a certain amount, their student account will be put on hold, and they will need to contact the SAO.

Responsibility of Students

Students, by registering for courses at BFCC, accept full financial responsibility for funding their education through the annual submission of a Free Application for Federal Student Aid (FAFSA), applying for scholarships, and leveraging personal financial resources to cover costs of attendance as incurred/assessed through their student account. Additionally, students need to see any funding they receive or use for their education to faithfully attend all registered courses, satisfy all requirements of those courses/programs of study and cover tuition and fee charges.

TUITION & FEES (Current)

Credits	Tuition Fee	Registration Fee	Building Fee	Computer Fee	Activity Fee	Totals
1	$120.00	$50.00	$45.00	$45.00	$60.00	$310.00
2	$240.00	$50.00	$45.00	$45.00	$60.00	$440.00
3	$360.00	$50.00	$45.00	$45.00	$60.00	$560.00
4	$480.00	$75.00	$65.00	$60.00	$60.00	$740.00
5	$600.00	$75.00	$65.00	$60.00	$60.00	$860.00
6	$720.00	$85.00	$120.00	$100.00	$60.00	$1,085.00
7	$840.00	$85.00	$120.00	$100.00	$60.00	$1,205.00
8	$960.00	$85.00	$120.00	$100.00	$60.00	$1,325.00
9	$1,080.00	$85.00	$120.00	$100.00	$60.00	$1,445.00
10	$1,200.00	$85.00	$120.00	$100.00	$60.00	$1,565.00
11	$1,320.00	$85.00	$120.00	$100.00	$60.00	$1,685.00
12 - 18	$1,440.00	$85.00	$120.00	$100.00	$60.00	$1,805.00
19	$1,560.00	$125.00	$125.00	$125.00	$60.00	$1,995.00
20	$1,680.00	$125.00	$125.00	$125.00	$60.00	$2,115.00
21	$1,800.00	$125.00	$125.00	$125.00	$60.00	$2,235.00
22	$1,920.00	$125.00	$125.00	$125.00	$60.00	$2,355.00

**Flat Rate Tuition and Fees for Full-time between 12-18 Credits*
Tuition and Fee Schedule approved by the BFCC Board of Trustees on July 28, 2021
Disclaimer: Information is subject to change

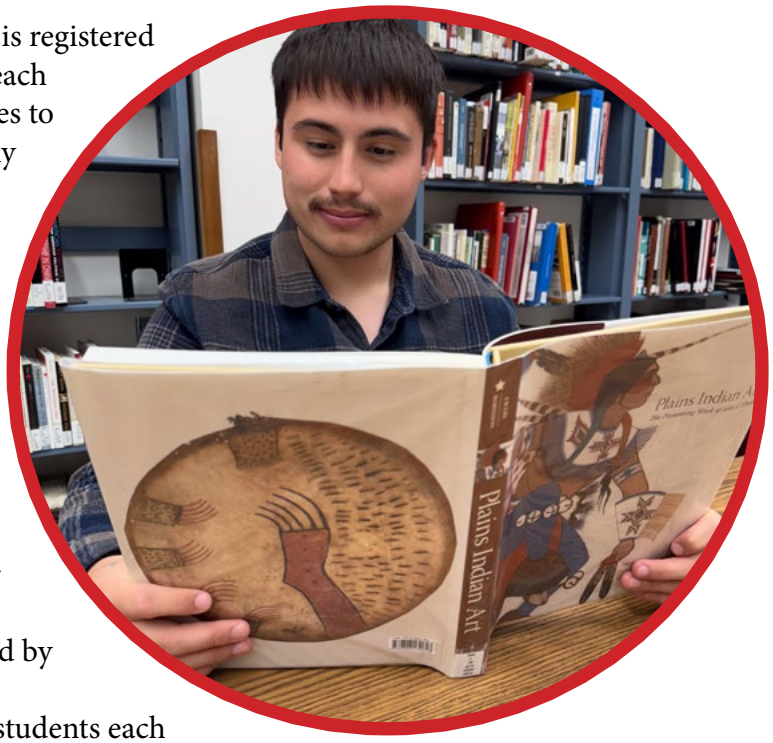
Student Status

- Full-time Student - 12-18+ credits
- 3-Qtr-time Student - 9-11 credits
- Half-time Student - 6-8 credits

- Part-time Student - 1-5 credits
- Dual Enrolled Students - High Schools Students taking college credits

Student Charges (Tuition & Fees)

Student charges are posted each semester a student is registered on their student account. All funding is applied to each student account to cover incurred tuition/fee charges to be paid in full. After all student charges are paid, any additional funding not applied to charges will be dispersed to the student.



The following are descriptions of each student charges, some fee amounts not listed vary by the number of credits a student is taking each semester:

Institutional Fees as Approved by the Board of Trustees

- **Tuition Fee** - paid by students each semester to cover the cost of instruction
- **Admission (non-refundable)** - $30.00 fee paid by students one time upon admission
- **Registration Fee (non-refundable)** - paid by students each semester for registering for classes
- **Building Fee** - paid by students each semester for the use of campus facilities and learning infrastructure
- **Computer Fee** - paid by students each semester for the use of the campus's network, computers and student records
- **Activity Fee** - $60.00 paid by students each semester to support student events, clubs and activities

Academic Division Programs/Department Fees

- **Online Fee** - Hybrid, Asynchronous, Synchronous and Blended Course(s) $35.00 per credit paid by students each semester when enrolled in online learning platforms
- **Lab Fee** - paid by students each semester to cover experiential learning components and vary by courses
- **Nursing Fee** - $300.00 paid by students each semester who are accepted into the BSN program
- **Any other Fees that may be established**

Other Fees

- **Student ID Fee** - $5.00 paid by students requiring a replacement of their originally issued student ID
- **Transcript Fee** - $5.00 paid by students cover the request for official transcripts and a $2.00 fee for unofficial transcripts
- **Drop/Add Fee** - $5.00 paid by students who drop courses they are enrolled in or adding additional courses to their schedule after semester registration.

Tuition Waivers

- **First Time First Year (FTFY) Student Tuition Waiver**
  For one semester only and Good up to a year* from HS Graduation Date or HiSET Achievement Date. (*One-year example: May 21, 2026 to May 21, 2027 or December 15, 2026 to December 15, 2027). This will be determined by the Admissions Office: based on how many credits students enroll in their first semester. See Admissions Office for Application.

- 1 credit = $120 Tuition Waiver
- 2 credits = $240 Tuition Waiver
- 3 credits = $360 Tuition Waiver
- 4 credits = $480 Tuition Waiver
- 5 credits = $600 Tuition Waiver
- 6 credits = $720 Tuition Waiver
- 7 credits = $840 Tuition Waiver
- 8 credits = $960 Tuition Waiver
- 9 credits = $1,080 Tuition Waiver
- 10 credits = $1,200 Tuition Waiver
- 11 credits = $1,320 Tuition Waiver
- 12-18 credits (flat rate) = $1,440 Tuition Waiver
- 19 credits = $1,560 Tuition Waiver
- 20 credits = $1,680 Tuition Waiver
- 21 credits = $1,800 Tuition Waiver
- 22 credits = $1,920 Tuition Waiver

- **Elder Tuition Waiver**
  Full tuition waiver for 60 years of age and over. Full Tuition includes whatever amount of credits the student is taking. See SAO for Application.

- **Employee Tuition Waiver - Permanent Full-time**
  - Employee - up to 6 credits
  - Spouse - up to 6 credits
  - Legal Child #1 - up to 6 credits (includes legal guardianship*)
  - Legal Child #2 - up to 6 credits (includes legal guardianship*)

- **Employee Tuition Waiver - Permanent Part-time**
  Blackfeet Community College supports employee educational, professional, cultural, and Blackfeet language development when it contributes to the College's mission and the employee's current or future job responsibilities. Employees may request educational leave to attend approved courses or educational programs in accordance with the Blackfeet Community College Employee Policies and Procedures.

  Educational leave is not an entitlement and requires prior approval by the employee's supervisor and Human Resources. Approval is based on the educational benefit to the employee and the College, the employee's work responsibilities and performance, and the ability of the department to maintain operations.

  Paid educational leave is limited to a maximum of ten (10) hours per week and two (2) hours per day. Employees requesting educational leave must provide documentation of enrollment and their current course schedule and must follow established leave and payroll procedures. Employees remain responsible for satisfactorily performing their assigned duties and must promptly report any changes to their enrollment or course schedule.

  - Employee - up to 3 credits
  - Spouse - up to 3 credits
  - Legal Child #1 - up to 3 credits (includes legal guardianship*)
  - Legal Child #2 - up to 3 credits (includes legal guardianship*)

  **Legal Guardianship can include Grandchildren, Foster Children, or other children as ascertained by the Blackfeet Tribal Court or State/Federal Law. A legal document must be submitted. See Admissions Office for application.*

- **Piikani Tuition Waiver** - Covers the following courses:
  - NASX 141
  - NASX 142
  - NASX 147
  - NASX 245
  - PKNI 101*
    (All are 3 credits with the exception of PKNI 101 which is 1 credit)
    **Any Language Courses are covered under the Piikani Waiver*

- **Work Waiver (Tuition only)**
  Students who have accrued an outstanding balance are eligible for a project-based, work waiver assignment to a sponsoring college division/department.
  - Work waiver assignments are subject to division/department needs and the availability of a project a student can perform under the supervision of the division chair or department director.
  - Work waiver students are sometimes required to receive additional training and assignments are based on demonstrated skill sets to support the successful completion of a project they are assigned.
    Example: FERPA requirements, training, completion and certificate.
  - Work waivers allow students to work in exchange for the forgiveness of their student account balance. This only applies to the Tuition. The current rate per hour is $15.00 that a student can work off towards their tuition.
    - For example, if a student enrolled for full time credit (12-18 credits) 12 credits = $1,440.00 divided by $15.00 = 96 hours.
    - 96 hours are the hours the student is responsible for working.
    - Once the work waiver calculation is confirmed, the SAO will work with the sponsoring division/department and the student to establish a timeline for the completion of their assigned project based on credits the student has registered for.
  - Students sign a work waiver plan and agree to all conditions established and failure to complete the assigned project or accept supervision from an assigned division chair or department director, will result in the issuance of holds and the reinstatement of outstanding charges being applied to their student account.

- **Dual Enrolled Students - High School Students**
  High School Students who take college credit to basically get ahead in their higher education. It helps them complete those College Core classes that are provided by Blackfeet Community College. Upon High School Graduation those core classes are completed and transfer towards their respective degree program whether at BFCC or another institution.

  High School Students are charged $25.00 per credit and no other Fee(s) with the exception of Lab Fees and Online/Hybrid Fees. Their student account bill is generally covered by their High School and if not, a BFCC Program will usually cover the costs. There should be an agreement between the High School and/or their School District and BFCC in place. Upon High School graduation and decide to attend BFCC, they do not have to pay the Admission Fee (this is determined by the Admissions Office).

- **Book Store Charges**
  Students can charge to their FASFA and other possible scholarships providing it is approved by the funding agency.

  - Students must get a copy of their Award Letter/Notification from the Financial Aid Office (FAO) for the current semester

- ▹ Students will meet with the SAO and give a balance statement that can be used in the Book Store to charge books
- ▹ The Book Store will send a copy of the charges to the SAO so the payment(s) can be made

► **Meal Plan(s)**
Students can charge to their FASFA and other possible scholarships providing it is approved by the funding agency.

- ▹ Students must get a copy of their Award Letter/Notification from the Financial Aid Office (FAO) for the current semester
- ▹ Students can fill out their meal plan with the SAO
- ▹ SAO will copy for billing purposes
- ▹ Students bring the signed and completed meal plan along with their award letter/notification to the Snack Shop for signature and keep the original and give a copy to the student.

► **Student Billing Information**
The SAO will send student billing statements out to all students at the end of each semester. Students can at any time request billing statements and information at any time by contacting the SAO. Generally, billing statements are issued for active students or students who previously attended BFCC and incurred debt balances on their student account upon request.

All billing documentation provided to a student should include:

- ▹ Student's full name
- ▹ BFCC student ID number
- ▹ Physical address, mailing address, email and other contact information
- ▹ Record of all terms covered and tuition assessed and accurately calculated
- ▹ Record of all charges assessed and accurately calculated
- ▹ Full amount applied to a student account balance after tuition/fees are assessed

Students are required to submit all documentation and award letters on official letterhead in the form of a PDF emailed to the SAO from each sponsoring entity to verify they are anticipating funding to be applied to their student account. BFCC does not acknowledge award letters as an actual money award, rather it is confirmation that funds are anticipated to be allocated to the college to cover student account balances. For students with limited access to technology, the SAO can assist them in processing documents needed to include in the student account record.

BFCC and the SAO reserves the right to refuse to invoice any third party, withhold temporary credit from anticipated funding and reverse credit granted for anticipated funding not submitted by the sponsor. All sponsors are responsible for submitting payments once the college issues an invoice detailing an awarded student's total cost of charges. If the sponsor does not comply, the overall costs not covered will be applied to a student's account and the obligation to pay will be placed on the student and arrangements must be made with the SAO.

► **Payments, Holds and Student Debt**
BFCC does not currently assess service charges, fines or late fees for students who do not pay the balance on their student account. The college does not currently turn delinquent accounts over to collection agencies, however, BFCC will make every effort to collect debts.

a Financial Hold can be placed on student accounts and can restrict the student from registering for

courses. The student will have to make arrangements with the SAO in order to enroll/register for the current semester.

If a student's bill is a significant amount, they will need to pay at least half of their bill or enroll in their employer's payroll deduction plan (if they are employed). Copies of the payroll deduction must be given to the SAO and they will send notices/messages to the appropriate BFCC Offices that issued the Hold in the first place. That office will release the Hold on the student's account and they will be able to enroll/register.

- **Financial Literacy Support and Payment Options**
  BFCC recognizes that students in our service area may experience financial barriers and hardships that could prevent them from enrolling at the college and/or covering incurred balances on their student account. Here are some services and payment options available to students:

  - **Financial Literacy Support** - Students who encounter issues with covering their cost of attendance can go to the SAO for financial literacy counseling to discuss all options for covering tuition/fee costs.
  - **Payment Plan** - Students with any balance on their student account will not be able to register for courses until they have paid their debt or enter into an agreement with BFCC to draft an approved debt payment plan, especially if they cannot pay. The only exception to this is if a student with an account balance below $500.00, whereas they can be conditionally allowed to register for courses with the understanding that they need to have their balance paid off before the end of the current academic year. All scholarships they receive (with the exception of the Federal PELL Grant) will be applied to cover all previous balances on a student's account. Students can set up a payment plan with the SAO. Payment plan amounts can be established at a minimum of $50.00 a month or $25.00 per two-week pay period, depending on the size of the student's account balance and income of the student. Student's by signing a payment plan agrees to all conditions established and failure to repay will result in the issuance of holds and the reinstatement of outstanding charges being applied to their student account.

- **Third-Party Billing**
  The SAO in conjunction with the Finance Office offers payment services for student's costs being covered by a third party sponsor. Students can contact the Financial Aid Office for more information on scholarships. They are also encouraged to check their email, and regular mail for any notifications.

- **Refunds**
  The SAO processes student refunds and any additional funding not applied to charges will be dispersed to that student in the form of a refund.

  The normal process is:

  - Award Letter/Notification is sent to the student letting them know of their award.
  - Scholarship comes in and is received in the Business Office.
  - Scholarship amount is applied to the student's account.
  - If there is a credit balance on the student's account then they will receive a refund in the form of a check.
  - If there is a debit balance (that means the student still owes) no refund will be issued.
  - When picking up their check, students are required to:
    - Bring their Student ID
    - If they don't have a student ID, they need to contact the Student Success Center and request one.
    - If the student would like another person to pick up their check they need

- a written note with their signature allowing a specific person to pick up their check to the Finance Office
- If a student would rather have their refund check mailed to them, they must provide a current mailing address to the Finance Office

- **Acceptable Forms of Payments**

All payments must be made out and mailed to Blackfeet Community College's Finance Office. Once payments have been made, students are required to provide a receipt of the transaction to the SAO as verification that a payment has been made and accepted to be reflected on the student's account. The following are acceptable forms of payment:

- Paper checks drawn from a U.S. based bank in U.S. dollars. If the paper check is drawn from Canadian based banks in Canadian dollars, the amount of the payment will be adjusted based on the current exchange rate. Checks should be mailed to the college's address listed below or on the college's website.
- Debit or credit card (Visa, Mastercard and American Express accepted)
- Cash (pay cash directly to the Finance Office, never mail cash)
- Money orders or cashier checks (deliver in-person or mail to college's address listed below or on the college's website)
- Personal check (student full name and BFCC student ID number must appear on check

As of July 1, 2024, there will be no holds on Students requesting their transcripts if they have received FASFA before.

Students are required to provide their student ID to college employees when seeking assistance or requesting student account information from the SAO or the Finance Office.

Student Accounts Office Address:

Blackfeet Community College
Beaver Painted Lodge
ATTN: Student Accounts Office
P.O. Box 819
Browning, MT 59417
(406) 338-5441 ext. 2234



SECTION SIX

STUDENT SUPPORT SERVICES

General Student Information

Student Handbook

The Blackfeet Community College Student Handbook is available on our website at www.bfcc.edu or can be obtained from the Student Services Department upon request. It contains detailed information pertinent to students, and it is their responsibility to become familiar with it.

Student Guidelines

As members of the Blackfeet Community College (BFCC) community, students have the responsibility to learn, study, and conduct themselves with integrity, per 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's Rights & Responsibilities

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

Student Activities

Student Senate of the Blackfeet Community College

All Blackfeet Community College students are members of the Student Senate of Blackfeet Community College (SSBFCC). A portion of student registration fees is allocated to the SSBFCC budget to help students meet their social and educational needs.

Blackfeet Community College Student Senate serves as the student governing body, creating extracurricular activities for the student body, sponsoring social and academic clubs, and participating in BFCC/community-sponsored events. While serving on the Student Senate, students develop excellent leadership skills and act as intermediaries for the BFCC Student Body, Faculty, Staff, and Board of Directors. Election of BFCCSS 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 BFCC Student Senate President serves on the Blackfeet Community College Board of Trustees for a term of one (1) year. All elected seats (President, Vice-President, Treasurer, Secretary) must be full-time students and maintain SAP with a GPA of 2.00 during their elected term, covering the Fall and Spring semesters.

American Indian Higher Education Consortium
AIHEC, the American Indian Higher Education Consortium, represents 38 Tribal Colleges and Universities throughout the United States. Through AIHEC, our colleges continue to work together to influence policy and build programs in all facets of higher education. Annually, the Student AIHEC conference is held in the Spring, where TCU students develop excellent leadership skills and compete academically and in traditional hand games, archery, and many other competitions. The annual student conference is a great opportunity for TCU students to network with peers.

AIBL Club (American Indigenous Business Leaders)
AIBL Club is the only American Indian nonprofit organization dedicated to empowering business students in the United States. All students are encouraged to participate in AIBL regardless of race, academic major, or career objectives. The AIBL Annual National Conference is held in new locations around the country each year. Hundreds of students gather at the conference to share thoughts, ideas, and new and emerging research trends in the business industry across on- and off-reservation communities.

AISES Club (American Indian Science & Engineering Society)
The American Indian Science and Engineering Society (AISES) is a national, nonprofit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations, and other indigenous peoples of North America in science, technology, engineering, and math (STEM) studies. AISES provides opportunities for scholarships and internships, workforce development and career resources, national and regional conferences, science fairs, leadership development, and other STEM-focused programming. AISES is the leader in STEM opportunities for American Indians.

Piikani Club
The Piikani Club promotes and encourages cultural activities at BFCC and within the community. Piikani Club aims to contribute to and encourage pride in the cultural heritage of the Piikani people and Native Americans. All BFCC students are encouraged to become members. All Piikani Club members are expected to participate in fundraising activities and cultural events as scheduled by the club. Disclaimer: The BFCC Student Activities and/or Clubs may change their policies and procedures at any time during the period this publication is in effect.

Student Success Center

Student Services is advancing their social/emotional wellness as a major factor in their learning success through self-advocacy. The Student Services Department at Blackfeet Community
College (BFCC) provides various forms of support to assist students in their higher education journey, as well as in their professional and personal development, by promoting academic achievement, the attainment of necessary skills for success, and guidance to help students achieve their aspirations.
Student Services collaborates with all other college divisions and departments to ensure that students recognize that they have a broad community of support on campus. Our integration of best practices, family engagement, and partnerships with community resources advances a supportive, equitable, and enriching learning environment that encourages the holistic development of each student, based on individualized needs, to assist them through graduation.

Student Success Center: Located in the heart of campus in the Beaver Painted Lodge, the Student Success Center is a one-stop shop for students to access college programs and services. Starting with Admissions and leading into the Student Success Center, that houses Enrollment Services (Registrar and Financial Aid), Student Accounts, Disabilities Services, Campus Security and our Mental Health Support staff, this area serves all students through their college lifecycle from registering for courses, applying for financial aid, returning/transfer (in, out, or back in) student support, receiving learning accommodations, mental health/safety support and other services provided by departments.

Mental Health & Wellness

In prioritizing health and wellness, a one-on-one consultation session with the BFCC Mental Health Support Specialist may be of great benefit for your mental and emotional health. Using a short-term approach to identify individualized mental health prevention and/or intervention supportive services, a need assessment is conducted to help identify and determine if/when ongoing support is needed and the available resources. If indicated, a referral for higher-level psychotherapeutic services (e.g., psychotherapy) services will be made for concerns that are outside the scope of practice of the BFCC Mental Health Support Specialist.

Also available throughout the year are a variety of activities that promote holistic health and wellness via in-person and/or zoom/social media platforms. The activities are designed to help optimize your health in nine dimensions of wellness: emotional, spiritual, intellectual, physical, cultural, environmental, financial, occupational, and social. Encompassing all nine dimensions into one grand event is the annual Blackfeet Community College Health Day (ISK-SKOM-MITS-KOI-STOM) that is in the Spring Season and open to the entire community. The Blackfeet Community College Health Day (ISK-SKOM-MITS-KOI-STOM) includes over 75 activity hosts that provide wellness and self-care services and products to several hundred attendees each year.

Mental Health Support Services

Beaver Painted Lodge-Student Success Center
(406) 338-5441, ext. 2211
Email/Zoom: toni.rf@bfcc.edu
Monday through Friday from 8:00 am - 4:30 pm

If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988lifeline.org You can also reach Crisis Text Line by texting MHA to 741741.

Disability Support Services



Americans with Disabilities Act: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled at Blackfeet Community College are entitled to "reasonable accommodations." Please notify the Disability Services Coordinator, the Director of Student Services, or the Director of Academic Affairs during the first week of registration of any accommodation needed for attendance at Blackfeet Community College. The student must provide documentation identifying and explaining the disability and a letter with suggested accommodation.

What is a "DISABILITY "?

An individual with a disability is any person who:

- Has a physical, mental, or emotional impairment that substantially or materially limits one or more of their major life activities.
- Has a record of such an impairment or is regarded as having an impairment.

Aahsiiks Kookan (Knowledge Carriers Lodge)

Ni-ta-pi-pa-ta-pi-tsin – Living in a Good Way: Honest in All Thoughts and Actions

The Aahsiiks Kookan (Knowledge Carriers Lodge) serves as a welcoming gathering place that promotes Blackfeet language, culture, intergenerational learning, and community engagement. Guided by the wisdom of Elders, the Lodge provides opportunities for students, staff, and community members to strengthen cultural identity while supporting lifelong learning and wellness.

Location: Beaver Painted Lodge (BPL)
Hours: Monday through Friday

Mission

The Knowledge Carriers Lodge is dedicated to preserving and sharing Blackfeet knowledge, language, traditions, and values through culturally grounded education, community partnerships, and Elder-led programming.

Programs and Activities

The Lodge offers a variety of educational and cultural experiences throughout the year, including:

- Elder Luncheons and Community Gatherings
- Blackfeet Language and Storytelling Sessions
- Traditional Arts and Craft Workshops
- Soup Tuesday and Craft Wednesday Programs
- Cultural Wellness and Mental Health Activities
- Intergenerational Learning Opportunities
- Traditional Kinship Roles Education
- Community Partnerships and Cultural Events
- Lifelong Learning and Continuing Education Programs

Programming is open to BFCC students, Elders, faculty, staff, and community members and is designed to foster cultural preservation, language revitalization, and community wellness. The Beaver Painted Lodge serves as a welcoming space where individuals are encouraged to gather, learn, share stories, and build meaningful connections across generations.

Community Partnerships

The Knowledge Carriers Lodge collaborates with Blackfeet Community College departments, the Blackfoot Confederacy, local schools, tribal programs, health organizations, and community partners to provide culturally responsive programming that supports education, leadership development, and community engagement.

Student Engagement

Students are encouraged to participate in Lodge activities, volunteer opportunities, workshops, and special events that provide hands-on learning experiences while strengthening connections with Blackfeet Elders and traditional knowledge. Participation promotes leadership, service, cultural identity, and respect for Indigenous ways of knowing.

Guiding Principles

The Knowledge Carriers Lodge is guided by three core principles:

- Accepting Everyone (Aoh-kan-otah-tomo): Creating an inclusive environment that welcomes students, Elders, staff, and community members.
- Happy Living (Ii-ta-mii-pa-ta-yoip): Promoting language, wellness, and cultural practices as pathways to healthy communities.
- Knowledge (Iss-ks-nii-pists): Preserving and transferring Blackfeet knowledge through education, storytelling, mentorship, and lifelong learning.

Visit Us

Beaver Painted Lodge (BPL)

Students, Elders, faculty, staff, and community members are welcome to participate in cultural activities, language learning, storytelling, workshops, and intergenerational gatherings throughout the academic year.

BFCC Bookstore

Welcome to the Blackfeet Community College Bookstore. We are here for academic success and cultural connection. Whether you're preparing for class or exploring the culture, we're here to support you every step of the way.

Browse our wide selection of textbooks, school and office supplies, and specialized resources for Blackfeet language studies. Discover our collection of Blackfeet and Native American literature.
Show your school spirit with BFCC-branded apparel, including jackets, T-shirts, sweats, and book bags. And while you're here, stop in to grab a snack or drink for your convenience.
Stop by and see how the bookstore can support your journey!

Operating Hours
MONDAY-FRIDAY 8:00 AM - 4:30 PM
Lunch Hour: The Bookstore remains open through noon (12:00 PM) for your convenience.

Purchasing Textbooks and Supplies
Students have two options for ordering their books at the bookstore:

1. In-Store: You can visit the bookstore to get the items you need.
2. Online/Virtual: Can order through our online bookstore, BNC Virtual (MBS Books). Books arrive within 5-7 business days when ordering. If you have any questions about the book ordering process, please contact us.

Using Financial Aid
Books and supplies can be purchased with Pell Grants or approved scholarship funds. To use these funds, students must present a Valid Award Letter from the Financial Aid Director or Financial Aid Specialist, emailed by the financial aid office. After we receive either of those, we will create an online account for you to log in and order your books. For more details on eligibility and timing, consult the Financial Aid Award Letters section of the catalog.

Identification
A current Student ID is required for all purchases, returns, and exchanges of books and supplies.

Receipts
You must present your original receipt for any exchange or refund. NO RECEIPT, NO REFUND. Do not accept refunds 30 days after purchase.

Return Eligibility
A textbook's returnability is determined by the purchase date and its physical condition.

Refund Deadline
Refunds (subject to conditions) are only granted if the items are returned by the census date, the official last day to charge for the current semester. Please see the academic calendar for the date of each semester.

For specific inquiries regarding current book buyback rates or detailed return policies, please contact the Bookstore staff directly.
406-338-5441, ext. 2217

SECTION SEVEN

LIFELONG LEARNING CENTER

Blackfeet Community College Lifelong Learning Center (LLC)

The Lifelong Learning Center (LLC) at Blackfeet Community College serves as a hub for continuing education, professional development, workforce training, and community enrichment. The Center is dedicated to providing accessible lifelong learning opportunities that support personal growth, career advancement, and educational achievement for individuals throughout the Blackfeet Nation and surrounding communities.

The LLC develops and delivers a variety of learning opportunities designed to meet the evolving needs of community members, employees, educators, and professionals. These opportunities include Continuing Education Unit (CEU) courses, workshops, certifications, cultural learning experiences, workforce development training, and professional upskilling programs. Through these offerings, the Center helps individuals maintain professional licensure, fulfill job-related training requirements, and acquire new knowledge and skills that contribute to career success.

Continuing Education Units (CEU) Policy & Procedures

A key function of the LLC is the administration of Continuing Education Units (CEUs). These units provide teachers, healthcare professionals, social service providers, tribal employees, and other professionals with the documented training hours necessary to satisfy certification and professional development requirements. The Center works closely with campus departments, community organizations, and industry partners to ensure that training opportunities remain relevant, high-quality, and responsive to workforce demands.
In addition to serving the community, the LLC supports Blackfeet Community College employees by coordinating professional development opportunities that enhance employee performance, leadership capacity, and organizational effectiveness. The Center also promotes lifelong learning as a core value by encouraging continuous education, skill development, and professional growth at every stage of an individual's career.

The Lifelong Learning Center is currently staffed by:

- Wayne Smith, Director of Professional Development and Lifelong Learning
- Treyace Yellow Owl, Lifelong Learning Center Staff
- Alden Spoon Hunter, Lifelong Learning Center Staff

Together, the LLC team works to expand educational access, strengthen workforce readiness, preserve and promote cultural knowledge, and support the mission of Blackfeet Community College by creating meaningful learning opportunities that benefit both the campus and the broader community.










BROWNING
High School
Home of the INDIANS

SECTION EIGHT

DEGREES AND CERTIFICATES

Division of Piikani Studies

Piikani Studies
Associate of Arts (AA)

Division of Education

Early Childhood Education
Associate of Science (AS)

Bachelor of Science
2+2 Stone Child College
Early Childhood (BS)

Elementary Education
Associate of Science (AS)

Bachelor of Science
2+2 Stone Child College
Elementary Education (BS)

Health & Physical Education or Health & Fitness
Associate of Applied Science (AAS)

Early Childhood Development
Certificate

Dual Enrollment
Dual Enrollment Program

Division of Human Services

Addiction Studies
Associate of Arts (AA)

Behavioral Health
Associate of Arts (AA)

Criminal Justice: Legal Studies
Associate of Science (AS)

Psychology
Associate of Arts (AA)

Social Work
Associate of Arts (AA)

Behavioral Health Aid
Certificate

Blackfeet Legal Studies
Certificate

Behaviorial Health Aid Endorsement
Endorsement Program

Division of Liberal Studies

Liberal Studies
Associate of Arts (AA)

Visual Sovereignty Endorsement Program
Endorsement Program

General Core

Division of Math/Science

Anthropology
Associate of Science (AS)

Environmental Science
Associate of Science (AS)

Health Science
Associate of Science (AS)

History
Associate of Arts (AA)

Hydrology Technician
Associate of Science (AS)

Secondary Education in Broadfield Science
Associate of Science (AS)

Secondary Education in Broadfield Social Studies
Associate of Science (AS)

Pre-Engineering
Associate of Science (AS)

Basic Human Subjects Research
Certificate

Hydrology Technician Assistant
Certificate

School of Nursing

Nursing
Bachelors of Science (BSN)

Division of Workforce Development

Industry Trades
Certificate

Meat Processing
Certificate

GENERAL CORE (EDUCATION)

for Associate of Arts (AA) or Associate of Science (AS) Degree

https://bfcc.edu/General-Core

Introduction

Whether you are beginning college to explore your options or already have a clear educational goal in mind, Blackfeet Community College's General Core provides the academic foundation for your journey. The General Core helps students build essential college-level skills, explore major areas of knowledge, and prepare for success in degree completion, transfer, work, and community life.

BFCC is part of the Montana University System Common Course Numbering and General Education framework. By completing the General Core requirements, students complete 34 credits of general education coursework that support progress toward an Associate of Arts or Associate of Science degree and prepare them for transfer within Montana.

General Core Requirement

34 credits in six core areas are required for the Associate of Arts and Associate of Science degrees. These courses provide broad preparation in communication, culture, quantitative reasoning, human experience, and scientific inquiry.

Core Areas

Core 1 - Cultural Studies

Cultural Studies introduces students to Pikanii language, history, and culture. Through the study of language origins, pronunciation, diction, and meaning — or through an in-depth exploration of Piikani history and its living connection to the present — students deepen their understanding of Piikani ways of knowing and develop a broader view of the world. Courses in this area are taught in a respectful and supportive environment that encourages language learning, historical inquiry, and cultural connection.

Core 2 - Communication

Communication strengthens students' abilities in reading, writing, critical thought, composition, and presentation. In this core, students learn to communicate clearly and creatively through writing and public speaking. Skill in written communication is essential in today's information age — a necessity in all academic areas, as well as a means to empower students in their career, social, and civic responsibilities. Written communication courses focus on rhetorical knowledge, knowledge of conventions, and critical thinking, reading, research, and writing process skills. Study in oral communication helps students rationally and systematically cope with the diverse listening, speaking, and presenting opportunities they will encounter in their lives, with courses focusing on listening, speaking, interpersonal, and media skills.

Core 3 - Computation Literacy

Mathematics helps students understand essential quantitative concepts and develop the reasoning skills needed to work with numbers, patterns, and data. Students learn to solve problems, interpret quantitative information, and apply mathematical thinking in academic, professional, and everyday settings. Completion of this requirement also prepares students for further study in courses such as Statistics and Calculus.

Core 4 - Social Science/History
Social Science and History helps students explore the history, culture, and lifeways of the Piikani while also examining the people, institutions, movements, and global issues that shape human experience. Students learn to evaluate different perspectives, think critically about social and historical questions, and draw informed conclusions.

Core 5 - Humanities/Fine Arts
Humanities/Fine Arts invites students to explore what it means to be human. In this core, students study societies, cultures, ideas, literature, and the arts in order to better understand human experience, creativity, and expression. Students are encouraged to think critically about the values, traditions, and forms of expression that shape individuals and communities.

Core 6 - Natural Science
Science gives students opportunities to understand the physical world through observation, investigation, outdoor learning, and laboratory work. In this core, students learn to apply scientific principles and evidence-based reasoning to questions about nature, technology, and the world around them.

Advising Note: Students should work closely with an academic advisor when selecting General Core courses so that requirements are met and course choices align with degree goals, transfer plans, and individual interests.

AA/AS General Education Planner 2026—2028

CORE 1: Cultural Studies - 6 Credits				
Course #	Course Title	Credits	Semester taken	Grade
NASX 141	Pikanii I. Beginning Blackfeet Language	3		
PKNI 129 or ANY	History of the Piikani (1700-1900) Recommended OR ANY NASX or PKNI course	3		

CORE 2: Communication – 9 Credits				
Course #	Course Title	Credits	Semester taken	Grade
WRIT 101	College Writing	3		
WRIT 201	Advanced College Writing	3		
	OR			
SCI 295	Introduction to Scientific Research and Writing	3		
	AND			
COMX 111	Public Speaking	3		

CORE 3: Computation Literacy – 3 Credits				
Course #	Course Title	Credits	Semester taken	Grade
Choose one of the following or above M 121 based on placement assessment:				
M 105	Contemporary Mathematics	3		
M 115	Linear & Probability	3		
M 121	College Algebra	3		

GENERAL CORE (EDUCATION)

for Associate of Arts (AA) or Associate of Science (AS) Degree

AA/AS General Education Planner 2026-2028

CORE 4: Social Science/History– 6 Credits				
Course #	Course Title	Credits	Semester taken	Grade
Choose 3 credits in Social Science and 3 credits in History:				
ANTY 101	Introduction to Anthropology	3		
ANTY 122/ SOC 220	Race & Minorities	3		
ANTY 250	Introduction to Archaeology	3		
GPHY 141	Geography of World Regions	3		
HSTA 101	American History I	3		
HSTA 102	American History II	3		
HSTA 225	Montana History	3		
HSTA 299	World War II History	3		
HSTR 101	World Civilization I	3		
HSTR 102	World Civilization II	3		
NASX 276	Federal Indian Law & Policy	3		
PSCI 210	Introduction to American Government	3		
PSYX 100	Introduction to Psychology	3		
SOCI 101	Introduction to Sociology	3		

CORE 5: Humanities/Fine Arts – 3 Credits				
Course #	Course Title	Credits	Semester taken	Grade
FILM 103	Introduction to Film	3		
CRWR 102	Introduction to Creative Writing	3		
CRWR 212	Creative Non-Fiction & Storytelling	3		
LIT 110	Introduction to Literature	3		
LIT 169	Lit as Popular Culture	3		
LIT 202	The Environmental Imagination	3		
LIT 235	Literary Traditions & Contemporary Voices of Indigenous Authors	3		
LIT 270	Film as Literature: Superhero Films	3		
MUS 130	History of Rock & Roll	3		
NASX 224	Origin Stories of the Niisitapi/Piikani	3		
NASX 231	Indigenous Philosophy	3		
PHOT 154	Digital Photography	3		
PKNI/EDU 109	Piikani Art	3		
POPC 150	Video Games' Impact on Popular Culture	3		
POPC 280	Women Detectives & the Female Gaze	3		

GENERAL CORE (EDUCATION)

for Associate of Arts (AA) or Associate of Science (AS) Degree

Core 6: Natural Sciences – 7 Credits				
Course #	Course Title	Credits	Semester taken	Grade
	3 Credits from the following:			
PKNI 120	Piikani Traditional Ecological Knowledge and Sacred Sites	3		
ANTY 210	Introduction to Biological Anthropology	3		
ANTY 286	Survey of the Forensic Sciences	3		
ENSC 105	Environmental Science	3		
ENSC 255	Climate Diversity	3		
NUTR 221	Basic Human Nutrition	3		
SCI 150	Scientific Wonders of Glacier National Park	3		
WILD 134	Wildlife and People	3		
	4 Credits from the following:			
BIOB 101/102	Discover Biology w/lab	4		
BIOB 160/161	Principles of Living Systems w/lab	4		
BIOB 170/171	Principles of Biological Diversity w/lab	4		
BIOH 104/105	Basic Human Biology w/lab	4		
BIOO 220/221	Botany w/lab	4		
GEO 101/102	Introduction to Physical Geology w/lab	4		
PHSX 215/216	Fundamentals of Physics w/Lab	4		
SCI 212	Physical Life Science	4		
SCI 213	Earth & Sky	4		
Total General Educaiton Required Credits		**34**		

Student _____ Date _____

Advisor _____ Date _____

DIVISION OF PIIKANI STUDIES

Piikani Studies (AA)

Associate of Arts

Division Head:

Angel Little Plume, Ext. 2255

Faculty:

Marvin Weatherwax Sr., Ext 2523



Degree Description

The Pikanii Studies and Language provides students with educational acquisition in the areas of Native Ameri can Studies, Education, History, and Philosophy. The Pikanii Studies Division acknowledges the importance of identity in relation to how the Nitsitapi Worldview guides interacting with the environment, other natives, and non-native people. The Blackfeet Language is the most unique aspect of the Blackfeet Community College providing a level of knowledge beneficial to the students and community.
Goals include:

- Follow the Mission Statement of the Blackfeet Community College in all course offering and content.
- Acquire knowledge in Blackfeet Ways of Knowing within the Niitsitapi Worldview through dialogue, engagement, reflection, and written analysis.
- Provide curriculum to immerse students in Piikani history, culture, language, and oral tradition- through critical thought.
- Cultivate a fundamental approach to research and archival management.

Learning Outcomes are as follows:

- Express Ideas: Students will be able to describe, narrate, or share daily routines, stories, plans, and feelings from a foundational understanding and usage of the Blackfeet Language through oral expression, sign language, symbolism/art, and story.
- Communicate Interpersonally: Students will interact, respond, or converse using culturally appropriate Blackfeet phrases and gestures with a basis from Pikuni social etiquette and expectancies.
- Demonstrate Cultural Understanding: Students will apply language to express respect, honor kinship, and engage with the natural environment.
- Develop critical skills necessary to support learning/teaching tools both written and orally in connection with traditions, philosophies, and cultural practices.

DIVISION OF PIIKANI STUDIES

Suggested Study Plan by Semester

First Semester		12-15 Credits
Course Code	**Course Title**	**Credits**
NASX 141	Pikanii I. Beginning Blackfeet Language	3
M 105	Contemporary Mathematics	3
WRIT 101	College Writing	3
NASX 147	Plains Indian Sign Language	3
ANY	History or Social Science	3
Second Semester		**12-16 Credits**
Course Code	**Course Title**	**Credits**
NASX 142	Pikanii II. Intermediate Blackfeet Language w/lab	4
ANY	Any Science without a lab	3
PSYX 101	Public Speaking	3
LIT 202	History or Social Science	3
PKNI 120	Pikanii Ecological Knowledge and Sacred Sites	3
Third Semester		**12-17 Credits**
Course Code	**Course Title**	**Credits**
NASX 245	Any Science w/o Lab	4
LIT 202	The Environmental Imagination	3
BIOB 101/102	Discover Biology w/Lab	4
NASX 233	Pikanii Time and Place	3
ANY	Pikanii Course	3
Fourth Semester		**12-15 Credits**
Course Code	**Course Title**	**Credits**
NASX 240	Intro to Native American Literature	3
PKNI 243	Pikanii Societies and Leadership	3
NASX 231	Indigenous Philosophy	3
ANY	Pikanii Course	3
ANY	Pikanii Course	3

Notes:

DIVISION OF EDUCATION

Early Childhood Education (AS)

Associate of Science

Division Head:

Dee Hoyt, MS Edu, Ext. 2910

Faculty:

Terra Brauhn, M.Ed., Ext. 2923

Administrative Assistant:

Ext. 2912



Degree Description

The Blackfeet Community College Education Division seeks to develop quality future educators who embrace niitsiittupyo'maitukssin "Pikanii ways of knowing." It will provide access to diverse and dynamic learning for careers in Education. The Early Childhood Education Associate of Science Degree prepares early childhood practitioners to meet the diverse needs of children from birth through age eight in various early childhood settings. The program allows students to demonstrate skills, dispositions, and knowledge aligned with the National Association for the Education of Young Children Professional Standards while working with children, families, and the community. This program features a lab for each early childhood course, providing students with ample hands-on experience in the field. Students majoring in the Early Childhood Education program must complete 31 credits in the general core education requirements and 32 credits in the Early Childhood Education core 7 for a total of 63 credits

Learning Outcomes are as follows:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Use of the NAEYC code of conduct to build a professional repertoire about Early Childhood.
- Implement effective instruction, planning, and assessment.

DIVISION OF EDUCATION

Suggested Study Plan by Semester

First Semester		12 Credits
Course Code	**Course Title**	**Credits**
PKNI 129	History of the Piikani (1700-1900)	3
NASX 141	Piikani Language Origins & Foundations	3
WRIT 101	College Writing	3
Core 7	Science w/o Lab	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
PSYX 100	Introduction to Psychology	3
M 121	College Algebra	3
MUS 130	History of Rock & Roll	3
Core 7	Science w/Lab	4
COMX 111	Introduction to Public Speaking	3
Third Semester		**19 Credits**
Course Code	**Course Title**	**Credits**
EDU 201	Indigenous Practicing Inclusion	3
EDEC 230	Positive Child Guidance	3
EDEC 247	Child & Adolescent Growth Development	3
HTH 201	Health Issues for Educators	3
WRIT 202	Advanced College Writing	3
EDEC 249	Infant & Toddler Group Care	4
Fourth Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
EDEC 210	Meeting the Needs of Families	3
EDEC 265	Leadership & Professionalism	3
EDEC 273	Early Childhood Curriculum & Environments l	4
EDEC 287	Legal, Clinical & Professional Issues	3
EDEC 135	Early Literacy & Language	3

Notes:

DIVISION OF EDUCATION

Elementary Education (AS)

Associate of Science

Division Head:

Dee Hoyt, MS Edu, Ext. 2910

Faculty:

Adjunct Faculty

Administrative Assistant:

Ext. 2912

Degree Description

The Blackfeet Community College Education Division is committed to preparing high-quality future educators who embrace niitsiittupyo'maitukssin—the Piikani ways of knowing. The program provides students with access to diverse, dynamic, and culturally grounded learning experiences that support careers in education. The program's curriculum, pedagogy, and learning environment emphasize authentic and experiential learning. Pre-service educators engage in inquiry-based learning, develop critical thinking skills, solve complex problems, and apply their knowledge in practical settings. Students also build strong communication skills essential for effective teaching. Grounded in a Native American Indigenous worldview, the program highlights concepts and knowledge systems unique to the Piikani (Blackfeet) Nation. This approach ensures that future educators are culturally responsive and prepared to serve their communities with respect and understanding.

The Associate of Science (AS) in Elementary Education prepares students for employment within local schools and community settings. Is also structured to support multiple transfer pathways and can be customized to meet the requirements of any Bachelor of Science (BS) Elementary Education program at Montana colleges and universities. Successful transfer and BS completion leads toward Montana Office of Public Instruction teacher licensure. AS Elementary Education degree complete 35 credits in the general education core and 32 credits in the Elementary Education core, totaling 63 credits. A minimum cumulative grade point average (GPA) of 3.0 is required for admission into a Teacher Education Program (TEP) at a four-year institution.

Learning Outcomes are as follows:

- Culturally Responsive Teaching:
- Apply niitsiittupyo'maitukssin (Pikuni ways of knowing) and Indigenous perspectives to design and implement culturally relevant and respectful learning environments.
- Instructional Planning and Practice:
- Demonstrate the ability to plan, deliver, and assess effective instruction using developmentally appropriate strategies that support diverse learners in elementary classrooms.
- Professional Readiness and Critical Thinking:
- Exhibit critical thinking, communication, and problem-solving skills necessary for success in Teacher Education Programs (TEP) and future roles as licensed educators.

DIVISION OF EDUCATION

Suggested Study Plan by Semseter

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
EDU/PKNI 109	Intro to Piikani Art	3
WRIT 101	College Writing	3
COMX 111	Public Speaking	3
NASX 129	History of the Piikani (1700-1900)	3
NASX 141	Piikani Language and History	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credtis**
GPHY 141	Geography of World Regions	3
HTH 110	Personal Health & Wellness	3
BIO 101/102	Discover Biology	4
EDU 150	Signing, Dance & Drama	3
M 121	College Algebra	3
Third Semester		**16 Credits**
Course Code	**Course Title**	**Credtis**
EDU 201	Intro to Education	3
GEO 101/102	Intro to Physical Geology w/ Lab	4
PSCI 210	Intro to American Government	3
M 132	Numbers & Operations for Elementary Teachers	3
EDU 222	Educational Psychology & Child Development	3
Fourth Semester		**16 Credits**
Course Code	**Course Title**	**Credtis**
WRIT 201	Advanced College Writing	3
EDU 231	Children to Young Adult Literature	3
MSTA 269	Montana History	3
M 133	Geometry and Geometrics Measurement Teachers	4
HTH 201	Health Issues for Educators	3
ECP 101	CPR, AED & First Aid for Childcare Providers	1

Notes:

DIVISION OF EDUCATION

Health & Physical Education (HPE) or Health & Fitness (AAS)

Associate of Applied Science

Division Head:

Dee Hoyt, MS Edu, Ext. 2910

Faculty:

Adjunct Faculty

Administrative Assistant:

Ext. 2912



Degree Description

The Associate of Applied Science (AAS) in Health & Fitness or Health & Physical Education (HPE) is designed to prepare students for careers in public schools, Tribal health programs, and community wellness settings. This program emphasizes hands-on learning, workforce readiness, and community engagement to support the development of skilled professionals in health and education fields. Students will participate in practical training experiences that may include summer employment, youth camps, and placements within Tribal Health programs and the new Wellness Center students will have expanded opportunities to engage in health promotion, fitness programming, and community-based wellness services.

In addition to health-related training, students will gain valuable experience working as school personnel assistants in local schools. These experiences provide foundational skills in working with children, supporting classroom environments, and understanding school systems, preparing students for both educational and health-related career pathways.

The AAS degree serves as a strong and stable foundation for continued education. Students may transition into an Associate of Science (AS) degree and pursue a Bachelor of Science (BS) degree in Elementary Education or K–12 Health and Physical Education. This flexible pathway supports multiple career options aligned with both education and community health professions.

This program integrates academic preparation, workforce development, and community engagement to ensure graduates are well-prepared to meet the needs of local schools, Tribal programs, and the broader community.

Learning Outcomes are as follows:

Upon successful completion of the AAS in Health & Fitness or Health & Physical Education (HPE), students will be able to:

- Apply foundational health and wellness principles in Tribal and community settings by promoting physical activity, disease prevention, and healthy lifestyle practices that support individual and community well-being.
- Demonstrate culturally responsive and community-centered practices by integrating respect for Indigenous knowledge, values, and holistic approaches to health when working with youth, families, and Tribal programs.
- Exhibit workforce readiness and professional skills through effective communication, teamwork, ethical practice, and hands-on experience in school systems, fitness environments, and Tribal health programs.

DIVISION OF EDUCATION

Suggested Study Plan By Semester

Course Code	Course Title	Credits
WRIT 101	College Writing	3
COMX 111	Public Speaking	3
NASX 129	History of the Piikani (1700-1900)	3
NASX 141	Piikani Language and History	3
	For Health Fitness	
SOCI 100	Intro to Sociology	3
	For Health & Physical Education	
PSYX 100	Intro to Psychology	3
Course Code	**Course Title**	**Credits**
CSCI 105	Computer Science	3
M 105	Contemporary Mathematics	3
HTH 110	Personal Health & Wellness	3
BIO 170/171	Basic Human Biology	4
	For Health Fitness	
POPC 263	Feminism, Gender Studies & Culture	3
	For Health & Physical Education	
HEE 251	Instructional Strategies in Physical Education PK-8	3
Course Code	**Course Title**	**Credits**
HTH 201	Health Issues for Educators	3
NUTR 221	Basic Human Nutrition	3
ECP 100	CPR, AED & First Aid for Childcare Providers	1
	For Health Fitness	
PKNI 101	Piikani Language for Health Care Professionals	3
PSYX 105	Self-Care Resilience Through Nature	3
	For Health & Physical Education	
EDU 223	Education Psych & Adolescent Development	3
EDU 202	Intro to Edcuation	
Course Code	**Course Title**	**Credits**
EDU 290	Special Topic: Health & Fitness ACT Classes with Movement	6
	For Health Fitness	
NASX 276	Leadership & Federal Indian Policy & Government	3
EDEC 265	Leadership & Professionalism	3
PSYX 230	Developmental of Psychology	3
	For Health & Physical Education	
EDU 213	Diverse Learners, IEFA & Secondary Schools	3
BIOH 201 & 202	Human Anatomy & Physiology I	4
EDEC 240	Indigenous Practicing Inclusion	3

Notes:

DIVISION OF EDUCATION

Early Childhood Education (Certificate)

1-Year Certificate

Division Head:

Dee Hoyt, MS Edu, Ext. 2910

Faculty:

Terra Brauhn, M.Ed., Ext. 2923

Administrative Assistant:

Ext. 2912



Degree Description

The Blackfeet Community College Education Division seeks to develop quality future educators who embrace niitsiittupyo'maitukssin "Pikanii ways of knowing." It will provide access to diverse and dynamic learning for careers in Education. The one-year Early Childhood Development Certificate aims to enhance the quality of the Early Education Teachers. Students will become knowledgeable and skilled professional teachers of young children through integrating study and experience in Early Childhood Education. The coursework within the program is designed to meet the National Credential Program requirements for the Child Development Associate Certificate (CDA). The One-Year Certificate also transfers into an AS Early Childhood Education Degree, where students can easily transition into a Two-Year Degree. Students majoring in the One Year Early Childhood Education Certificate program must complete ten credits in the general core education requirements and 20 credits in early childhood education core 7 for 30 credits.

Learning Outcomes are as follows:

- Understand child development and learning
- Plan a safe and healthy learning environment
- Build productive relationships with families
- Support children's social and emotional development

DIVISION OF EDUCATION

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
PKNI 129	History of the Piikani (1700-1900)	3
PSYX 100	Intro to Psychology	3
M 105	Contemporary Math	3
EDEC 249	Infant & Toddler Group Care	4
EDEC 230	Positive Child Guidance	3
Second Semester		16 Credits
Course Code	**Course Title**	**Credits**
WRIT 101	College Writing	3
ECP 100	CPR, First Aid & AED	1
EDEC 100	Child Development Associate	3
EDEC 135	Early Literacy & Language	3
EDEC 265	Leadership & Professionalism	3
EDEC 210	Meeting the Needs of Families	3

Notes:

Dual Enrollment

Program Director:

Dee Hoyt, MS Edu, Ext. 2910

YES Coordinator:

Charlee Wippert

Faculty:

Adjunct Faculty

Administrative Assistant:

Ext. 2912



Degree Description

Blackfeet Community College (BFCC) Education is proud to announce the launch of the Young Eagle Society (YES), a new grant-funded initiative designed to strengthen partnerships with local schools and empower the next generation of educators and community leaders.

Through the YES program, BFCC will recruit a cohort of high school juniors and seniors who are motivated to begin their college journey while completing high school. This dual-enrollment opportunity allows students to enroll in college courses alongside their high school classes, earning college credits while gaining valuable academic experience.

A central component of the YES initiative is Work-Integrated Learning (WIL), which provides hands-on teaching and career-based experiences that prepare students for real-world success. The program supports students in exploring college and career readiness pathways, participating in college-level coursework, and engaging in meaningful learning experiences connected to their future goals. YES also emphasizes strong communication and collaboration with families, schools, and the broader community to ensure student success.

In addition, students will participate in work-shadowing opportunities within local schools and community organizations, allowing them to gain firsthand experience in education and leadership roles.

The Young Eagle Society is committed to fostering the development of confident, highly qualified, and culturally grounded Blackfeet students. Through leadership opportunities, cultural engagement, and academic preparation, YES participants will be supported in becoming future educators, professionals, and changemakers in their communities.

With this initiative, BFCC continues its mission to uplift, educate, and empower the next generation—helping our young eagles take flight.

Learning Outcomes are as follows:

Through participation in this dual enrollment program, students will:

- Earn transferable college credits aligned with the MUS General Education Core
- Demonstrate college readiness through successful completion of entry-level coursework
- Develop career awareness and workplace competencies through Work Integrated Learning experiences
- Strengthen communication, critical thinking, and professional skills
- Transition seamlessly into postsecondary education within Montana colleges and universities

DIVISION OF EDUCATION

Suggested Study Plan by Core Requirements

First Semester		18 Credits
Course Code	**Course Title**	**Credits**
PSYX 100	Intro to Psychology	3
SOCI 101	Intro to Sociology	3
COMX 111	Public Speaking	3
WRIT 101	College Writing	3
PKNI 109	Piikani Art	3
NASX 129	History of the Piikani	3
VOC 101	Employer/Employee Relations	1
Second Semester		3 Credits
Course Code	**Course Title**	**Credits**
EDU 190	Work Integrated Learning (WIL)	3

Notes:

DIVISION OF HUMAN SERVICES

Addiction Studies (AA)

Associate of Arts

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

The Human Services-Addiction Studies degree meets all academic requirements for licensure in the Montana Board of Behavioral Health Licensed Addiction Program. Students will develop skills in all core competencies related to addiction counseling, along with an understanding of the complexities of the internal and external factors that cause these disorders.

At graduation, students can apply for LAC Eligibility Status (LACE), which, when approved by the Board of Behavioral Health, allows them to begin accumulating the hours of experience also required for licensure. These hours cannot be acquired during school as they are post-degree only.

Note: Due to changing state-level educational requirements for licensed addiction counselors, this course of study is subject to change. Students should work closely with an advisor to determine their course of study.

Learning Outcomes are as follows:

- Apply knowledge of addiction, treatment, and recovery to support individuals, families, and communities affected by substance use disorders.
- Demonstrate ethical, professional, and culturally responsive practice by integrating Blackfeet values, cultural traditions, and client-centered approaches into addiction counseling.
- Assess client needs and recommend appropriate services using evidence-based practices, diagnostic criteria, and the continuum of care.
- Demonstrate the knowledge and skills necessary to meet the educational requirements to apply for Montana licensure as a Licensed Addiction Counselor (LAC) Candidate.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
CAS 145	Addiction Studies	3
M 115, M 121, OR M 105	Linear & Probability, College Algebra OR Contemporary Mathematics (Core 3)	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology (Core 4)	3
WRIT 101	College Writing (Core 1)	3
ANY	Humanities (Core 5)	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
CAS 120	Pharmacology of Substance Abuse	2
COMX 111	Public Speaking (Core 2)	3
PKNI 129	History of the Piikani (Core 1)	3
ANY	Science w/o Lab (Core 6)	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	1
Third Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
CAS 275	Assessment & Diagnosis	3
HS 280	Introduction to Counseling	3
NASX 141	Piikani Language	3
ANY	Science w/ Lab (Core 6) - BIO 101 & 102 Recommended	4
ANY	*Human Services Elective	3
Fourth Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
CAS 209	Treatment, Planning & Documentation	2
CAS 250	Gambling Addiction	2
CAS 251	Co-Occurring Disorders	2
HS 279	Legal, Clinical & Professional Issues	3
HS 281	Introduction to Group Counseling	3
ANY	Advanced Writing (Core 2) PSYX 203 Recommended	3
ANY	*Human Services Elective	3

Notes:

**Note: Human Services Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.*

***Note: Core 2, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.*

****Note: Addiction Studies specific courses may change based on State Licensing requirements.*

DIVISION OF HUMAN SERVICES

Behaviorial Health (AA)

Associate of Arts

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

The Human Services- Behavioral Health AA degree is an individualized educational program. The curriculum is flexible, so students become familiar with the comprehensive spectrum of human services, yet specific enough to provide the information, tools, and skills required of human services professionals and for transfer. Students examine the Blackfeet worldview as it relates to the Human Service field.
This degree prepares students for an entry-level position within the human services field or to transfer to a 4-year institution.

Learning Outcomes are as follows:

- Apply foundational behavioral health knowledge and skills to support individuals, families, and communities.
- Demonstrate ethical, professional, and culturally responsive practice by integrating Blackfeet values and Indigenous ways of knowing.
- Communicate effectively and work collaboratively with clients, families, and community agencies.
- Demonstrate the knowledge and skills needed for entry-level employment in behavioral health or successful transfer to a four-year program.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
M 115, M 121, OR M 105	Linear & Probability, College Algebra OR Contemporary Mathematics (Core 3)	3
ANY	Humanities	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology (Core 4)	3
ANY	Humanities (Core 5)	3
SW 100	Introduction to Social Welfare	3
WRIT 101	College Writing (Core 1)	3
Second Semester		15 Credits
Course Code	**Course Title**	**Credits**
PKNI/NASX	ANY Core 1	3
COMX 111	Public Speaking (Core 2)	3
ANY	Science w/o Lab (Core 6)	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3
Third Semester		16 Credits
Course Code	**Course Title**	**Credits**
ANY	Science w/ Lab (BIO 101 & 102 Recommended) (Core 6)	4
CAS 145	Addiction Studies	3
HS 280	Introduction to Counseling	3
NASX 141	Piikani Language	3
ANY	*Human Services Elective	3
Fourth Semester		18 Credits
Course Code	**Course Title**	**Credits**
ANY	History (Core 4)	3
HS 279	Legal, Clinical & Professional Issues	3
HS 298	Field Placement	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3
ANY	Advanced Writing (Core 2)	3

Notes:

DIVISION OF HUMAN SERVICES

Criminal Justice Legal Studies (AS)

Associate of Science

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

The Tribal Legal Studies A.S. Degree is designed to prepare students for a career as a Tribal Legal Advocate. Students will develop the skills necessary for legal research and writing, become familiar with the basics of federal, state, and tribal laws, gain an understanding of Native American legal issues, and participate in experiential learning. Students will study tribal court justice systems and the Blackfeet Tribal Code to prepare them for the tribal bar exam. This curriculum is designed to preserve the cultural and legal traditions.

Learning Outcomes are as follows:

- Develop knowledge and skills related to tribal, state, and federal court systems and civil and criminal issues within those court systems.
- Develop persuasive written and verbal skills that enhance the understanding and ability to convey information.
- Apply knowledge and skills critically in providing tribal legal services, specifically regarding tribal law, courts, and communities.
- Experiential learning will include mock trials, interviewing, record keeping, and ethical behavior.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
CJUS 101	Intro to Law & Blackfeet Legal Studies	3
M 115, M 121, OR M 105	Linear & Probability, College Algebra OR Contemporary Mathematics (Core 3)	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology (Core 4)	3
ANY	Humanities Fine Arts (Core 5)	3
WRIT 101	College Writing (Core 2)	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
CJUS 121	Introduction to Criminal Justice	3
COMX 111	Public Speaking (Core 2)	3
PKNI/NASX	ANY Core 1	3
NASX 276	Federal Indian Law & Policy	3
ANY	Science w/ Lab (Core 6)- BIO 101 & 102 Recommended	4
Third Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
CAS 145	*Addiction Studies	4
CJUS 140	Tribal Criminal Law & Procedure	3
CJUS 180	Blackfeet Law & Order Code and Ethics	3
NASX 141	Piikani Language 1 (Core1)	3
PSYX 240	*Abnormal Psychology	3
Fourth Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
CJUS 200	Alternative Dispute Resolution	3
CJUS 286	Legal Research & Writing	3
CJUS 298	Internship	3
ANY	Science w/o Lab (Core 6)	3
ANY	Advanced Writing (Core 2)	3
ANY	History (Core 4)	3

**Note: Criminal Justice Electives:* Students must meet with a Human Services advisor to choose from an approved list of courses.
***Note: Core 2, Communications- Advanced Writing:* Students must meet with a Human Services advisor to choose from an approved list of courses.

Notes:

DIVISION OF HUMAN SERVICES

Psychology (AA)

Associate of Arts



Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203

Degree Description

Psychology is the science of human and other animal behavior. The psychologist, using scientific methods, seeks to understand the causes and purposes of behavior.

Students will also examine the Blackfeet worldview as it relates to the Human Service-Psychology field.

This degree prepares students for entry-level positions in the human services field and is designed to ensure successful transfer to 4-year partner institutions.

Learning Outcomes are as follows:

- Apply basic psychological concepts to understand human behavior.
- Communicate effectively using written, oral, and interpersonal skills.
- Demonstrate cultural awareness by respecting diverse perspectives and recognizing the importance of Blackfeet culture and Indigenous ways of knowing.
- Demonstrate the knowledge and skills needed to successfully transfer to a four-year psychology program.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
PKNI/NASX	ANY Core 1	3
M 115, M 121, OR M 105	Linear & Probability, College Algebra OR Contemporary Mathematics (Core 3)	3
PSYX 100	Introduction to Psychology	3
ANY	*Human Services Elective	3
WRIT 101	College Writing (Core 2)	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
SOCI 101	Intro to Sociology or ANY Scocial Science (Core 4)	3
COMX 111	Public Speaking (Core 2)	3
ANY	History & Social Science (Core 4)	3
ANY	*Human Service Elective	3
ANY	Science w/o Lab (Core 6)	3
Third Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
ANY	Science w/ Lab (Core 6)- BIO 101 & 102 Recommended	4
NASX 141	Piikani Language (Core 1)	3
PSYX 240	Abnormal Psychology	3
PSYX 248	Family Violence Building Healthy Families	3
PSYX 260	Social Psychology	3
Fourth Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
PSYX 203	Intro to Social Science Research Methods (Core 2)	3
PSYX 230	Developmental Psychology	3
PSYX 262	Cultural Psychology	3
PSYX 285	Psychology of Personality	3
ANY	Humanities (Core 5)	3
ANY	*Human Services Elective	3

**Note: Human Services Electives:* Students must meet with a Human Services advisor to choose from an approved list of courses.

***Note: Core 2, Communications- Advanced Writing:* Students must meet with a Human Services advisor to choose from an approved list of courses.

Notes:

DIVISION OF HUMAN SERVICES

Social Work (AA)

Associate of Arts

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

Social workers help clients solve and cope with problems in their everyday lives. They use their skills to connect their clients to resources, instill coping skills, and nurture personal growth. Social workers strive to improve the lives of individuals, families and communities by helping people identify and cope with challenges. Students will examine the Blackfeet worldview as it relates to the Human Service-Social Work field.

This degree prepares students for entry-level positions in the human services field and is structured as a 2+2 program that ensures a successful transfer to 4-year partner institutions.

Learning Outcomes are as follows:

- Apply social work values, ethics, and critical thinking in professional practice.
- Demonstrate respect for diversity by integrating Blackfeet culture, values, and Indigenous ways of knowing into social work practice.
- Apply foundational social work knowledge to support individuals, families, groups, and communities while promoting social justice and well-being.
- Demonstrate the knowledge and skills needed to successfully transfer to a four-year Bachelor of Social Work (BSW) program.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
PKNI/NASX	ANY Core 1	3
M 115, M 121, OR M 105	Linear & Probability, College Algebra OR Contemporary Mathematics (Core 3)	3
PSYX 100	Introduction to Psychology	3
SW 100	Introduction to Social Welfare	3
WRIT 101	College Writing (Core 2)	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
NASX 141	Piikani Language (Core 1)	3
COMX 111	Public Speaking (Core 2)	3
SOCI 101	Introduction to Sociology (Core 4 - Required)	3
SW 200	Introduction to Social Work	3
ANY	Science w/o Lab (Core 6)	3
Third Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
BIOB 101 & 102	Discover Biology w/ Lab Required (Core 6)	4
ANY	History (Core 4)	3
ECNS 217	Economics of Indian Reservations	3
HS 280	Introduction to Counseling	3
ANY	*Human Services Elective	3
Fourth Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
NASX 276	Federal Indian Policy & Government	3
PSYX 230	Developmental Psychology	3
ANY	Advanced Writing (Core 2)	3
ANY	Humanities (Core 5)	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3

**Note: Human Services Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.*

***Note: Core 2, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.*

Notes:

DIVISION OF HUMAN SERVICES

Behavioral Health Aid (Certificate)

1 Year Certificate

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

The Behavioral Health Aid 1-year Certificate is a one-year academic training program that includes both general education core courses and behavioral health courses that address the specific needs of the Blackfeet Reservation and other service areas.

This program provides students with basic skills and knowledge in behavioral health competencies. Students earn "stackable credits" in courses that focus on improving the behavioral health competencies of incumbent workers. Stackable credits are easily transferred into BFCC's Human Services Associate of Arts Degree.

Learning Outcomes are as follows:

- Apply basic behavioral health knowledge and skills to support individuals and families under clinical supervision.
- Demonstrate ethical, professional, and culturally responsive practice by incorporating Blackfeet values and respecting client diversity.
- Demonstrate the knowledge and skills needed for entry-level employment as a Behavioral Health Aide or continued study in Human Services or Behavioral Health.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
HS 280	Introduction to Counseling	3
PSYX 100 OR SOCI 101	Introduction to Psychology OR Introduction to Sociology (Core 4)	3
SW 100	Intro to Social Welfare	3
ANY	*Human Services Elective (must be approved by advisor)	3
WRIT 101	College Writing (Core 1)	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
PKNI/NASX	ANY Core 1	3
PSYX 125 or CJUS 200	Peer Support 101 or Alternative Dispute Resolution	3
ANY	Math (Core 3)	3
ANY	*Human Services Elective (must be approved by advisor)	3
ANY	*Human Services Elective (must be approved by advisor)	3

**Note: Human Services Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.*

Notes:

DIVISION OF HUMAN SERVICES

Blackfeet Legal Studies (Certificate)

1 Year Certificate

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Degree Description

The Tribal Legal Studies 1-Year Certificate is designed to prepare students for a career as a Tribal Legal Assistant. Students will develop the skills necessary to assist with legal research and writing; gain an understanding of the basics of federal, state, and tribal law; understand Native American legal issues; and gain hands-on experience through experiential learning. Also, students will study the Blackfeet Tribal Code to help prepare them to pass the tribal bar exam. This curriculum is designed to preserve the cultural traditions and heritage of the Blackfeet People through integration of the Blackfeet worldview.

Learning Outcomes are as follows:

- Develop knowledge and skills related to tribal, state, and federal court systems and civil and criminal issues within those court systems.
- Develop persuasive written and verbal skills that enhance the understanding and ability to convey information.
- Apply knowledge and skills critically in providing tribal legal services, specifically regarding tribal law, courts, and communities.
- Experiential learning will include mock trials, interviewing, record keeping, and ethical behavior.

DIVISION OF HUMAN SERVICES

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
CJUS 101	Introduction to Law & Blackfeet Legal Studies	3
CJUS 180	Blackfeet Law & Order Code and Ethics	3
CJUS 140	Tribal Criminal Law & Procedure	3
ANY	Math (Core 3)	3
WRIT 101	College Writing (Core 2)	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
CJUS 200	Alternative Dispute Resolution	3
CJUS 286	Legal Research & Writing	3
CJUS 298	Internship	3
NASX 276	Federal Indian Law & Policy	3
ANY	Elective Student's choice	3

Notes:

DIVISION OF HUMAN SERVICES

Behavior Health Aide Endorsement Program

Endorsement Program

Division Head:

Angela Johnson, Med, Ext. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext 2237
David Gordon: JD, BA
Ben Gallagher-Horn, BSW, CBHPSS

Emerita Faculty:

Mari King, MHS/Psychology

Administrative Assistant:

Ext. 2203



Endorsement Description

The Behavioral Health Endorsement is a short-term focused training program which consists of specialized courses that address specific needs of the Blackfeet Reservation and other service areas. Students will earn "stackable credits" in courses that focus on improving behavioral health competencies of the incumbent worker, community helpers and continuing students. Stackable credits are easily transferred into the BFCC Behavioral Health Aid 1-Year Certificate or Human Services Associate of Arts Degree.

Learning Outcomes are as follows:

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

DIVISION OF HUMAN SERVICES

General Core Requirements

Students will complete a specialized training program, offered on an as-needed basis. The endorsement is designed to strengthen and expand the skills of the behavioral health worker, while addressing the unique needs and emerging challenges of the field of Behavioral Health.

All credits earned through the Behavioral Health Endorsement can be applied toward the Behavioral Health Aide One-Year Certificate or the Human Services Associate of Arts degree. For additional information about these educational pathways, please contact the Human Services Division Chair or Human Services Faculty.

Total Credits to be taken by student		7-15 Credits
Choose 1 of the following courses		
Core 6	**Behavorial Health Core**	**Credits**
CJUS 200	Alternative Dispute Resolution	3
HS280	Intro to Counseling	3
PSYX 125	Peer Support 101	3
SW 100	Introduction to Social Welfare	3
(Substitutions must be approved by the Division Chair)		
Other Approved Credits-must be approved by the Human Services Division Chair		
	Approved Credits by the Human Services Division Char	4-11

Notes:

DIVISION OF LIBERAL STUDIES

Liberal Studies (AA)

Associate of Arts

Division Head:

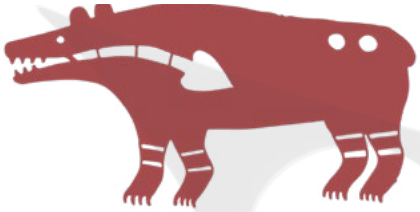
James Petersen, M.A., Ext. 2256

Faculty:

Gordon Bennett, B.A., Ext 2320
Sabine Brigette, MFA
Warren Juneau, BSW, Ext. 2285

Administrative Assistant:

Holli Galbreath, AA, Ext. 2286



Degree Description

The Liberal Studies Division prepares you for academic success across majors, for transfer, career opportunities, creative fields, and community advocacy. Through the study of the human experience—how people make meaning, tell stories, build communities, and understand the world--our courses strengthen critical thinking, close reading, research, problem solving, writing, creative expression, and communication. Our faculty grounds student education in Blackfeet values, culture, language, and ways of knowing, helping you connect learning to identity, place, and lived experience. Flexible degree options, including online offerings in visual/film and creative writing/storytelling offerings, support your educational, lifelong learning, and career goals while balancing other life demands. Graduates leave prepared to engage thoughtfully, communicate effectively, and contribute confidently to their communities and individual lives.

Learning Outcomes are as follows:

Students who complete the Liberal Studies & General Core program will be able to:

- Read, interpret, and analyze ideas, texts, and cultural expressions using critical thinking.
- Communicate clearly, in writing and in speech, for different purposes and audiences.
- Develop and support informed opinions using evidence, reflection, and respectful dialogue.
- Apply college-level academic skills (especially writing and understanding) to succeed in transfer and career settings.
- Connect the Piikani language and ways of knowing to academic study and self-understanding as a Piikani person.
- Create work (written, spoken, or creative) that expresses learning, identity, and purpose.

DIVISION OF LIBERAL STUDIES

Suggested Study Plan by Core Requirements

Core 7		9 Credits
Course Code	**Course Title**	**Credits**
MUS 130	History of Rock & Roll: What Stories They Tell!	3
WRIT 299	Advanced Research Writing	3
	Choose one of the following:	
LIT 110	Introduction to Literature	3
FILM 103	Introduction to Film	3

Core 8	Choose Seven - 3 Credit Courses	21 Credits
Course Code	**Course Title**	**Credits**
CRWR 102	Introduction to Creative Writing	3
CRWR 212	Creative Nonfiction & Storytelling	3
FILM 103	Introduction to Film	3
HSTA 101	American History I	4
HSTA 102	American History II	4
HSTA 299	World War II History	3
HSTR 101	Western Civilization I	4
HSTR 102	Western Civilization II	4
LIT 110	Introduction to Literature	3
LIT 169	Literature as Popular Culture	3
LIT 202	The Environmental Imagination	3
LIT 235	Literary Traditions & Contemporary Voices of Indigenous Authors	3
LIT 270	Film as Literature	3
MART 111	Introduction to Film Making	3
MART 255	Photoshop: Art & Design	3
MUS 102	Rock Band	1
PHOT 154	Digital Photography	3
PHOT 155	Advanced Digital Photography	3
POPC 125	Street Art	3
POPC 150	Video Games' Impact on Popular Culture	3
POPC 280	Women Detectives & the Female Gaze	3

Notes:

DIVISION OF LIBERAL STUDIES

Visual Sovereignty Endorsement Program

Endorsement Program

Division Head:

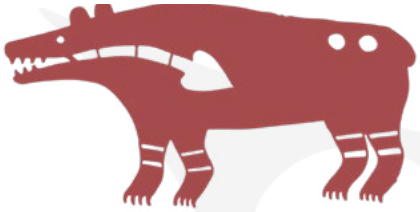
James Petersen, M.A., Ext. 2256

Faculty:

Hailey Rains, Ph.D.

Administrative Assistant:

Holli Galbreath, AA, Ext. 2286



Endorsement Description

The Visual Sovereignty Endorsement Program at Blackfeet Community College (BFCC) is a community-centered, practice-based academic program designed to empower Blackfeet and other Indigenous students to reclaim control over representation through filmmaking, screenwriting, photography, and media production grounded in Indigenous knowledge systems, ethics, and cultural protocols. Rooted in the concept of Visual Sovereignty, this endorsement positions media-making as a form of cultural continuance, political self-determination, equity-driven educational access, and nation-building.

The program affirms that Indigenous peoples are not merely subjects of media but producers of knowledge, images, narratives, and futures. Through rigorous training in documentary and narrative filmmaking, screenwriting, production, and critical theory, students will gain both technical skills and intellectual frameworks necessary to tell their own stories on their own terms.

A central focus of the program is the creation of family history narratives and culturally grounded storytelling projects. Students will learn to record oral histories, produce family albums and documentary films, and create visual records that preserve language, traditions, and lived experience. These activities support cultural preservation while helping students explore their identities, discover their creative potential, and understand themselves as active authors of their own histories and futures.

Learning Outcomes are as follows:

Students who complete the Liberal Studies & General Core program will be able to:

- The Visual Sovereignty Endorsement Program aims to:
- Equip students with foundational and advanced skills in documentary and narrative filmmaking, screenwriting, photography, and media production.
- Train students to document family histories, oral narratives, and community stories through visual media.
- Provide tools to critically examine Indigenous misrepresentation and develop culturally grounded self-representation.
- Ground media practice in Indigenous theories of representation, ethics, relational accountability, and equity.

DIVISION OF LIBERAL STUDIES

Suggested Study Plan by Core Requirements

Pathway 1: Documentary & Community Storytelling
Complete All of The Following. Please note: this program is entirely online.

Course Code	Course Title	Credits
VISV 101	Introduction to Visual Sovereignty & Indigenous Media	3
VISV 210	Story Development & Screenwriting	3
VISV 220	Indigenous Filmmaking Practices	3
VISV 295	Capstone Studio	3
MART 111	Introduction to Film Making	3
PHOT 154	Digital Photography	3

Pathway 2: Narrative Filmmaking & Visual Arts
Complete All of The Following. Please note: this program is entirely online.

Course Code	Course Title	Credits
VISV 101	Introduction to Visual Sovereignty & Indigenous Media	3
VISV 210	Story Development & Screenwriting	3
VISV 220	Indigenous Filmmaking Practices	3
VISV 295	Capstone Studio	3
FILM 103	Introduction to Film	3
MART 255	Photoshop: Art & Design	3

**Note: This is a cohort program limited to 6 students. Permission from the chair/ instructor is needed to register for VISV courses.*

Notes:

DIVISION OF MATH/SCIENCE

Anthropology (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Cliff Hall, BS
James Rains, Ph.D



Degree Description

The primary educational goal of the Anthropology degree program is to teach, research, and to impart the critical importance of understanding the human condition and its relevancy to an increasingly diverse world. To accomplish this task, the Anthropology degree program curriculum will help students understand and appreciate the range of human cultures as well as the significance of biological evolution of the human condition.

Anthropology is the study of people, both ancient and contemporary, in their biological, archaeological, cultural, and linguistic context. Anthropology uses a holistic approach to integrate findings from the social sciences, natural sciences, and the humanities. This program integrates academic preparation, workforce development, and community engagement to ensure graduates are well-prepared to meet the needs of local schools, Tribal programs, and the broader community.

Learning Outcomes are as follows:

- Learn about other people's perspectives, who we share this world with, but we often know little about.
- Appreciate how biology, cultural values, language, social institutions, and individual action forge the natural and social networks that humans occupy.
- Gain applied skills in order to protect cultural heritage, aid the disadvantaged, improve health care, find justice, and more activities which can inform and guide business and government policies and practices. We will utilize a broad education curriculum in various disciplines which may include law, medicine, business, education, public affairs, and urban planning.

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
ANTY 101	Introduction to Anthropology	3
BIOB 101/102	Discover Biology w/Lab	4
History	General Education	3
SCI 150	Scientific Wonders of Glacier National Park	3
WRIT 101	College Writing	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
ANTY 220	Culture and Society	3
COMX 111	Public Speaking	3
M 121	College Algebra	3
WRIT 201	Advanced College Writing	3
ANY	Anthropology Elective	3
Third Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
ANTY 210	Introduction to Biological Anthropology	3
ANTY 250	Introduction to Archaeology	3
NASX 141	History & Foundations of Piikani Language	3
STAT 216	Introduction to Statistics	4
ANY	Anthropology Elective	3
Fourth Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
ANTY 270	Introduction to Linguistics	3
ANY	PKNI or NASX	3
ANY	Anthropology Elective	6
ANY	Anthropology Elective	3
ANY	Humanities General Education	3

Notes:

DIVISION OF MATH/SCIENCE

Environmental Science (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Cliff Hall, BS
Patricia Atkins, BS



Degree Description

The Environmental Science program focuses on natural resources management. The curriculum is intended to educate students in the management and protection of natural resources and the environment. The program is designed to meet the needs of tribal, state, and federal environmental laws and enforcement.

Learning Outcomes are as follows:

- To facilitate a better understanding of the ecological, social, and economic relationships inherent in environmental resource issues
- To educate potential scientists who will assume roles in the research and management of natural resources and environment
- To prepare students for working with public and private agencies responsible for the management and protection of the natural resources and the environment

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
BIOB 101/102	Discover Biology w/ Lab	4
COMX 111	Public Speaking	3
ENSC 105	Introduction to Environmental Science	3
SCI 150	Scientific Wonders of Glacier National Park	3
WRIT 101	College Writing	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
ANY	Humanities General Education	3
M 121	College Algebra	3
Cultural Studies	Any PKNI or NASX	3
ANY	History	3
ANY	Social Science	3
Third Semester		**18/19 Credits**
Course Code	**Course Title**	**Credits**
BIOB 160/161	Principles of Living Systems w/Lab	4
CHMY 141/142	College Chemistry w/Lab	4
FORS 250	Introduction to GPS/GIS	4
NASX 141	History and Foundations of Pikanii Language	3
ANY	Environmental Science Elective	3/4
Fourth Semester		**17/19 Credits**
Course Code	**Course Title**	**Credits**
BIOB 170/171	Principles of Biological Diversity w/ Lab	4
SCI 295	Introduction to Scientific Research & Writing	3
STAT 216	Introduction to Statistics	4
ANY	Environmental Science Elective	3/4
ANY	Environmental Science Elective	3/4

Notes:

DIVISION OF MATH/SCIENCE

Health Science (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Diana Arnoux-Whiteman, BS
Michael McKay, BS
Cody Henderson, M.Ed.



Degree Description

Health Science encompasses a variety of sub-disciplines all of which relate to the application of science to health. Healthcare is delivered through a diversity of health field professions. The Health Science degree program seeks to educate and enhance a student's understanding of the scientific principles of biology and how they relate to health. The intent of the degree is to offer students a pre-professional plan that prepares students for higher education or training in several different disciplines related to healthcare.

**Health Sciene graduates may choose to transfer to a 4 year program in one of many health fields or apply for BFCC School of Nursing (BSN) Program.*

Learning Outcomes are as follows:

- Gain the background understanding and knowledge of science concepts to transfer into higher education or training in health fields or nursing school
- Demonstrate a preparedness of 'science concepts' in health fields that lead to potential professional careers.
- Incorporate general understanding and knowledge of health and be to apply it to everyday life

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
AHMS 144	Medical Terminology	3
COMX 111	Speech: Development of Public Speaking	3
ANY	Humanities/Fine Arts	3
PSYX 100	Introduction to Psychology	3
WRIT 101	College Writing	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
BIOH 104/105	Basic Human Biology w/Lab	4
M 121	College Algebra	3
NASX 141	History & Foundations of Piikani Language	3
PSYX 230	Developmental Psychology	3
WRIT 201	Advanced College Writing	3
		15 Credits
Course Code	**Course Title**	**Credits**
BIOH 201/202	Human Anatomy and Physiology I w/Lab	4
CHMY 141/142	College Chemistry w/Lab	4
NUTR 221	Basic Human Nutrition	3
STAT 216	Introduction to Statistics	4
Fourth Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
BIOH 211/212	Human Anatomy and Physiology II w/Lab	4
BIOH 256	Principles of Pathophysiology	4
BIOM 250/251	Microbiology for Health Science w/ Lab	3
Cultural Studies	Any PKNI or NASX	3
ANY	History	3

Notes:

DIVISION OF MATH/SCIENCE

History (AA)

Associate of Arts

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Slater Henkel, BA



Degree Description

The primary educational goal of the History degree program is to develop students' ability to understand, analyze, and interpret the past in order to better engage with the present. The program emphasizes critical inquiry, evidence-based reasoning, and an appreciation for diverse human experiences across time and place.

To accomplish this, the History curriculum introduces students to major historical developments in the United States and the World, while focusing on the skills necessary to evaluate sources, understand multiple perspectives, and construct informed interpretations of historical events.

History is the study of change over time. It examines political, social, cultural, economic, and environmental developments through the use of primary and secondary sources. Students learn to think critically about evidence, recognize patterns such as cause and effect or continuity and change, and understand how historical narratives are constructed.

Learning Outcomes are as follows:

- Analyze and interpret historical sources to understand context, meaning, significance, and diverse human experiences across cultures and time periods.
- Evaluate historical interpretations by examining perspective, bias, reliability, and the use of evidence.
- Analyze patterns of change over time, including cause-and-effect relationships and broader historical processes.
- Develop and communicate evidence-based arguments using appropriate historical sources, applying critical thinking in both interpretation and written expression.

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		13 Credits
Course Code	**Course Title**	**Credits**
BIOB 101/102	Discover Biology w/Lab	4
ANY	Any PKNI or NASX	3
COMX 111	Public Speaking	3
WRIT 101	College Writing	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
M 121	College Algebra	3
NASX 141	History & Foundations of Pikanii Language	3
NASX 276	Federal Indian Policy and Government	3
WRIT 201 OR SCI 295	Advanced College Writing OR Introduction to Scientific Research and Writing	3
ANY	Social Science General Education	3
Third Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
HSTA 101	American History I	4
HSTA 269	Montana History	3
HSTR 101	Western Civilization I	4
PSCI 210	Introduction to American Government	3
ANY	Natural Science General Education	3
Fourth Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
HSTA 102	American History II	4
HSTR 102	Western Civilization II	4
HSTA 299	World War II History	3
NASX/ HSTA 246	Blackfeet History: The North American Experience	3
ANY	Humanities General Education	3

Notes:

DIVISION OF MATH/SCIENCE

Hydrology Technician (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Clifford Hall, BS
Patricia Atkins, BS



Degree Description

This program provides students with entry level skills for a career in Hydrology. Hydrology Technicians work closely with professional Hydrologists and/or Professional Engineers. The value of the Hydrology Technician degree to the Hydrology profession is demonstrated every day as they collect data in all weather conditions and environments, to ensure the proper collection of uniform and reliable data. Hydrology Technicians can assistant professionals in the following disciplines; engineering, physical or natural sciences, forestry, soil conservation, or surveying.

Learning Outcomes are as follows:

- To understand the major theories and practices of hydrology Individuals will learn some of the major foundational hydrological principles (basic theoretical knowledge).
- Students will learn how to apply hydrologic science concepts and analytical procedures in various field situations.
- Individuals will be able to demonstrate a basic understanding of essential technical and computational skills in surface and ground water quantification and quality.
- Students will have the ability to apply economic principles to analyze hydrological environmental problems.
- Knowledge and understanding of the hydrological processes sufficient enough to discuss regulations governing water laws applicable at the Tribal, State, Federal and International level.

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
BIOB 101/102	Discover Biology w/Lab	4
COMX 111	Public Speaking	3
SCI 150	Scientific Wonders of Glacier National Park	3
WRIT 101	College Writing	3
ANY	History	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
ENSC 272	Water Resources	3
GEO 101/102	Introduction to Physical Geology w/ Lab	4
M 121	College Algebra	3
NASX 141	History & Foundations of Pikanii Language	3
SCI 295	Introduction to Scientific Research & Writing	3
Third Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
CHMY 141/142	College Chemistry w/lab	4
EGEN 105	Introduction to Engineering	3
ENSC 220	Surface Water Hydrology	3
FORS 250	Introduction to GIS/GPS	4
ANY	Humanities General Education	3
Fourth Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
ENSC 243	Introduction to Soils	3
ENSC 270	Water Quality Monitoring	3
ANY	Any PKNI or NASX	3
STAT 216	Introduction to Statistics	4
ANY	Social Science General Education	3

Notes:

DIVISION OF MATH/SCIENCE

Secondary Education in Broadfield Science (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Cody Henderson, M.Ed.



Degree Description

The Associate of Science (A.S.) in Secondary Education – Broadfield Science prepares students to become effective, knowledgeable, and culturally responsive science educators who are equipped to serve middle and high school students, particularly in reservation and rural communities. This interdisciplinary program provides a strong academic foundation across the core scientific disciplines—including biology, chemistry, physics, earth science, and environmental science—while integrating essential pedagogical training aligned with contemporary educational standards and Indigenous ways of knowing.

Graduates of the program are prepared to transfer to a bachelor's degree program in secondary science education and pursue state licensure. The A.S. degree provides a strong foundation for careers in teaching, science education outreach, and community-based educational initiatives, particularly those serving Indigenous and rural populations.

Learning Outcomes are as follows:

- Apply interdisciplinary scientific knowledge (biology, chemistry, physics, earth and environmental science) to explain natural phenomena and solve problems relevant to local and reservation communities.
- Design and implement inquiry-based science lessons that promote critical thinking, scientific literacy, and student engagement, using culturally relevant and place-based approaches.
- Integrate Indigenous knowledge systems and community perspectives with Western scientific frameworks in ways that are respectful, accurate, and appropriate for secondary education settings.
- Demonstrate culturally responsive teaching practices by creating inclusive learning environments that support diverse learners and reflect the cultural values, histories, and experiences of Indigenous and rural communities.

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
BIOB 160/161	Principles of Living Systems w/lab	4
ENSC 105	Introduction to Environmental Science	3
SCI 150	Scientific Wonders of Glacier National Park	3
ANY	Any PKNI or NASX	3
WRIT 101	College Writing	3
Second Semester		**16 Credits**
Course Code	**Course Title**	**Credits**
BIOB 170/171	Principles of Biological Diversity w/ Lab	4
COMX 111	Public Speaking	3
EDU 223	Educational Psychology and Adolescent Development	3
NASX 141	History & Foundations of Piikani Language	3
WRIT 201	Advanced College Writing	3
Third Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
BIOE 243	Ecology in Glacier National Park	3
CHMY 141/142	College Chemistry I w/Lab	4
EDU 213	Diverse Learners, IEFA, and Secondary Schools	3
PHSX 121/122	Fundamentals of Physics I w/Lab	4
NASX 252	History and Presence of Indigenous Science	3
Fourth Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
ANY	Social Science	3
CHMY 143/144	College Chemistry II w/Lab	4
LIT 202	The Environmental Imagination	3
M 151	Precalculus	4
PHSX 123/124	Fundamentals of Physics II w/Lab	4

Notes:

DIVISION OF MATH/SCIENCE

Secondary Education in Broadfield Social Studies (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Cody Henderson, M.Ed.



Degree Description

The Associate of Science in Secondary Education – Broadfield Social Science prepares students to become knowledgeable, reflective, and culturally responsive educators who are equipped to teach in middle and high school settings, particularly in rural and reservation communities. This interdisciplinary program provides a strong academic foundation across the core social science disciplines, while integrating essential pedagogical training aligned with contemporary educational standards.

Students develop both content knowledge and instructional skills necessary to design inclusive, engaging, and community-centered learning environments. The program emphasizes culturally responsive teaching practices that honor the histories, languages, and lived experiences of Indigenous and rural populations. Through coursework and field-based experiences, students learn to incorporate local knowledge systems, oral traditions, and place-based education into their teaching, fostering meaningful connections between academic content and community identity.

The curriculum promotes critical thinking, civic engagement, and historical inquiry, encouraging students to examine diverse perspectives, analyze systems of power and inequality, and support student voice in the classroom. Graduates of the program are prepared to transfer to a four-year institution to complete a bachelor's degree and pursue teacher licensure, with a strong commitment to serving and supporting schools in reservation and rural communities.

Learning Outcomes are as follows:

- Analyze and interpret social science content by integrating knowledge from history, government, geography, and anthropology to explain human behavior, cultural systems, and historical change.
- Apply culturally responsive and place-based teaching strategies that reflect the values, histories, and perspectives of Indigenous and rural communities in secondary classroom settings.
- Evaluate multiple perspectives and sources to construct evidence-based arguments and facilitate critical thinking and civic engagement among diverse learners.
- Design effective instructional materials and assessments that align with educational standards and support inclusive, student-centered learning environments.

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
ANTY 101	Introduction to Anthropology	3
ANY 250	Introduction to Archaeology	3
HSTA 269	Montana History	3
PSCI 210	Introduction to American Government	3
WRIT 101	College Writing	3
Second Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
COMX 111	Public Speaking	3
EDU 223	Educational Psychology and Adolescent Development	3
NASX 141	History & Foundations of Pikanii Language	3
NASX 231	Indigenous Philosophy	3
PKNI 129	Pikanii History (1700-1900)	3
WRIT 201	Advanced College Writing	3
Third Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
EDU 213	Diverse Learners, IEFA, and Secondary Schools	3
FROS 250	Geographical Information System and Geographical Positioning System (GIS/GPS)	4
HSTA 101	American History I	4
HSTR 101	Western Civilization I	4
NASX 252	History and Presence of Indigenous Science	3
Fourth Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
ENSC 272	Water Resources	3
HSTA 102	American History II	4
HSTR 102	Western Civilization II	4
M 121	College Algebra	3
NASX/ HSTA 246	Blackfeet History: The North American Experience	3

Notes:

DIVISION OF MATH/SCIENCE

Pre-Engineering (AS)

Associate of Science

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Cody Henderson, M.Ed.
Shannon Salois, BS
Slater Henkel, BA



Degree Description

The Pre-Engineering curriculum is designed to prepare students to transfer to a four-year institution to pursue a Bachelor's Degree in an engineering or math field of study. The goal of the Pre-Engineering program is to give the student a solid foundation in mathematics, physics, and the scientific skills necessary to be successful in any engineering or math program.

Learning Outcomes are as follows:

- Obtain a comprehensive understanding of the physical sciences and mathematics necessary to pursue an engineering or mathematics degree
- Introduce students to the characteristics and concepts in all fields of engineering
- The curriculum offers a broad education necessary to understand the impact of engineering solutions in a global social context

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
ANY	Any PKNI or NASX	3
EGEN 105	Introduction to Engineering	3
M 121	College Algebra	3
COMX 111	Public Speaking	3
WRIT 101	College Writing	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
CHMY 141/142	College Chemistry I w/Lab	4
M 151	Pre-Calculus	4
SCI 295	Introduction to Scientific Research & Writing	3
STAT 216	Introduction to Statistics	4
Third Semester		**18 Credits**
Course Code	**Course Title**	**Credits**
ENSC 105	Introducton to Environmental Science	3
FORS 250	GPS/GIS	4
M 171	Calculus I	4
PHSX 121/122	Fundamentals of Physics I w/Lab	4
Humanities	General Education	3
Fourth Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
M 172	Calculus II	4
NASX 141	History & Foundations of Piikani Language	3
PHSX 123/124	Fundaments of Physics II w/Lab	4
ANY	History General Education	3
ANY	Social Science General Education	3

Notes:

DIVISION OF MATH/SCIENCE

Basic Human Subjects Research (Certificate)

Certificate

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Natalie Malaterre, BA



Degree Description

The goal of this certification is to provide emerging researchers training on how to conduct ethical Human Subjects Research. This curriculum incorporates the computational and communication skills necessary to analyze data and disseminate findings to the general public. The focus of this program is to educate researchers about conducting research with Indigenous populations.

Learning Outcomes are as follows:

- To apply ethical research protocols with a focus on American Indian and Alaska Native communities
- To be able to demonstrate a basic understanding of human subjects research
- To obtain the computational and communication skills needed to disseminate research data and findings

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		15 Credits
Course Code	**Course Title**	**Credits**
ANTY 122	Race and Minorities	3
COMX 111	Public Speaking	3
M121	College Algebra	3
SCI 151	CITI Program Human Subjects Research (HSR) Certification	3
WRIT 101	College Writing	3
Second Semester		**15 Credits**
Course Code	**Course Title**	**Credits**
BIOB 101/102	Discover Biology W/Lab	4
SCI 251	rETHICS Certification	4
SCI 295	Introduction to Scientific Research and Writing	3
STAT 216	Statistics	4

Notes:

DIVISION OF MATH/SCIENCE

Hydrology Technician Assistant (Certificate)

Certificate

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Pam Atkins, BS
Cliff Hall, BS



Degree Description

This program provides students with entry level skills for a career in hydrology. This is a career ladder certificate that can lead to an Associate of Science Technician Degree.

Learning Outcomes are as follows:

- Learn how to analyze and interpret hydrologic data in a meaningful way
- Gain the skills needed to solve problems related to water quality and availability
- Assess key concepts in hydrology related to the movement, storage and quality of groundwater and surface water interactions

DIVISION OF MATH/SCIENCE

Suggested Study Plan by Semester

First Semester		16 Credits
Course Code	**Course Title**	**Credits**
ENSC 220	Surface Water Hydrology	3
FORS 250	Introduction to GPS/GIS	4
COMX 111	Public Speaking	3
M 121	College Algebra	3
WRIT 101	College Writing	3
Second Semester		**17 Credits**
Course Code	**Course Title**	**Credits**
ANTY 122	Race & Minorities	3
BIOB 101/102	Discover Biology W/Lab	4
ENSC 270	Water Quality Monitoring	3
ENSC 272	Water Resources	3
GEO 101/102	Introduction to Physical Geology w/ Lab	4

Notes:

SCHOOL OF NURSING

Nursing (BSN)

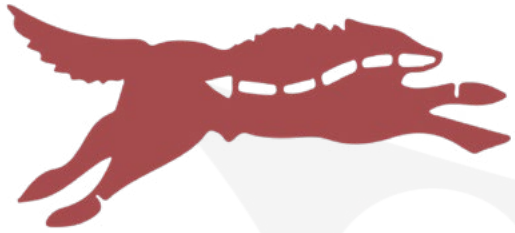
Bachelors of Science

Division Head:

Misty LaFranier, MSN, RN

Faculty:

Brigitte Mosely, MSN, RN



Degree Description

The Bachelor of Science in Nursing at Blackfeet Community College was designed with the needs of the "Universal Community" and is a uniquely dedicated, culturally resonant program. Students can complete the Health Science Degree and then apply to the Nursing Program, all at Blackfeet Community College. The combination of Health Science and Nursing education will provide BSN graduates with a foundation for developing clinical reasoning and judgment. This combination will assist in the development of a personal value system that enables the graduate to act ethically, regardless of the circumstances, while preparing them to integrate the values, skills, and knowledge they have learned to provide safe, competent, compassionate care to patients, families, communities, and other populations. Additionally, graduates will have developed the ability to promote equality and social justice while addressing social determinants of health and healthcare inequities. Graduates are eligible to take the National Council Licensure Examination (NCLEX).

Learning Outcomes are as follows:

- Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based frameworks to promote and maintain health, prevent disease, and manage illness.
- Demonstrate professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework, utilizing the most current knowledge.
- Demonstrate leadership in the provision and coordination of safe, cost effective and high-quality nursing care.
- Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, clinical reasoning, and cultural competence.
- Utilize information and technology to communicate, manage knowledge, educate, mitigate error, and support decision making.
- Provide entry-level professional nursing care to clients across the lifespan in a variety of health care settings.
- Promote a culture of caring to provide holistic, compassionate, culturally competent care.
- Function effectively within nursing and interprofessional teams, fostering open
- communication, mutual respect, and shared decision making to achieve quality patient care.

Notes:

SCHOOL OF NURSING

Suggested Study Plan by Semester

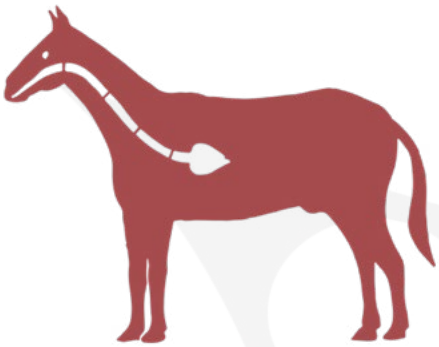
	Year 3			
First Semester		Total Credits 13	9 Credits	4 Credits
Course Code	**Course Title**		**Course Credits**	**Clinical Credits**
NRSG 319	Foundations of Nursing (Nursing theory & Writing)		2	
NRSG 332/333	Holistic Health Assessment & Lab		2	2
NRSG 334/335	Pharmacology & Lab		3	1
NRSG 306/307	Essentials of Nursing Care & Lab		2	1
Second Semester		Total Credits 16	10 Credits	6 Credits
Course Code	**Course Title**		**Course Credits**	**Clinical Credits**
NRSG 310	Medical Surgical Nursing I – Nursing Care Across the Lifespan & Lab/Clinical		4	2
NRSG 317	Health Systems and Vulnerable Population		1	
NRSG 349/350	Maternal Newborn & Clinical		2	2
NRSG 329/330	Mental Health Nursing & Clinical		3	2
	Year 4			
Third Semester		Total Credits 16	12 Credits	4 Credits
Course Code	**Course Title**		**Course Credits**	**Clinical Credits**
NRSG 431/432	Medical Surgical II – Complex Care & Clinical		4	2
NRSG 405/406	Pediatric Nursing & Clinical		2	2
NRSG 416	Research and Ethics in Nursing		3	
NRSG 417	Population Health Nursing		3	
Fourth Semester		Total Credits 15	11 Credits	4 Credits
Course Code	**Course Title**		**Course Credits**	**Clinical Credits**
NRSG 441/442	Medical Surgical Nursing III – Acute care of the Adult with clinical		3	2
NRSG 451/452	Leadership & Management w/ clinical		2	2
NRSG 453	Professional Growth and Empowerment		3	
NRSG 449	Policy, Ethics and Advocacy in Professional Nursing Practice		3	

The Bachelors of Science in Nursing at Blackfeet Community College is conditionally approved by the Montana Board of Nursing. The college will be conducting their accredidation site visit in September 2026. For more inforamation visit https://bfcc.edu/Accreditation

DIVISION OF WORKFORCE DEVELOPMENT

Industry Trades (Certificate)

1-Year Certificate



Division Head:

Cheryl Madman, M.Ed. Curriculum & Instruction

Faculty:

Heather Ollinger

Administrative Assistant

Yoletta Polk, Ext. 2758

Degree Description

This program provides students with the entry-level skills for the Industry Trades.

Learning Outcomes are as follows:

- Demonstrate proper safety habits and understanding the role that safety plays in the industry trades.
- Select and utilize tools and materials to complete tasks in multiple phases of construction to industry performance standards.
- Demonstrate effective written and oral communication with multiple project stakeholders
- Recognize terms and materials to apply in the Industry Trades.

DIVISION OF WORKFORCE DEVELOPMENT

Suggested Study Plan by Core Requirements

Gen Ed Requirements		9 Credits
Course Code	**Course Title**	**Credits**
WRIT 121	Introduction to Technical Writing	3
M 065	Pre-Algebra or higher	3
VOC 101	Employer/Employee Relations	3
Certificate Requirements		9 Credits
Course Code	**Course Title**	**Credits**
INDT 130	Introduction to Industry Trades I	3
INDT 131	Industry Trades Field Experience I	8
INDT 140	Introduction to Industry Trades II	3
INDT 141	Industry Trades Field Experience II	8
WKSS 190	OSHA10 (Workplace Safety)	1
ECP 100	1st Aid & CPR	1

Notes:

DIVISION OF WORKFORCE DEVELOPMENT

Meat Processing (Certificate)

1-Year Certificate

Division Head:

Cheryl Madman, M.Ed. Curriculum & Instruction

Project Director

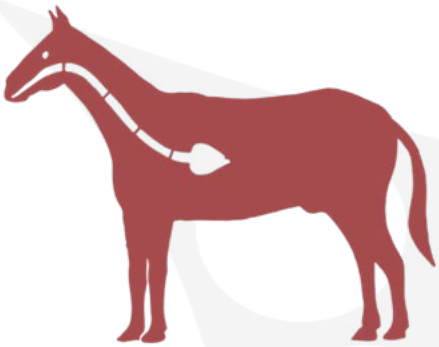
Alicia Yellow Owl, BS Elementary Education, AA Blackfeet Studies, AS General Studies

Faculty:

Dan Polk, Certificate, Certified Meat Cutter, Meat Specialist

Administrative Assistant

Yoletta Polk, Ext. 2758



Degree Description

This one-year program is specifically designed to enhance the skilled labor force for the meat processing industry. Its unique structure not only offers students valuable hands-on learning opportunities essential for career and technical fields but also facilitates networking with meat processors across the state. Additionally, the program is deeply integrated with Piikani history, culture, language, oral traditions, and ways of thinking, providing a rich and culturally immersive experience.

Learning Outcomes are as follows:

- Cutting, grinding, mixing, and stuffing meat
- Packaging and sanitation
- Proper killing of an animal
- Yield and quality grading
- Personal safety/plant safety
- Meat cut identification
- Understanding of Piikani history, culture, and language, and will be applied to meat processing

DIVISION OF WORKFORCE DEVELOPMENT

Suggested Study Plan by Core Requirements

Gen Ed Requirements		9 Credits
Course Code	**Course Title**	**Credits**
WRIT 101	College Writing	3
M 105	Contemporary Math	3
VOC 101	Employer/Employee Relations	3
Certificate Requirements		33 Credits
Course Code	**Course Title**	**Credits**
PKNR 101	Introduction to Meat Processing I	3
PKNR 120	Piikani Traditional Ecological Knowledge and Sacred Sites	3
PKNR 102	Meat Processing II	3
WILD 134	Wildlife and People	3
PKNR 103	Meat Processing III	3
BGEN 105	Introduction to Business	3
PKNR 104	Meat Processing IV Field Experience	3
PKNR 133	Piikani Buffalo Harvest	3

Notes:

Blackfeet Community College

Course Descriptions

Division of Piikani Studies

NASX 110 | Indigenous Humanities | 3 Credits
This course introduces students to the discourse of Indigenous knowledge, ways of knowing and counter-narratives to Eurocentric systems. The course is designed to explore Indigenous scholars' work with emphasis on Siksikaitsitapii authored publications. Attributes: Liberal Studies, Native American Studies, Arts. **Term Offered: fall semesters.**

NASX 141 | Piikani Language Origins & Foundations | 3 Credits
Students are introduced to the Piikani language through fundamental and introductory conversational settings used in daily interactions with community members. Course focus is on origin, philosophy, and proper enunciation of words and terms. Several different teaching methods will be implemented in presenting the language. **Term Offered: fall and spring semesters.**

NASX 142 | Intermediate Piikani Language | 3 Credits
Students will gain clarity and conversational confidence with the themes and conversational settings introduced in NASX 141. Use of various teaching methods such as total physical response, immersion, and implied learning techniques will enhance the learning process, and use of Piikani sign language will increase retention of the language. May substitute for Core 2 requirement upon instructor approval. Offer fall semesters; when scheduling permits.**Term Offered: spring semesters.**

NASX 147 | Plains Indian Sign Language | 3 Credits
This course studies the primary form of communication at the forefront of interaction between all tribes from the northern borders of Canada to the southern borders of Mexico. Instruction includes Piikani language in combination with the hand and body gestures. Students learn approximately 200 sign gestures for conversational purposes. **Term offered: fall semester.**

NASX 190 | Special Topics | 1-3 Credits
Special topics will vary, taking into consideration student demand for courses not listed as regular courses in the catalog.

NASX 224 | Origin Stories of the Niitsitapi/Piikani | 3 Credits
This course introduces origin stories of the Niitsitapi/Piikani and explores a variety of story forms and authors, with emphasis on Indigenous writers and storytellers. Attributes: Cultural Diversity, Literature. **Term offered: every other spring.**

NASX 240 | Introduction to Native American Literature | 3 Credits
Students in this course are introduced to multiple genres of literature (such as short fiction, novels, graphic novels, poetry/lyrics, drama/film/video, essays, mythology, children's and adolescent) produced by Native American authors, with an emphasis on Piikani writers and storytellers. The course includes an introduction to decolonization, feminist, and New Historical literary criticism. **Term Offered: every other spring.**

NASX 245 | Advanced Piikani Language | 3 Credits
Prerequisite: NASX 142 Students gain clarity and conversational confidence with the themes and conversational settings introduced in NASX 142. Student role-play, photographs, and other illustrations are used to assist the

immersion learning experience. The class will be fast moving and include class assignments within the community. **Term Offered: spring semesters; when scheduling permits, may be offered fall semester.**

NASX 276 | Federal Indian Policy & Government | 3 Credits
Students examine the history and development of the U.S. Indian policy. A study of tribal encounters and adjustments to European and American powers is covered. Students gain perspective on the Blackfeet government's interactions with other tribes and federal, state, and local governments. **Term Offered: spring semesters.**

NASX 280 | Indigenous Research Methods and Writing | 3 Credits
Prerequisite: Grades of C or higher in WRIT 101 and NASX 142. In this course, students learn to locate, scrutinize, and synthesize primary and secondary materials in the process of completing a major research project suitable for archiving. The course includes Indigenous research methodologies, emphasis on Siksikaitsitapii authored publications, and may include a research internship, such as with the Medicine Spring Library. **Term offered: fall semesters.**

NASX 231 | Indigenous Philosophy | 3 Credits
This course introduces students to various Indigenous philosophies and examines Indigenous critiques of Western philosophical perspectives with an emphasis on Siksikaitsitapii worldview. **Term Offered: spring semesters.**

NASX 290 | Special Topics | 1-3 Credits
Piikani Studies special topics will vary, taking into consideration student demand for courses not listed as regular courses in the catalog.

PKNI 101 | Piikani Language for Healthcare Professionals | 1 Credit
Healthcare professionals learn Piikani language for medical terms, greetings, and addressing patient needs. **Term Offered: spring semesters.**

PKNI 109 | Piikani Art Basics | 3 Credits
Students are introduced to the development of basic techniques of traditional Native American crafts, exploring art design in traditional and contemporary styles. Pictographs, buffalo hide paintings, winter counts, and lodge designs are studied for historical reference. **Term Offered: spring semesters; when scheduling permits, may be offered fall semester.**

PKNI 120 | Piikani Traditional Ecological Knowledge and Sacred Sites | 3 credits
This course is a study of Piikani traditional knowledge of local resources and sacred sites, environmental ethical practices, and historical and contemporary connections with Piikani identity and Siksikaitsitapi land and territory. The course combines in-class lecture and outdoor experiential, land-based learning. Attributes: Ethics, Cultural Diversity, Science. **Term Offered: fall semesters.**

PKNI 129 | History of the Piikani (1700 to 1900) | 3 Credits
The course is designed to give students knowledge of Piikani history from the Doctrine of Discovery to the arrival of the horse, emergence of pandemics, development of reservation agencies and covering the treaties of 1855 including the agreements of 1888 and 1896 Agreement concluding at 1900. Attributes: History, Education, Humanities. **Term Offered: fall and spring semesters.**

PKNI 229 | History of the Piikani (1900-2000) | 3 Credits
Prerequisite: Must have completed WRIT101 with a grade of C or higher This course covers the fast-changing world of the Piikani after the treaty-making era, from the land cession that led to the development of Glacier National Park to the significant events and policies of the 20th Century. **Term Offered: spring semesters.**

PKNI 243 | Piikani Societies and Leadership | 3 Credits
This course examines Piikani clans and societies, how individuals were selected for leadership roles, and the general ceremonial roles and responsibilities. **Term Offered: spring semesters.**

Division of Education

ECP100 | CPR, AED & First Aid | 1 Credit
This course is hands-on training to give students the knowledge and skills needed to respond confidently and effectively in an emergency. Upon completing this course, students will receive an AED, Adult, Child, Infant CPR, and First-Aid certification card. **Term Offered: Every**

EDEC 135 | Early Literacy & Language (0-8 years) | 3 Credits
Students will understand the interrelated development of early language and early literacy in children from birth to age eight. Will focus on culturally diverse ways of sharing stories to develop high-quality strategies to support early learners in vocabulary development, narrative skills, phonological awareness, print knowledge, and early reading and writing skills through traditional oral stories and children's literature. **Term Offered: Fall**

EDEC 210 | Meeting the needs of Families | 3 Credits
This course will assist students in recognizing the roles, responsibilities, and importance of families in early childhood education. The course content provides students with opportunities to explore the characteristics of indigenous family dynamics. Candidates explore positive communication techniques with parents and encourage parental involvement and partnerships in early childhood programs and elementary classrooms. **Term Offered: Spring**

EDEC 230 | Positive Child Guidance | 3 Credits
Positive Guidance encourages teacher candidates to use various positive guidance techniques when working with young indigenous children, with and without disabilities, from birth to age 8. Evidence-based strategies include those relevant to children's developmental levels and needs, encourage cooperation, problem-solving, and conflict-resolution skills, and promote positive social-emotional development (including self-concept and self-esteem). **Term Offered: Fall**

EDEC 240 | Indigenous Practicing Inclusion | 3 Credits
This course will provide teachers with the skills to help teach indigenous preschoolers in an early childhood setting. Other topics covered: disabilities, developmental delays, application of practices, inclusion into core principles, and activities that strengthen their ability to support each child's growth and development in their program or group. **Term Offered: Spring**

EDEC 247 | Child & Adolescent Growth & Development | 3 Credits
Students will examine physical, psycho-social, and cognitive/language developmental milestones of children, both typical and atypical, from conception through adolescence. Students will research developmental theories and investigative research methodologies to serve children in a developmentally appropriate manner. **Term Offered: Fall**

EDEC 249 | Infant & Toddler Group Care | 4 Credits
This course will examine physical, cognitive, emotional, and social development in the first three years of life. Course topics include developmental milestones, abnormal growth and disease, parenting, family dynamics, and appropriate care practices and environments from infancy through 36 months. **Term Offered: Spring**

EDEC 265 | Leadership & Professionalism | 3 Credits
This course will cover influential leaders who serve others in a relationship-building atmosphere. Students will explore various techniques to promote professionalism and leadership in early childhood, using the

NAEYC Code of Ethical Conduct. Teacher candidates will examine ethical issues when working with children and families and use their understanding of the code of conduct, school law, and leadership to advocate professionally effectively. **Term Offered: Fall**

EDEC 273 | Early Childhood Curriculum & Environments I | 4 Credits
This course will cover: lesson-planning skills, including goal setting, selecting appropriate materials, and assessing. Students will gain experience in planning individual, small-group, and whole-class activities. Additionally, students will explore the developmentally appropriate environment and its effect on the learner in the physical, cognitive, and social domains. Students will develop, implement, and evaluate relevant and meaningful curriculum and environments for young children. **Term Offered: Spring**

EDEC 287 | Early Math and Numeracy Concepts | 3 Credits
This course builds a foundation for early childhood teachers to integrate mathematical concepts and ideas into their early learning environments. Students will understand how to use the Montana Early Learning Standards and Montana's Common Core Standards for Mathematics to drive instruction in a developmentally appropriate manner. Additionally, students will learn techniques for assessing students' thinking and scaffolding instruction to meet the needs of all learners. **Term Offered: Spring**

EDU 109 | Piikani Art PK – 8 | 3 Credits Transfer
This course is designed for students to explore art history into grade-appropriate teaching lesson plans effectively. This course introduces the student to the development of traditional Piikani, American, and Western art techniques. The history of native art (pictographs, buffalo robe painting, and tipi paintings). **Term Offered: Fall**

EDU 150 | Piikani Singing, Dance, and Drama PK-8 | 3 Credits Transfer
Students explore visual arts such as music, singing, dancing, and drama/theatre by integrating Blackfeet ways of knowing. The students will better understand how to incorporate music, singing, dancing, and drama/theatre Arts into grade-appropriate teaching effectively lesson plans. **Term Offered: Spring**

EDU 190 |Work Integrated Learning (WIL)| 3 Credits
This course designed for dual enrollment /high school students with a structured work shadowing experience designed to connect academic learning with real-world professional practice. Students will observe and participate in daily workplace activities under the supervision of a qualified mentor, gaining insight into professional roles, workplace expectations, and career pathways. Through guided observation, reflection, and supervised engagement, students will develop professional communication skills, understand organizational structures, and apply classroom knowledge in authentic settings. Emphasis is placed on professionalism, ethical conduct, cultural respect, and reflective practice. This experience supports career readiness by helping students explore occupational interests, build confidence in professional environments, and make informed decisions about future education and employment opportunities.

EDU 201 | Introduction to Education | 3 Credits
This course is designed for the student to understand better past and future education history: education policies, leadership, cultural and western pedagogy, and the professionalism of being a teacher—Thirty-hours of classroom placement; math, reading, science, and ELA. This course will help students prepare for the PRAXIS (National Teacher Exam). **Term offered: Fall. Prerequisite: (Teacher Substitute)**

EDU 222 | Educational Psych & Child Development | 3 Credits
This course will cover psychological, human conception, and Piikani origin, including physical, cognitive, and psycho-social development within the school, the family, and society. Students will apply brain-based research, learning stages, and psychological factors influencing the learning process to classroom management and educational evaluation. Through group experiences, projects, examinations, and written assignments, students will

apply health behavior theories and strategies to develop a personalized wellness plan that reflects both evidence-based practices and cultural values. **Term Offered: Spring**

EDU 231 | Children to Young Adult Literature 4 Credits
Students explore the extensive body of literature for children and young adults. Students develop professional skills in using research in various cross-curricular applications in the instruction of children and young adults. Students explore multiple genres of fiction, nonfiction, and Piikani origin oral tradition. **Term Offered: Spring**

EDU 290 |Physical Education, Health & Fitness class with movement | 4-6 Credits
EDU 290 Special Topic: Physical Education, Health & Fitness is a 4 to 6-credit, activity-based on students taking 4 to 6 courses designed to promote lifelong wellness through physical activity, movement education, and personal fitness development. Students will engage in structured movement experiences by selecting four ACT physical education courses from an approved list. Each ACT course provides hands-on instruction in fitness, strength, flexibility, endurance, coordination, and overall wellness. This course supports students in developing healthy lifestyle habits, improving physical fitness levels, and increasing awareness of the connection between physical, emotional, and holistic well-being.

HTH 110 |Personal Health & Wellness| 3 Credits
This course is designed to increase students' understanding of the foundations of personal health and wellness through both contemporary and culturally grounded perspectives. Students will explore the physical, emotional, mental, spiritual, and environmental dimensions of health while examining current topics in personal, community, and global health. **Term Offered: Spring**

HTH 201 | Health Issues for Educators| 3 Credits
This course examines current health issues relevant to educators, integrating contemporary health knowledge with culturally grounded perspectives. Students will explore physical, emotional, mental, spiritual, and environmental dimensions of health, with an emphasis on how these areas impact teaching, learning, and community well-being. Grounded in holistic and Indigenous approaches, including Piikani/Blackfeet perspectives, this course highlights the importance of balance, relationships, and connection to community in promoting lifelong wellness. Students will study coordinated school health frameworks and develop strategies to model and promote healthy behaviors in educational settings. **Term Offered: Fall**

Division of Human Services

CAS 120 | Pharmacology of Substance Abuse | 2 Credits:
Pharmacology is the branch of medicine concerned with the uses, effects, and modes of action of drugs and alcohol on various systems of the body. Students examine pharmacology as related to addiction, drug processes in the body, neurological impact, causality, assessment, diagnosis, treatment, and possible prevention. **Offered on demand.**

CAS 145 | Addiction Studies | 3 Credits:
This course will provide an overview of addiction, including use, misuse, and abuse, intervention, possible prevention, and treatment models. We will explore the impact of addiction on the addict, family & society (micro, Division of Human Services

CAS 120 | Pharmacology of Substance Abuse | 2 Credits:
Pharmacology is the branch of medicine concerned with the uses, effects, and modes of action of drugs and alcohol on various systems of the body. Students examine pharmacology as related to addiction, drug processes in the body, neurological impact, causality, assessment, diagnosis, treatment, and possible prevention. **Offered on demand**

CAS 145 | Addiction Studies | 3 Credits:
This course will provide an overview of addiction, including use, misuse, and abuse, intervention, possible prevention, and treatment models. We will explore the impact of addiction on the addict, family & society (micro, mezzo & macro). A historical view, prevalence of addiction and compulsive behaviors, including gambling, eating, spending, and other addictions, will be discussed. Further, treatment for substance abuse will be explored along with the neurobiology of drugs and addiction. **Term offered: Fall Semester**

CAS 209 | Treatment Planning and Documentation | 2 Credits:
This course will introduce record-keeping skills, including treatment planning, documenting client and counselor interactions, report writing, and legal and professional standards of record-keeping applicable to the addictions field. **Offered on demand.**

CAS 250 | Gambling Addiction | 2 Credits:
This course is designed to increase awareness regarding the effects of addictive gambling. The etiology, risk factors, symptoms of addiction, assessment and diagnosis, various forms of gambling, treatment, rehabilitation, and the historical prevalence of gambling will be examined. Students will gain an understanding of the DSM-5 definition of problem gambling. **Offered on demand.**

CAS 251 | Co-occurring Disorders | 2 Credits
In this course, students will learn about the co-occurrence of addictions and other mental health disorders. We will discuss common misperceptions and biases regarding co-occurring disorders, recognizing and assessing co-occurring disorders, exploring treatment options, and available services. Students will also address barriers to assessment and treatment, misperceptions and biases, relevant research, and prevalence data. **Offered on demand.**

CAS 275 | Assessment & Diagnosis | 3 credits
This course will introduce the student to assessment and evaluation procedures used in addiction counseling. The student will be able to understand, describe, administer, and interpret the various testing and evaluation tools used in addiction counseling. **Offered on demand**

CJUS 101 | Introduction to Law & Blackfeet Legal Studies | 3 Credits
In this course, students will be introduced to the basic concepts of private and public law systems. The general principles of subjects from contracts to criminal law procedures will be studied, incorporating Blackfeet Justice systems. **Term Offered: Fall Semester**

CJUS 121 | Introduction to Criminal Justice | 3 Credits
This course is designed to provide students with a general understanding 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 legal system, and compare those systems to tribal justice agencies. **Term Offered: Spring Semester**

CJUS 140 | Tribal Criminal Law and Procedure | 3 Credits
This course will examine the theories of criminal law in Anglo and Native societies, criminal jurisdiction in Indian Country, criminal law, elements of a crime and defenses, criminal procedure, sanctions, and sentencing. **Term offered: Fall Semester**

CJUS 180 | Blackfeet Law & Order Code and Ethics:
In preparation for the Blackfeet Tribal Bar Exam, students will learn the Blackfeet Tribal Code and participate in experiential learning activities to apply what they learn. Ethical considerations will be discussed so that students understand the parameters of representation and prohibited activities. **Term offered Fall Semester**

CJUS 200 | Alternative Dispute Resolution | 3 Credits
This introductory course will provide students with a broad understanding of ADR. The course will cover negotiation, mediation, arbitration, peacemaking, restorative justice, and reparative justice. Students will apply this new knowledge in experiential activities. **Term offered: Spring Semester**

CJUS 286 | Legal Research Writing | 3 credits
This course will teach students to develop brief writings using the IRAC (Issue, Rule,, Analysis, Conclusion) Method. Students will learn basic legal research skills. **Term Offered: Spring Semester**

CJUS 291 | Special Topics | 1-6 Credits
Varying course offerings based on the interests and needs of students and the community. **Offered on demand.**

CJUS 298 | Internship | 1-6 Credits
Consent of Instructor
This course will provide supervised fieldwork placements in the criminal justice field. Students will apply the basic principles of criminal justice and critical skills in a supervised setting. Students may be required to complete a background check. **Term offered: Spring Semester**

HS 279 | Legal, Clinical & Professional Issues | 3 Credits
This course will provide students with the skills and understanding of ethical standards and practices to develop proactive, effective decision-making strategies that help providers avoid ethical traps that could compromise professional integrity. Students will also explore multicultural issues and assess and improve their cultural competencies. **Term Offered: Spring Semester**

HS 280 | Introduction to Counseling | 3 Credits
This course is designed to introduce the course participants to the basic principles, history, and techniques of counseling. The course includes a multicultural, strength-based perspective on counseling. There will be a special focus on addictions and current issues in counseling. **Term Offered: Fall Semester**

HS 281 | Introduction to Group Counseling | 3 Credits:
This course is designed to help students gain a base knowledge of planning, developing, and conducting successful group experiences using didactic experiential activities. Students are exposed to various methods of group work, the basic group process, and professional & ethical issues involved in group counseling. Students will learn how to effectively lead the group process. There will be a special focus on addictions and current issues in counseling. **Term Offered: Spring Semester**

HS 291 | Special Topics | 1-6 Credits
Varying course offerings based on the interests and needs of students and the community. **Offered on demand.**

HS 298 | Field Placement | 1-6 Credits
Consent of Instructor
This course will provide supervised fieldwork placements with public and private human services agencies. Students will apply the basic principles of human services and critical skills in a supervised setting. Students may be required to complete a background check. **Term Offered: Every Semester**

PSYX 100 | Intro to Psychology | 3 Credits
This course is intended as an introductory philosophy and survey of the scientific discipline of psychology. Basic anatomy and physiology of the brain and its connections to the body are studied in relation to our perceptions, behaviors, and cognition. **Term Offered: Every Semester**

PSYX 105 | Self-Care | 1-3 Credits.
Self-Care practices contribute to overall well-being. This course will help students build resilience. Activities include experiential and practical methods. Students will learn the importance of ongoing self-care activities for reducing anxiety & stress, with respect to cultural integrity. **Offered on demand.**

PSYX 109 | Self-Expression Through the Arts | 1-3 credits.
Self–Expression Through the Arts is intended for non-art majors, those unfamiliar with studio arts, or those who just want to express themselves in a fun and interactive way. Students will gain an understanding of how art can be used to explore meaning and express themselves non-verbally while becoming familiar with various artistic materials and processes. **Offered on demand.**

PSYX 115 | Suicide Awareness
Participants will learn to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Participants do not need any formal training to attend this course. This workshop is not recommended for people who have had a recent suicide loss. **Offered on demand.**

PSYX 125 | Peer Support 101
Peer Support 101 is a comprehensive 40-hour course that provides foundational education and practical instruction in the core principles and skills of peer support. The training meets the required core competencies to apply for licensure as a Certified Behavioral Health Peer Support Specialist (CBHPSS) in Montana.

PSYX 203 | Introduction to Social Science Research Methods | 3 Credits.
This course introduces research methods used in the social sciences. Students learn to be critical consumers of research and to write about research. **Offered Spring Semester.**

PSYX 230 | Developmental Psychology | 3 Credits.
The study of human physical, cognitive, and psychosocial development throughout the lifespan. Content covers major theories, the influence of genetics, and the environment in a chronological order. **Term Offered: Spring Semester**

PSYX 240 | Abnormal Psychology | 3 Credits
This course allows students to gain a better understanding of, and appreciation for, variations in human behavior as well as the major classifications of mental health disorders and different diagnoses. This course explores the historical development of the classification systems for mental health disorders, potential causes, and basic treatment approaches. **Term offered: Fall Semester**

PSYX 248 | Family Violence: Building Healthy Families | 3 Credits
This course provides an overview of domestic violence issues, including the cycle of abuse, myths about abuse, healthy and unhealthy survival skills, the emotional healing process, community resources, intervention plan

PSYX 260 | Social Psychology | 3 Credits
This course is designed to provide the student with general knowledge of the study of individual behavior as a function of interpersonal interaction. Students will seek to understand the nature and causes of individual & social behavior in situations. **Offered on demand.**

PSYX 262 | Cultural Psychology | 3 Credits
Culture can be understood on multiple levels. This course will uncover some of the many levels of understanding culture by examining the content of culture, where culture comes from, why culture emerged, and how cultural perceptions influence human behavior and mental processes. **Term Offered: Fall Semester**

PSYX 285 - Psychology of Personality | 3 Credits
Introduction to theories and research in personality. An intensive survey of theoretical concepts and a detailed examination of experimental methods and experiments in the field of personality. **Term Offered: Spring Semester**

PSYX 291 - Special Topics | 1-6 Credits
Offered intermittently. Varying course offerings based on the interests and needs of students and the community. **Offered on demand.**

SOCI 101 | Introduction to Sociology | 3 Credits
Overview of the principles and concepts used in the study of human social interaction, diverse social groups, communities, and societies in the United States and worldwide. **Term Offered: Every Semester**

SOCI 220 | Race, Gender and Class | 3 Credits
The course analyzes the intersecting structures and dynamics of race, gender, and class. Using intersectionality as its conceptual framework, it explores how these categories are socially constructed and deeply interconnected. Students examine power relationships, intergroup conflict, and minority-group status, and how these identities shape individual experiences and societal inequalities. **Offered on demand.**

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,c and political factors that condition the provision of these services. **Term Offered: Fall Semester**

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. Offered Spring Semester

Divison of Liberal Studies

COMX 111 | Introduction to Public Speaking | 3 credits
Principles and philosophies of speech communication are addressed. Students learn to speak with clarity, accuracy, and fluency in a variety of public contexts and to develop and present speeches in a variety of formats, including drama exercises. Students use a variety of technologies to facilitate research, draft, and deliver their presentations. **Term Offered: Fall and Spring**

CRWR 102 | Introduction to Creative Writing | 3 credits
In this writing workshop, students learn to employ the literary elements of poetry, fiction, and creative nonfiction to reach and connect to others. Students will read and listen to a wide variety of Indigenous and other authors, including class visits from regional authors when possible. We will discuss how these authors convey the experience of being human through their writing to help each student develop their own unique voice and perspective in their creative writing. Students will produce original work in a variety of genres, including poetry, short fiction, and creative nonfiction. No prior experience in creative writing is required. **Term Offered: Fall**

CRWR 212 | Creative Nonfiction & Storytelling | 3 credits
Prerequisite: Grade of C or higher in CRWR 102. Students will explore creative nonfiction forms and techniques by studying Indigenous and other nonfiction authors and storytellers, and by composing original creative nonfiction stories in both written and oral formats. This course emphasizes revision through supportive peer workshopping. It culminates in a final portfolio of several pieces, such as place-based writing, outdoor narrative, memoir, descriptive-style stories, and recorded/filmed oral narrative. **Term Offered: Spring**

FILM 103 | Introduction to Film | 3 credits
In this course, students gain an understanding of the history and development of American film. In addition, students develop visual literacy (cinematic vocabulary). They use their acquired visual literacy to discuss and interpret film narratives and write critical analysis papers on selected films. **Term Offered: Fall**

LIT 110 | Introduction to Literature | 3 credits
In this course, students study how readers make meaning of texts and how texts influence readers. Emphasis is on interpreting literary texts through close reading, critical analysis, and reflective writing. **Term Offered: Fall**

LIT 169 | Literature as Popular Culture | 3 credits
This course explores the interrelationship between high and low (popular) cultural traditions, emphasizing the social and artistic significance of popular cultural texts**. Term Offered: Spring**

LIT 202 | The Environmental Imagination | 3 credits
This course explores major developments in the study of environmental literature, introducing students to current debates and discussions about how diverse cultures have imagined the human place in the nonhuman world. **Term Offered: Spring**

LIT 235 | Literary Traditions & Contemporary Voices of Indigenous Authors | 3 credits
Students are introduced to both contemporary and traditional voices of Native American and Canadian First Nations authors. Multiple genres of literature, with an emphasis on Piikani writers and storytellers, will be studied. This may include short fiction, novels, graphic novels, poetry/lyrics, documentary film/video, archived audio, podcasts, essays, memoirs, mythology, and children's literature. An introduction to decolonizing efforts in publication/academic settings, as well as the healing nature of story, will also be key focus areas of this course. **Term Offered: Spring.**

LIT 270 | Film as Literature | 3 credits
This course studies the relationship between film and literature. Topics vary. **Term Offered: Spring**

LS 190, 199, 290, 299 | Special Topics | 1-3 credits
These courses meet student demand for Liberal Studies courses not listed in the catalog. **Term Offered: as needed**

MART 112 | Introduction to Film Making & Editing | 3 credits
This course trains students to become multi-media storytellers, mastering industry-standard production and post-production tools. **Term Offered: Fall**

MART 255 | Photoshop: Art & Design | 3 credits
Prerequisite is MART111 or PHOT154. This course builds upon the fundamental still-image design skill sets covered in MART 111 and PHOT 154 & PHOT 155, providing students with the opportunity to expand their aesthetic application and perspective. Students will focus on Techniques, Artistic Applications, and Voice of the Artist. Projects will explore a variety of artistic applications from project planning, layout, and design to final project presentation for an on-campus gallery. **Term Offered: Spring**

MUS 103 | Rock Band | 1 credit
Students will study chord structure, chord progressions, and the fundamentals of melody, harmony, scales, and key signatures. Students will learn how to create music together through repeated practice and jam sessions. Improvisational skills and sharing group "musical space" will enhance students' knowledge of the principles of rhythm and syncopation, and how singing and lyrics can add another dimension. Learning to compose original music by observing other musicians' work will benefit students' preparation for a performance at the end of the semester. No experience required, but participation is mandatory. **Term Offered: Fall and Spring**

MUS 130 | History of Rock & Roll | 3 credits
This class will examine the origin, development, and composition of what we know as "Rock & Roll." The main focus will be on rock and roll as cultural stories and historical records. **Term Offered: Fall**

PHOT 155 | Advanced Digital Photography | 3 credits
Prerequisite: PHOT 154. A continuation of PHOT 154, this course further students' proficiency with the digital camera and Adobe Photoshop. Students develop a skill set in artistic camera techniques, including light and color variations, shutter speeds, and aesthetic creativity. **Term Offered: Spring**

POPC 125 | Street Art | 3 credits
This course will develop skills needed to create vibrant, eye-catching street art. Topics will include design, finding a space (asking permission), how to make a stencil, how to use wheat paste, how to write in graffiti style, and how to use a graph to plot designs into large mural wall art. We will examine the work of local artists and global street artists, including Indigenous and female graffiti artists, and practice creating original art using drawings, spray paint, brush paint, and paper. **Term Offered: Spring**

POPC 150 | Video Games Impact on Popular Culture | 3 credits
Students will discover the influence and impact of game design and game technology in popular culture. Topics will include the early history of hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the multibillion-dollar arcade industry, generational changes in home video game console inventors, and the impacts of video games from the hobbyists to competitive gamers, as well as the validation of video games as an art form. The media of film, television, print, and music will illustrate and demonstrate the wide world of video games. **Term Offered: Spring**

POPC 280 | Women Detectives & the Female Gaze | 3 credits
This course explores women detectives across film, television, graphic novels, comics, novels, and other forms of popular culture. Students will study how these characters challenge or reflect cultural ideas about gender, power, and representation. Through critical reading, discussion, and analysis, the course considers detectives, victims, and criminals through the female gaze and examines the lasting appeal of women detectives in popular culture. **Term Offered: Fall**

VISV 101 – Introduction to Visual Sovereignty & Indigenous Media | 3 credits
Explores Indigenous media history, theory, representation, and the concept of Visual Sovereignty with emphasis on Blackfeet and hemispheric perspectives. **Term Offered: Fall**

VISV 210 – Story Development & Screenwriting for Indigenous Media | 3 credits
Focuses on narrative and documentary story development, Indigenous storytelling structures, scriptwriting, treatments, and proposals. **Term Offered: Fall**

VISV 220 – Indigenous Filmmaking Practices | 3 credits
Hands-on production course covering camera, sound, editing, and culturally grounded production workflows. **Term Offered: Spring**

VISV 295 – Visual Sovereignty Capstone Studio | 3 credits
Students complete an original short film or media project to be screened for the BFCC and Blackfeet community. Term Offered: Spring

WRIT 101 | College Writing | 3 credits
Students develop and practice reliance on a formal, recursive academic writing process that includes idea generation, planning, researching to gain knowledge, evaluation of sources, drafting, peer review, revising, and editing

to produce high-quality academic papers and multi-modal projects. The course supports each student to find the value of their own voice, ideas, and expression. Students will gain active reading strategies and improved reading comprehension, everyday writing skills relevant to the workplace and community involvement, strengthened confidence with grammar, enriched vocabulary, critical thinking skills, and an introduction to MLA/APA formatting styles (depending on each student's major). Reliance on Blackfeet ways of knowing, such as elders/family/community as valuable sources of knowledge, is woven into key assignments in this course. **Term Offered: Fall and Spring**

WRIT 201 | Advanced College Writing | 3 credits
Prerequisite: A grade of C or higher in WRIT 101 College Writing. This class continues and extends the learning begun in WRIT 101. Students will expand their study of the various types of academic writing, refine their analytical reading skills, and deepen their understanding of the research process. More advanced concepts are introduced and developed, such as how to avoid confirmation bias and how to use rhetorical strategies like audience awareness, counterarguments, and logic. The emphasis is on writing as a tool of inquiry and critical thinking applicable across disciplines, as well as continuing to support clear writing and communication needed in the workplace, everyday life, and in community advocacy roles. **Term Offered: Spring**

WRIT 299 | Advanced Research Writing - Capstone | 3 credits
Prerequisite: Grade of C or higher in WRIT 201, or instructor approval. In this course, students learn to locate, scrutinize, and synthesize primary and secondary materials as they complete a major research project suitable for archiving, conference presentation, or community advocacy. Students will incorporate their major / field of interest within their research topic(s). The course emphasizes Indigenous research methodologies (place-based, relational, community/elder oral sources, etc.), alongside Western academic modes of research writing (Proposals, Annotated Bibliography, etc.), and will include an archival research field trip to work with archival librarians around the state, or locally at the Medicine Spring Library. **Term Offered: 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 the study of the Greek and Latin root words, prefixes, and suffixes. Emphasis is placed on common anatomical, pathological, and diagnostic words and phrases. **Term Offered: Fall**

ANTY 101 | Introduction to Anthropology | 3 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
A survey of anthropology that introduces the fundamental concepts, methods, and perspectives of the field. The description and analysis of human culture, its growth, and change. The nature and functions of social institutions. **Term Offered: Fall**

ANTY 122 | Race and Minorities | 3 Credits
General Ed. Designators
H - Social Science / History
Race, ethnicity, and minority are powerful cultural and social constructs in American society. This course will explore from a critical anthropological perspective the concept of race to assess its validity as a biological and socio-cultural category. In the latter portion of the course, we will examine the relationship between race, ethnicity, and minority status among the major ethnic groups of the United States, outlining their political, economic, and cultural struggles for societal equality. **Term Offered: Spring**

ANTY 210 | Introduction to Biological Anthropology | 3 Credits
General Ed. Designators
N - Natural Sciences
An introduction to human evolutionary biology, including processes of evolution, primate studies, hominin paleontology, and human variation. **Term Offered: Fall**

ANTY 220 | Culture and Society | 3 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
Study of social organization of non-western societies; emphasis on variations in ecology, social structure, economic, political, and religious beliefs and practices. **Term Offered: Spring**

ANTY 250 | Introduction to Archaeology | 3 Credits
General Ed. Designators
H - Social Science / History
This class will provide students with an understanding of the methods and theoretical approaches archaeologists utilize to understand and explain past human societies. The history of the discipline and its evolution to current methods and theories will be introduced. An emphasis will be placed on known cultural/archaeological sites located within the Blackfeet Traditional homelands. **Term Offered: Fall**

ANTY 270 | Introduction to Linguistics | 3 Credits
General Ed. Designators
H - Social Science / History
An introduction to the field of modern linguistics and to the nature of language. Emphasis on the ways different cultures develop symbol systems for representing meaning. **Term Offered: Spring**

ANTY 286 | Survey of the Forensic Sciences | 3 Credits
General Ed. Designators
N - Natural Sciences
This course is a survey of 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 also as expert witnesses. **Term Offered: Fall**

ANTY 296 | Introduction to Cultural Resource Management | 3 Credits
This class an introduction to cultural resource management and the laws that govern it.
Students will become familiar with the cultural resource management system as it protects the archaeological and cultural resources on Federal lands. Emphasis will be placed on the protection of cultural sites located on the Blackfeet Reservation. **Term Offered: Spring**

ANTY 299 | Special Topics in Anthropology | Variable Credits
General Ed. Designators
N - Natural Sciences
As new topics/ findings emerge, based on student and faculty interest, courses will be offered under the special topic number. Based on the content, credit hours will be determined. **Term Offered: Fall or Spring**

BIOB 101 | Discover Biology | 3 Credits
General Ed. Designators
N - Natural Sciences
Corequisite BIOB 102

This course introduces basic biological principles, including the basic structure of the cell, the 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. **Term Offered: Fall or Spring**

BIOB 102 | Discover Biology Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIOB 101
Laboratory exercises will relate to the principles of BIOB 101 lectures.
Laboratory experiences will include experimentation, microscope work, observations, and dissection. **Term offered: Fall or Spring**

BIOB 160 | Principles of Living Systems | 3 Credits
General Ed. Designators
N - Natural Sciences
Corequisite 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. **Term Offered: Fall**

BIOB 161 | Principles of Living Systems Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIOB 160
This course will practice the scientific method while applying the principles of BIOB160 lectures through laboratory exercises. **Term Offered: Fall**

BIOB 170 | Principles of Biological Diversity | 3 Credits
General Ed. Designators
N - Natural Sciences
Corequisite BIOB 171
Examination of the diversity, evolution, and ecology of life, including eukaryotes, bacteria, viruses, Protista, fungi, plants, and animals. Ecological concepts such as natural selection, ecosystems, energy relationships, cycles, population, and communities will also be studied. **Term Offered: Spring**

BIOB 171 | Principles of Biological Diversity Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIO 170
Laboratory exercises will relate to the principles of BIOB 170 lectures. Laboratory experiences will include basic lab safety, experimentation, microscope work, observation, and dissection. **Term Offered: Spring**

BIOB 291 | Special Topics in Biology | Variable Credits
General Ed. Designators
N - Natural Sciences
As new topics/ findings emerge, based on student and faculty interest, courses will be offered under the special topic number. Based on the content, credit hours will be determined. **Term Offered: Fall or Spring**

BIOE 243 | Ecology in Glacier National Park | 3 Credits
General Ed. Designators

N - Natural Sciences
This course introduces students to environmental science through the ecological systems, landscapes, and management challenges of Glacier National Park. Using the park as a living laboratory, students examine ecological processes across multiple levels of organization—from populations and species interactions to communities, ecosystems, and climate-driven change—within a globally significant and rapidly transforming environment. **Term Offered: Fall**

BIOH 104 | Basic Human Biology | 3 Credits
General Ed. Designators
N - Natural Sciences
Corequisite BIOH 105
Explore the fundamental concepts, principles, and processes in the systemic organization of the human body. Describe the structure and function of the human body in the maintenance of a homeostatic condition at the cellular and tissue levels, biochemical processes, physiological systems, genetics, and metabolism. **Term Offered: Fall or Spring**

BIOH 105 | Basic Human Biology Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIOH 104
Lab exercises will apply scientific concepts and methods of inquiry to coordinate with the coursework for BIOH 104. **Term Offered: Fall or Spring**

BIOH 201 | Human Anatomy and Physiology I | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite BIOB 104 or BIOB 160
Corequisite BIOH 202
The study of the systematic organization of the human body through anatomical methodology and physiological mechanisms. Emphasis will be on levels of organization, tissue differentiation, and the structure, function, and pathologies of the integumentary, skeletal, muscular, and nervous systems. **Term Offered: Fall**

BIOH 202 | Human Anatomy and Physiology I Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIOH 201
Lab exercises will identify the physiology of the various organ systems to coordinate with the coursework of BIOH 201. **Term Offered: Fall**

BIOH 211 | Human Anatomy and Physiology II
3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite BIOH 201
Corequisite BIOH 212
This is a continuation of Anatomy & Physiology I. The students will study the structural and functional workings of the endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system. **Term Offered: Spring**

BIOH 212 | Human Anatomy and Physiology II Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIOH 211
Lab exercises will identify the physiology of the various organ systems to coordinate with the coursework of BIOH 211. **Term Offered: Spring**

BIOH 256 | Principles of Pathophysiology | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisites: BIOH 201, BIOH 211, CHMY 141
This course introduces the abnormal functioning of human cells, tissues, and organ systems, and the physiological adaptations that occur. Commonly encountered age-related variations are addressed. The influences of environment, genetics, nutrition, and culture are emphasized. Current research that explains the changes that accompany a particular syndrome or disease is considered. **Term Offered: Spring or Summer**

BIOM 250 | Microbiology for Health Science | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite BIOH 201
Corequisite BIOM 251
The study of microorganisms. Major emphasis is on the structure, function, and behaviors of normal biomes vs. pathogenic organisms in humans, the etiology of infectious diseases, the immune system response, and the techniques used to identify and control the pathogens. **Term Offered: Spring**

BIOM 251 | Microbiology for Health Science Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite BIO 250
The labs will focus on the methods used in the medical setting to isolate and identify pathogenic microorganisms. This laboratory class will support the concepts learned in BIOM 250. **Term Offered: Spring**

BIOO 220 | Introduction to Botany | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite BIOB 101
Corequisite BIOO 221
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. **Term Offered: Fall**

BIOO 221 | Introduction to Botany Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Prerequisite 102
Corequisite 220
Laboratory activities will coordinate with lectures and coursework in the science of botany that focuses on the structure and functions in plants: cytology, anatomy, morphology, taxonomy, ecology, and physiology of plants. **Term Offered: Fall**

CHMY 121 | Introduction to General Chemistry | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite M 098 or greater
Corequisite CHMY 122
This is an introductory course that focuses on general chemistry applications. The focus is on the measurement systems, atomic structures, chemical periodicity, and bonding. Students learn about chemical reactions, acid-base chemistry, electrochemistry, and nuclear chemistry. **Term Offered: Fall or Spring**

CHMY 122 | Introduction to General Chemistry Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite CHMY 121
Lab to accompany CHMY 121. This course covers the topics found in the introduction to general chemistry. **Term Offered: Fall or Spring**

CHMY 123 | Introduction to Organic and Biological Chemistry | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite CHMY 121
Corequisite 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. **Term Offered: Spring**

CHMY 124 | Introduction to Organic and Biological Chemistry Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite CHMY 123
Laboratory activities will be coordinated with the topics and lectures of CHMY 123. **Term Offered: Spring**

CHMY 141 | College Chemistry I | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite M 098 or greater
Corequisite CHMY 142
Introduces the student to the fundamental concepts of chemistry, including elements and compounds, the periodic table, atomic structure, chemical equations, stoichiometry, solution concentrations, gas laws, heat and energy, quantum theory, and chemical bonding. Primarily intended for science majors/minors, pre-engineering, and allied health students. **Term Offered: Fall or Spring**

CHMY 142 | College Chemistry I Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite CHMY 141
Lab to accompany CHMY 141. Introduces the tools and techniques of experimental chemistry, such as weighing, solution preparation, titration, and standardization. **Term Offered: Fall or Spring**

CHMY 143 | College Chemistry II | 3 Credits
General Ed. Designators

N - Natural Sciences
Prerequisites CHMY 141 and CHMY 142
Corequisites CHMY 144
This course introduces the student to fundamental concepts of chemistry, including molecular geometry, solutions, and condensed phases. Students learn about chemical/phase equilibria, kinetics, thermodynamics, and electrochemistry. **Term Offered: Spring**

CHMY 144 | College Chemistry II Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Prerequisite CHMY 142
Corequisite CHMY 143
Lab to accompany CHMY 143. Introduces qualitative analysis and other topics to complement the lecture material. **Term Offered: Spring**

CHMY 293 | Special Topics in Chemistry | Variable Credits
General Ed. Designators
N - Natural Sciences
As new topics/ findings emerge, based on student and faculty interest, courses will be offered under the special topic number. Based on the content, credit hours will be determined. **Term Offered: Fall or Spring**

EDU 213 | Diverse Learners, IEFA, and Secondary Schools | 3 Credits
This course examines multicultural education as a critical foundation for teaching in middle and high school contexts, with particular attention to Montana Indian Education for All (IEFA) and the Blackfeet community context. Teacher candidates develop an understanding of the historical, political, and social dimensions of education, including equal opportunity, human diversity, ideology, power, and social change, and analyze how these forces shape secondary classrooms and school–society relationships. Through exploration of teacher identity, adolescent learning, and culturally sustaining and revitalizing pedagogy, candidates examine curriculum and instruction, federal and state policies, and design of middle and high school teaching practices that meaningfully integrate IEFA, honor community knowledge, and support diverse learners in developing critical thinking, civic engagement, and sociocultural responsibility. **Term Offered: Fall**

EDU 223 | Educational Psychology and Adolescent Development | 3 Credits
This course focuses on human growth and psychological development of middle and high school students, to include physical, cognitive, and social development within an educational, familial, community, cultural, and social context. The course includes examination of theory, research, and practice related to the development, learning, and motivation of middle and high school students, and it will emphasize implications for effective classroom and community-based teaching. **Term Offered: Spring**

EGEN 105 | Introduction to Engineering | 3 Credits
Provides students with an opportunity to explore the fields of engineering, engineering technology, and computer science. Other topics include engineering design, career opportunities, professionalism, and ethics**. Term Offered: Fall**

ENSC 105 | Introduction to Environmental Science | 3 Credits
General Ed. Designators
N - Natural Sciences
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 have on the earth and on related resource management techniques. **Term Offered: Fall**

ENSC 220 | Surface Water Hydrology | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite ENSC 105 & M121
Surface water hydrology is designed to provide students with an understanding of basic surface water hydrology and hydrological processes. This course involves an in-depth analysis of the hydrologic cycle and principles. **Term Offered: Fall**

ENSC 243 | Introduction to Soils | 3 Credits
General Ed. Designators
N - Natural Sciences
This course introduces the student to soil formation and conservation methods. Topics include: wind and water erosion, control on cropland, range, and forest land. Students will receive the basic information on the soil formation factors and five soil types. Students will conduct basic chemical testing on different soil samples. This course will also have an emphasis on the use of soils by the Blackfeet Nation. **Term Offered: Spring**

ENSC 255 | Climate Diversity | 3 Credits
General Ed. Designators
N - Natural Sciences
This course provides a basic review of how the climate system works, and how we know about past climate change and the ecological response. The course focuses on how climatic conditions influence the distribution and abundance of organisms on the Earth and how plants, animals and people are responding to changes within that system. **Term Offered: Spring**

ENSC 270 | Water Quality Monitoring | 3 Credits
General Ed. Designators
N - Natural Sciences
This course provides an understanding and an awareness of the basic principles of water quality. Course content will include water quality parameters, pollution sources, and water treatment. This will be related to water regulations, requirements, policies, understanding the basics of water quality plan both locally and regionally, and testing procedures. **Term Offered: Spring**

ENSC 272 | Water Resources | 3 Credits
General Ed. Designators
N - Natural Sciences
This course provides a basic introduction to the fundamental concepts, techniques, and knowledge required to understand and manage water resources. The course will introduce a variety of water resource topics, including: water resource terminology, the principles of the hydrologic cycle, water balance techniques, hydrology, hydrogeology, basic computational techniques, historic water information, water law, and water rights overview. **Term Offered: Spring**

FORS 225 | Introduction to Forestry | 3 Credits
General Ed. Designators
N - Natural Sciences
This course explores the development of forestry. Topics include basic forest ecology, harvesting, dendrology, environmental requirements, and physical properties of the major tree species of the Northern Rocky Mountains. Emphasis will be on the Montana and Blackfeet Reservation tree species. **Term Offered: Fall**

FORS 250 | Geographical Information System and Geographical Positioning System (GIS/GPS) | 4 Credits
This course is an introduction to the Global Positioning System and an introduction to geographical information

systems. GPS equipment will be introduced and utilized. Data is entered into the GIS ARC software to process mapping and presentation capabilities. **Term Offered: Fall**

FORS 251 | Geographical Information System (GIS) ll & lll | 3 Credits
This course is designed to teach basic cartography and map layout. The use of GIS tools, including buffering and other basic geoprocessing methods. This course involves editing and creating geospatial data and spatial analysis with raster data. **Term Offered: Spring**

GEO 101 | Introduction to Physical Geology | 3 Credits
General Ed. Designators
N - Natural Sciences
Corequisite GEO 102
This course studies general geology, which 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. **Term Offered: Spring**

GEO 102 | Introduction to Physical Geology Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite 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. **Term Offered: pring**

GPHY 141 | Geography of World Regions | 3 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
This course is an introduction to how the land and peoples of the world are organized into geographical regions. Each region will be examined to identify the different landscapes and people who reside there. Students will recognize differences in their traits, beliefs, ways of life, and economic livelihood. **Term Offered: Spring**

HSTA101 | American History I | 4 Credits
General Ed. Designators
H-Social Science/History
F- Humanities/Fine Arts
Prerequisite: WRIT 101
This course examines the development of the United States from pre-contact Indigenous societies through Reconstruction (to 1877). Topics include cultural encounters, colonization, the American Revolution, the formation of political institutions, westward expansion, slavery, the Civil War, and Reconstruction. Students analyze primary and secondary sources to evaluate historical interpretations, identify cause-and-effect relationships, and understand the social, political, and economic forces shaping early American society. Emphasis is placed on critical inquiry and analysis, examination of diverse human experiences, and the development of evidence-based written communication. This course fulfills General Education requirements in the Social Sciences and supports core competencies in inquiry and analysis, diversity and human experience, and written communication.
Term Offered: Fall

HSTA102 | American History II | 4 Credits
General Ed. Designators
H-Social Science/History

F- Humanities/Fine Arts
Prerequisite: WRIT 101
This course surveys United States history from Reconstruction (1877) to the present. Topics include industrialization, immigration, urbanization, reform movements, U.S. expansionism, the World Wars, the Great Depression, the Cold War, civil rights movements, and contemporary developments. Students engage with primary and secondary sources to analyze continuity and change over time, evaluate historical arguments, and interpret diverse perspectives. Emphasis is placed on critical inquiry and analysis, understanding diversity and human experience, and constructing evidence-based written arguments. This course fulfills General Education requirements in the Social Sciences and supports core competencies in inquiry and analysis, diversity and human experience, and written communication. **Term Offered: Spring**

HSTA269 | Montana History | 3 Credits
General Ed. Designators
H-Social Science/History
Prerequisite: WRIT 101
This course examines the historical development of Montana from the territorial period through statehood and into the modern era. Emphasis is placed on the social, political, economic, and cultural forces that have shaped the state, including Indigenous histories, Euro-American settlement, resource extraction, agricultural development, and the growth of communities and institutions. Students will analyze key events, figures, and movements within Montana history while situating the state within broader regional and national contexts. The course also explores the evolving relationships between land, identity, and governance, as well as the continuing impact of historical processes on contemporary Montana. **Term Offered: Fall**

HSTA299 | World War II History | 3 Credits
General Ed. Designators
H-Social Science/History
F- Humanities/Fine Arts
Prerequisite: WRIT 101
This course provides an in-depth analysis of the origins, global scope, and consequences of World War II. Topics include the interwar period, the rise of totalitarian regimes, major theaters of war in Europe, Africa, and the Pacific, the Holocaust, home front mobilization, and the war's global legacy. Students examine primary and secondary sources to assess military, political, social, and ethical dimensions of the conflict and to evaluate competing historical interpretations. Emphasis is placed on critical inquiry and analysis, historical interpretation, and evidence-based written communication. **Term Offered: Spring**

HSTR101 | Western Civilization I | 4 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
F - Humanities/Fine Arts
Prerequisite: WRIT 101
A comprehensive, introductory history of Western civilization from classical antiquity to 1648. **Term Offered: Fall**

HSTR 102 | Western Civilization II | 4 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
F - Humanities/Fine Arts
Prerequisite: WRIT 101
A comprehensive, introductory history of Western civilization from 1648 to the present. Term Offered: Spring

NASX/HSTA | 246 Blackfeet History: The North American Experience | 3 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
F - Humanities/Fine Arts
Prerequisite: WRIT 101
Examines the political relationship between the United States government and the Blackfeet Nation from 1855 to 1934. Focuses on treaty-making, including the 1855 Lame Bull Treaty, the reduction of Blackfeet landholdings, the establishment of reservation boundaries, and the effects of federal policies such as allotment under the Dawes Act. Analyzes the expansion of federal authority through the Bureau of Indian Affairs and its impact on Blackfeet governance and sovereignty, as well as Indigenous responses including resistance, negotiation, and adaptation. Concludes with the Indian Reorganization Act of 1934 and its role in reshaping federal-tribal relations. Uses primary and secondary sources to examine the legal and political foundations of the U.S.–Blackfeet Nation relationship. **Term Offered: Spring**

M 065 | Pre-Algebra | 3 Credits
This course is a developmental course to prepare students for further mathematics coursework. This course can count as an elective toward fulfilling degree requirements. This course covers the concepts (including correct terminology) of fractions, decimals, percent, ratio and proportion, order of operations, and 2-step equation solving. **Term Offered: Fall**

M 066 | Math Lab | 1 Credit
This is a faculty-mentored math-learning environment. This class assists students who need further guidance in math courses. **Term Offered: Fall or Spring**

M 098 | Introductory and Intermediate Algebra | 4 Credits
Prerequisite M 065 or Placement Exam
This course covers basic algebra concepts, including terminology; operations with rational numbers; solving and graphing linear equations and inequalities in one and two variables; determining the equations of lines; and operations with polynomials and functions. Students will then explore solutions and graphs of quadratic equations. Using graphing calculators, students will explore solutions to: radical equations, systems of equations, and rational equations. **Term Offered: Fall or Spring**

M 105 | Contemporary Mathematics | 3 Credits.
General Ed. Designators
M - Mathematics
This course is designed to meet the general education mathematics requirement. It surveys some of the important ideas and practical applications in mathematics and uses a variety of mathematical skills and technology to solve real problems. Topics include problem solving, financial math, mathematical modeling (linear and quadratic), and elementary statistics. **Term Offered: Spring**

M 115 | Probability and Linear Math | 3 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 098 or Placement Exam
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 the mathematics of finance. Applications in the natural sciences, social sciences, business, and gaming will be stressed. **Term Offered: Fall or Spring**

M 121 | College Algebra | 3 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 098 or Placement Exam
This course covers an in-depth examination of standard topics of college algebra, including linear and quadratic functions, polynomial and rational functions, and exponential and logarithmic functions. Solving systems of equations using matrices will also be covered. **Term Offered: Fall or Spring**

M 132 | Numbers and Operations for Elementary School Teachers | 3 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 098 or M 115
The study of number and operations for prospective elementary and middle school teachers. Topics to be covered include whole numbers, decimals, fractions, percentages, integers, operations, numeration systems, and problem solving. **Term Offered: Fall**

M 133 | Geometry and Measurement for Elementary School Teachers
General Ed. Designators
M - Mathematics
3 Credits
Prerequisite M 132
The study of geometry and geometric measurement for prospective elementary and middle school teachers. Topics to be covered include synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving. **Term Offered: Spring**

M 151 | Pre-Calculus | 4 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 121 or Placement Exam
This course is designed to prepare students in mathematics or science fields of study for entry into a calculus sequence. This course will cover analytic and geometric properties of polynomials, rational, exponential, logarithmic, and trigonometric 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. **Term Offered: Spring**

M 171 | Calculus I | 4 Credits
General Ed. Designators
M - Mathematics
Prerequisites M 151 or Placement Exam
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, and approximations, with focus on interpretations and applications for the functions studied. **Term Offered: Fall**

M 172 | Calculus II | 4 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 171 or Placement Exam
This course covers techniques of integration, area computations, volume computations, and improper integrals. Applications of integrals in the sciences is explored. We will look at infinite series and various convergence tests,

Taylor's formula, polar coordinates, and parametric curves. (time permitting) **Term Offered: Spring**

M 234 | Higher Mathematics for Elementary School Teachers | 3 Credits
General Ed. Designators
M - Mathematics
Prerequisite M 132 & M 133
The study of algebra, number theory, probability, and statistics for prospective elementary and middle school teachers. This course includes proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory. **Term Offered: Fall**

NASX252 | History and Presence of Indigenous Science | 3 Credits
General Ed. Designators
H - Social Science / History
D - Cultural Diversity
F - Humanities/Fine Arts
This course examines Indigenous science as a dynamic, place-based, and relational system of knowledge with deep historical roots and contemporary relevance. Through a world history and social science lens, students explore how Indigenous Nations—particularly those across the Blackfoot Confederacy—have developed, sustained, and adapted scientific knowledge related to land, water, climate, fire, health, governance, and community wellbeing across time. **Term Offered: Fall**

NUTR 221 | Basic Human Nutrition | 3 Credits
General Ed. Designators
N - Natural Sciences
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. **Term Offered: Fall**

PHSX 121 | Fundamentals of Physics I | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite M 115 or Higher
Corequisite PHSX 122
This course covers the concepts of making precise observations of physical phenomena and describing them mathematically. Students also use problem-solving abilities and applications of physical concepts through algebraic manipulations of variables to predict outcomes. Students will also use laws of motion to explain moving objects and learn the principles of thermodynamics (such as temperature, heat, laws of thermodynamics, and the kinetic theory of gases). **Term Offered: Fall**

PHSX 122 | Fundamentals of Physics I Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite PHSX 121
Students complete and write up activities related to the course topics taken in conjunction with and coordinated with PHSX 121. **Term Offered: Fall**

PHSX 123 | Fundamentals of Physics II | 3 Credits
General Ed. Designators
N - Natural Sciences
Course Description:

Prerequisite PHSX 121
Corequisite PHSX 124
This course covers topics that apply principles of electrostatics and electric current to make predictions, as well as electromagnetic induction, electromagnetic radiation, wave motion, optics, and relativity. The use of algebraic manipulations of variables will be utilized. Students will also learn Quantum and particle physics and relativity. **Term Offered: Spring**

PHSX 124 | Fundamentals of Physics II Lab | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite PHSX 123
Students complete and write up activities related to the course topics taken in conjunction with and coordinated with PHSX 123. Students apply their knowledge through the content learned. **Term Offered: Spring**

PHSX 215 | Fundamentals of Physics w/Calculus I | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite M 115 or Higher
Corequisite PHSX 216
This course covers the concepts of mechanics, fluids, waves, and sound. Students also use problem-solving abilities and applications of physical concepts. **Term Offered: Fall**

PHSX 216 | Fundamentals of Physics Lab w/Calculus I | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite PHSX 215
Students complete and write up activities related to the course topics taken in conjunction with and coordinated with PHSX 215. **Term Offered: Fall**

PHSX 217 | Fundamentals of Physics w/Calculus II | 3 Credits
General Ed. Designators
N - Natural Sciences
Prerequisite PHSX 215
Corequisite PHSX 216
This course covers topics in thermodynamics (such as temperature, heat, laws of thermodynamics, and the kinetic theory of gases) and modern physics (such as relativity; models of the atom, quantum mechanics, and atomic, molecular, solid state, nuclear, and particle physics). **Term Offered: Spring**

PHSX 218 | Fundamentals of Physics Lab w/Calculus II | 1 Credit
General Ed. Designators
N - Natural Sciences
Corequisite PHSX 217
Lab to accompany PHSX 217. Students apply their knowledge through heat, electricity, magnetism, and light labs. **Term Offered: Spring**

PSCI210 | Introduction to American Government | 3 Credits
General Ed. Designators
H - Social Science / History
Constitutional principles, structures, and the political processes of the national government. **Term Offered: Fall**

SCI 150 | Scientific Wonders of Glacier National Park | 3 Credits
General Ed. Designators
N - Natural Sciences
Students will explore the vast, unique features that Glacier National Park has to offer. Students will have an outdoor experience to view the resources located in Glacier National Park. They will be introduced to the history and cultural ties the Blackfeet people have to the landscape. **Term Offered: Fall**

SCI 151 | CITI Program Human Subjects Research (HSR) Certification | 3 Credits
This course offers students certifications in several research areas by the use of comprehensive courses which provide expanded training covering not only major topical areas but also many concepts that are specific to types of research, roles in the protection of human subjects, and advanced modules on informed consent topics, vulnerable populations, stem cell research, phase I research, data and safety monitoring, big data research, mobile apps research, and disaster and conflict research. **Term Offered: Fall or Spring**

SCI 212 | Physical & Life Science | 4 Credits
General Ed. Designators
N - Natural Sciences
This course focuses on the history of natural science. The study of the solar system, geological, chemical, and biological factors of the Universe. Emphasis will be on the integration of the Blackfeet ways of knowing. **Term Offered: Spring**

SCI 213 | Earth & Sky | 4 Credits
General Ed. Designators
N - Natural Sciences
The course will provide both reductionist and holistic approaches. Space Science/Astronomy is the study of everything in outer space based on the solar system. Special emphasis will be placed on the integration of the Blackfeet Ways of Knowing, Wonders of Glacier National Park, and Blackfeet Sky Stories. **Term Offered: Fall**

SCI 251 | rETHICS | 4 Credits
The purpose of this training is to culturally adapt a research training that prepares researchers to conduct ethical research with American Indian and Alaska Native communities. Research Ethics Training for Health in Indigenous Communities is grounded in Indigenous knowledge and values and discusses concerns as identified by American Indian and Alaska Natives related to conducting ethical research with their communities.
Term Offered: Fall or Spring

SCI 290 | Special Topics in Science | Variable Credits
General Ed. Designators
N - Natural Sciences
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. **Term Offered: Fall or Spring**

SCI 295 | Introduction to Scientific Research and Writing | 3 Credits
General Ed. Designators
C – Written and Oral Communications
This course presents students with the knowledge to develop and apply basic concepts within the context of scientific inquiry. The students present scientific research through a formal paper, poster, and PowerPoint that describes and analyzes scientific data or experimental ideas. **Term Offered: Spring**

STAT 216 | Introduction to Statistics | 4 Credits
General Ed. Designators

M - Mathematics | Prerequisite M 115 or M 121
This course is designed to provide the student with an introduction to the concepts of statistics and probability. Concepts covered include the following: organization and description of data, measures of location and central tendencies, frequency and variance, counting and probability, expected value, and the binomial distribution. Other topics include normal distributions, confidence intervals, sample sizes, hypothesis testing, regression, and correlation. **Term Offered: Fall or Spring**

WILD 134 | Wildlife and People | 3 Credits
General Ed. Designators
N - Natural Sciences
This course is designed to provide students with a wide variety of tools on how to apply ecological knowledge to balance the needs of animals with those of people. Topics include history, philosophy, inventory, planning, management, and Blackfeet uses of wildlife. **Term Offered: Spring**

School of Nursing

NRSG 319 | Foundations of Nursing (Nursing Theory and Writing) | 2 Credits
This course explores the history of nursing in the context of the evolving healthcare system. Laws, regulations, and ethical guidelines impacting nursing licensure and professional practice are examined. The delivery of patient and family-centered, evidence-based, and safe quality are explored. **Term Offered fall semester.**

NRSG 332 | Holistic Health Assessment | 3 Credits
Conducting health histories and physical assessments of well individuals and developing nursing care plans that include patient age-specific health promotion, illness prevention, and risk factors will be emphasized. Assessments will encompass cultural domains, diversity, belief systems, and the implications for traditional as well as complementary and alternative healthcare. **Term Offered fall semester.**

NRSG 333 |Holistic Health Assessment Lab | 1 Credit
This course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the lifespan. Clinical reasoning and judgment will be used to provide ethical, holistic, and patient-centered nursing care, promote health, prevent disease, and manage illness. **Term Offered: fall semester.**

NRSG 334 | Pharmacology and Lab | 3 Credits
This course provides an introduction and overview of pathology, clinical pharmacology, and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. Other topics to be covered include drug laws and regulations, patient safety, and nurse safety. **Term Offered: fall semester.**

NRSG 335 | Pharmacology Lab| 1 Credit
This course uses clinical experience to apply pathology, clinical pharmacology, and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. **Term Offered: fall semester.**

NRSG 306 |Essentials of Nursing Care | 2 Credits
This foundation course focuses on basic concepts related to essential nursing care of patients across the lifespan. Integration of knowledge of family systems, evidence- based practice, clinical reasoning, and the nursing process to provide safe, effective, patient-centered care will occur. An introduction to the concepts of pain, neurosensory deficits, mobility, oxygenation, communication, fluid and electrolytes, growth and development principles, and prioritization of care. The significance of community nursing will be introduced. **Term Offered: fall semester.**

NRSG 307 | Essentials of Nursing Care Lab| 1 Credit
This course requires the use of nursing process and clinical reasoning principles to provide safe, effective, pa-

tient-centered care. Evidence-based practices will be used when performing essential nursing skills and procedures to care for patients experiencing acute and chronic alterations in health status. **Term Offered: fall semester.**

NRSG 310 | Medical Surgical I-Nursing Care Across the Lifespan | 4 Credits
This course focuses on the use of clinical reasoning and judgment to provide collaborative care to patients across the life span experiencing chronic and acute alterations in health status. Content is presented based on evidence-based practice and the prevalent health needs of patients.
Term Offered: spring semester.

NRSG 311 | Medical Surgical I-Nursing Care Across the Lifespan Lab | 2 Credits
This course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the lifespan. Clinical reasoning and judgment will be used to provide ethical, holistic, and patient-centered nursing care, promote health, prevent disease, and manage illness. **Term Offered: spring semester.**

NRSG 349 | Maternal Newborn | 2 Credits
This course applies the nursing process and evidence-based practice to the care of maternal and newborn patients in a variety of healthcare settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally focused, including a community needs assessment. **Term Offered: spring semester.**

NRSG 350 | Maternal Newborn Clinical Lab | 2 Credits
This course is the clinical companion to NRSG 349. Concepts, knowledge, and skills taught in NRSG 349 will be applied to both simulation/lab and clinical settings. Evidence-based, developmentally, and culturally appropriate nursing care in a variety of patient-care settings will be emphasized. **Term Offered: spring semester.**

NRSG 317 | Vulnerable Populations | 1 Credit
This course will be an introduction to vulnerable populations and issues surround healthcare. **Term Offered: spring semester.**

NRSG 329 | Mental Health Nursing | 3 Credits
This course applies theories, concepts, knowledge, and skills for the comprehensive nursing care of those coping with mental health issues. Building on a liberal education, this course integrates theories of mental illness, psychopathology, and current research findings as they relate to the presentation of symptoms and holistic management of care. **Term Offered: spring semester.**

NRSG 330 | Mental Health Nursing Clinical | 2 Credits
Furthermore, this course utilizes clinical experiences to promote the application of the nursing process in providing quality care to those experiencing mental health issues across the lifespan. Competency in using evidence-based practices to promote health, prevent disease, and manage illness will be developed. **Term Offered: spring semester.**

NRSG 431| Medical Surgical Nursing II-Complex Care | 4 Credits
This course explores traditional and contemporary nursing concepts related to complex health alterations, compensations, and environments across the life span. Therapeutic communication, education, and collaborative interventions with diverse individuals and groups are emphasized, including the use of complementary and alternative modalities to meet the needs of patients. Students will continue to build on their community assessment.
Term Offered: fall semester.

NRSG 432 | Medical Surgical Nursing II-Complex Care Clinical | 2 Credits
This course focuses on providing care to patients with complex health alterations and life situations. Nursing care to patients in a variety of settings will be provided using the concepts of therapeutic communication and collaborative interventions with a focus on the complexity of the patient's or family's needs. Students will conduct a community needs assessment during this course. **Term Offered: fall semester.**

NRSG 405 | Pediatric Nursing | 2 Credits
This course applies the nursing process and evidence-based practice to the care of pediatric patients in acute, outpatient and non-acute care settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally appropriate. Offered fall semester. NRSG 406 | Pediatric Nursing Clinical | 2 Credits This course is the clinical companion to NRSG 402. Concepts, knowledge, and skills taught in NRSG 402 will be applied in the simulation/lab and clinical settings. Evidence-based, developmentally and culturally appropriate nursing care in a variety of patient-care settings will be emphasized. Community needs will also be assessed for the pediatric client. **Term Offered: fall semester.**

NRSG 416 | Research and Ethics in Nursing | 3 Credits
Introduction to critical appraisal of qualitative and quantitative research and application of research and evidence-based processes used to improve decision-making and patient care outcomes across health settings. Integration of theory, information systems, clinical judgment, interprofessional perspectives and analysis of ethical conduct provide a foundation for learning the research process. **Term Offered: fall semester.**

NRSG 417 | Population Health Nursing | 3 Credits
Access and barriers to healthcare, past and current healthcare policy, and the professional nurse's role in policy and delivery of healthcare will be emphasized. Qualitative and quantitative research in relation to healthcare systems, evidence-based nursing practice, and ethical topics will be discussed. **Term Offered: fall semester.**

NRSG 441 | Medical Surgical Nursing III-Acute Care of the Adult | 3 Credits
This course focuses on the use of evidence- based practice and clinical reasoning and judgment to provide collaborative care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Students will also build on their community needs assessment from the previous semester and develop interventions. **Term Offered: spring semester.**

NRSG 442 | Medical Surgical Nursing III-Acute Care of the Adult with Lab and Clinical | 2 Credits
This clinical course requires students to use evidence-based and collaborative practice principles in providing safe, effective, and quality care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Clinical reasoning and judgment will be used to provide ethical, holistic, pa tient-centered nursing care, manage illness, and promote health. **Term Offered: spring semester.**

NRSG 451 | Leadership and Management | 2 Credits
In this course, students discuss leadership and management theories related to organizational nursing roles, including competencies required for complex change, performance improvement, and transformational leadership. Organizational contexts, structure, processes, and culture in leading and directing patient-centered care are examined, along with relationships between governance structures, practice environments, and positive patient outcomes. **Term Offered: spring semester.**

NRSG 452 | Leadership and Management Clinical | 2 Credits
Leadership and management skills in a variety of nursing care situations will be applied. Nursing unit leadership and staff assignments based on an assessment of client needs, resources, priorities, and competencies of staff will be covered. Assessment and evaluation of the provision of evidence-based nursing care will be performed.
Term Offered: spring semester.

NRSG 453 | Professional Growth and Empowerment | 3 Credits
This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning will be discussed. NCLEX preparation is included**. Term Offered: spring semester.**

NRSG 449 | Policy, Ethics, and Advocacy in Professional Nursing Practice | 3 Credits
This course explores the baccalaureate prepared nurse's role in informing public policy process. Nursing jurisprudence, principles of nursing ethics, patient safety advocacy, standards and scope of nursing practice, professional boundaries, nursing peer review, and whistleblower protections are emphasized to prepare students to influence the U.S. HealthCare System and society. Offered spring semester.

Division of Workforce Development

BUS 210 - Workplace Ethics/Conflict Resolution | 3 Credits
This course is designed to give students a realistic look at the dynamics of the workplace. Issues such as workplace behavior, conflicts and socialization will be discussed. Major emphasis will be placed on the study of employer/employee relationships and the professional and personal communication parameters of the typical workplace. Research projects will be used to enhance instruction. **Term Offered: spring semester**

INDT130 – Introduction to Industry Trades I | 3 Credits
This course is a study of basic trade practices, carpentry/ plumbing, framing, window/door installation labor organizations, employment opportunities, building codes, power tool and job safety, jobsite participation in blueprint reading and building layout, material estimating and foundation forms and other structural members. It includes study of basic surveying and layout procedures using transit and levels. Plumbing installation, knowledge of materials used such as pex, PVC, Copper. Concept of water in/ waste out, venting, hot water heater installation as well as hot water heater elements etc. Students will gain an understanding of the various types hand and motorized equipment used in today's Industry projects. **Term Offered: Fall semester**

INDT131 – Industry Trades Field Experience I | 6 Credits
This course will provide a worked based/job shadowing experience in blue print reading, site planning, and utilize selected hand and power tools as they relate to carpentry/plumbing with experienced tradesmen through the Blackfeet Housing constructing a residential structure with opportunity for employment with Blackfeet Housing. This course is part of the core curriculum and will be taught in conjunction with INDT130. Students will demonstrate knowledge of the history, career opportunities and responsibilities of a carpenter in the Industry trade. **Term Offered: Fall semester**

INDT140 – Introduction to Industry Trades II | 3 Credits
This course is the second semester basic Industry Trades course. The students will gain the basic knowledge of Electrical and Heating procedure. This course will pertain to basic electrical concept of panels, circuits, amps, voltage, AC/DC wiring basic outlets and switches along with sheet metal. duct installation, furnace installation, venting, run outs, heat registers. This course will be in conjunction with INDT141 Industry Field Experience. **Term Offered: Spring semester**

INDT141 – Industry Trades Field Experience II | 6 Credits
This course will provide a work-based/job shadowing electrical/sheet metal tradesman experience in blue print reading, site planning and utilize the selected hand and power tools as they relate to Electrical/Sheet Metal with experienced tradesman through the Blackfeet Housing constructing a residential structure with opportunity for employment with Blackfeet Housing. This course will be taught in conjunction with INDT140. **Term Offered: Spring semester**

PKNR 101 | Introduction to Meat Processing I | 3 Credits
This course offers foundational knowledge and hands-on experience in proper sanitation practices to ensure a safe and clean food preparation environment, hygiene protocols, equipment sanitation, and the prevention of foodborne illnesses. Students will acquire practical skills in handling various types of meat, mastering the proper tools and methods for cutting and portioning different products. Additionally, the course introduces basic meat preservation and storage techniques, emphasizing the importance of temperature control, packaging, and proper storage practices to extend shelf life while maintaining meat quality. **Term Offered: Fall**

PKNR 102 | Meat Processing II | 3 Credits
This course provides an in-depth introduction to meat processing, focusing on meat quality, grading standards, and advanced processing techniques. Students will gain foundational knowledge of how meat is processed from farm to table, including the methods used in slaughter, butchering, and further processing of meat products. Students will learn about the different grades of meat and the factors that affect meat quality, including marbling, age, and handling. Students will practice hands-on skills related to these techniques, learning the tools, equipment, and methods used in professional meat processing. **Term Offered: Fall**

PKNR 103 | Meat Processing III | 3 Credits
This course provides a comprehensive overview of the meat packing and labeling process, the procedures and regulations surrounding beef, pork, and poultry slaughter. Students will learn the steps involved in slaughtering various types of livestock, from humane handling to processing, and will understand the regulations and standards that govern these practices to ensure meat safety and quality.

PKNR 104 | Meat Processing IV Field Experience | 3 Credits
This course offers an integrated approach to business management in the meat processing industry, with a focus on ethical considerations and animal welfare. Students will learn how to manage a meat processing business in compliance with industry standards and regulations. During the field experience, students will have the opportunity to apply their classroom learning in a real-world meat processing facility, gaining valuable insights into the operational, ethical, and regulatory challenges of the industry.

PKNR 120 | Piikani Traditional Ecological Knowledge and Sacred Sites | 3 credits
This course is a study of Piikani traditional knowledge of local resources and sacred sites, environmental ethical practices, and historical and contemporary connections with Piikani Identity and Siksikaitsitapi land and territory. This course combines in-class lectures and outdoor experiential, land-based learning. Attributes: Ethics, Cultural Diversity, Science. **Term Offered: Fall**

PKNR 133 | Piikani Buffalo Harvest | 3 Credits
The Buffalo Harvest class with Traditional Ecological Knowledge (TEK) offers an immersive, culturally rich experience for those seeking to understand the sustainable and respectful practices of harvesting buffalo. This course blends modern techniques with Indigenous wisdom, focusing on holistic methods that honor the animal and the land. Participants will gain hands-on experience in the full process of buffalo harvesting, guided by experienced instructors who integrate TEK into every aspect of the class. This semester, students will engage in various online learning techniques and in-person field experiences. **Term Offered: Spring**

WKSS190 – OSHA 10 Workplace Safety | 1 Credit
OSHA is a 10-hour general industry training teaches safety awareness and helps each worker recognize and reduce the risks of jobsite hazards. The OSHA hazard recognition course covers general industry hazards not specific to those working, construction-only jobs and is intended as an orientation to OSHA standards. Workers taking general OSHA courses usually have jobs related to health care, factory, warehouse, manufacturing, storage and more. This is a State of Montana Certification.
Term offered: Spring semester

VOC 101 | Employer/Employee Relations| 3 Credits
This course is designed to familiarize students with the human dynamics of the world of workforce. Interaction between people in the workplace is an important aspect of job conditions. Topics include soft skills, impressions, perceptions and attitudes in relation to the organization structure, communications, conflict management, and scheduling concepts of teamwork, leadership skills, and evaluating human resources. This class is designed to familiarize participants with current human resources practices and laws that apply to human resources careers in the workplace. **Term Offered: Spring**







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RODEO


Blackfeet Community College
LAND GRANT EXTENSION PROGRAM





EMPLOYEE DIRECTORY

Administration

Hall, Brad Dr. Ed.D, President, 2022
PhD, Education, Montana State University, 2018
M.Ed., Education, Montana State University, 2012
BA, History, Montana State University, Bozeman MT, 2008

Rains, James W, Vice President of Academics, Workforce Development & Lifelong Learning, 2023
PhD, English Language and Literature, University of Michigan, Ann Arbor, MI, 2004
MA, English, University of Montana, Missoula, MT, 1992
BA, Philosophy, Rocky Mountain College, Billings, MT, 1982

Division Chairs

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

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

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

LaFrainer, Misty, Interim Nursing Director, 2026
MS, Master of Science in Nursing, The University of Arizona 2022
BS, Bachelor of Science Nursing, Montana State University, Bozeman, MT 2013

Little Plume, Angel - Piikani Studies Division Chair, 2025
Montana Class 7 American Indian Language & Culture Specialist License
AA - Piikani Studies/Blackfeet Language Blackfeet Community College, Browning, MT, 2015
AS - Early Childhood Education PK - 3, Blackfeet Community College, Browning, MT. 2018
AA - Social Work, Blackfeet Community College, Browning, MT, 2023
BS - Applied Business Management, Grand Canyon University, Phoenix, AZ, 2025

Petersen, James R., Liberal Studies Division Chair, 2026
MA, English, National University, San Diego, CA, 2008
BS, Psychology, Illinois State University, Normal, IL, 1986

Madman, Cheryl, Workforce Development, 2017

M. Ed. Education in Curriculum & Instruction, Salish Kootenai College, Pablo, MT 2022
BS, Elementary Education, Salish Kootenai College, Pablo, MT, 2010
AA, Network Technician Support, Blackfeet Community College, Browning, MT 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT 2000

Faculty

Arnoux - Whiteman Diana, Science Instructor, 2019

BA, Science, Montana State University, Bozeman, MT 1994
ASCP, Medical Laboratory Scientist, 2019

Atkins, Patricia A., Environmental Science Instructor, 1999

BS, Environmental Science, Salish Kootenai College, Pablo, MT, 1997

Bridgette, Sabine, Liberal Studies Faculty/Writing Center Coordinator, 2022

MFA, Writing and Literature, Bennington College, Vermont, 2013
BA, English University of Illinois, Illinois, 2010

Bennett, Gordon, Liberal Arts Instructor

BA, English Literature, University of Montana, Missoula, MT, 2005

Gallagher - Horn, Benedict H, Human Services Instructor 2024

BA, Social Work, The University of Montana, 2023

Gordon, David, Criminal Justice Instructor, 2018

Juris Doctorate, Alexander Blewett III, School of Law, Missoula, MT 1999
BA, History, University of Montana, 1995
B.A. Liberal Studies, University of Montana, 1994

Hall, Cliff, Hydrology Instructor, 2019

BA, Science, University of Montana, Missoula, MT 1988

Henderson, Cody, Math & Science Instructor, 2024

M. Ed., Education in Curriculum & Instruction, Salish Kootenai College, Pablo, MT 2023

Henkel, Slater, Math/Pre - Engineering Instructor, 2024

BA, History, The University of Montana, Missoula, MT 2013
AS, General Studies - Math & Science, Blackfeet Community College, Browning, MT, 2009

Juneau, Warren, USDA Equity Humanities/Liberal Arts Instructor, 2022

BA, Social Work The University of Montana, Missoula, MT 2017
AAS, Allied Health, Blackfeet Community College, Browning, MT, 2017

Laplant, Crystal, Human Service Instructor, 2012

AA, Blackfeet Bilingual Education Blackfeet Community College Browning, Montana 1987
BS, Human Services University of Great Falls, Great Falls MT 1995
MSW, Social Work Walla Walla University WA 2008

Mckay, Michael, Health Science/Biology Instructor, 2019

BA, Science, Montana State University, Billings, MT 2002

Ollinger, Heather, Industry Trade Instructor, 2024
AS, Heavy Equipment Operations, Blackfeet Community College, Browning, MT, 2020
AS, Pre - Engineering, Blackfeet Community College, Browning, MT, 2020
AS, Hydrology Technician, Blackfeet Community College, Browning, MT, 2020

Polk, Dan, Meat Processing Instructor, 2026
High School Diploma Browning, Montana 1974

Racine, Jessica, Nursing Simulation/Clinical Education Coordinator, 2026
BSN Nursing, Salish Kootenai College, Pablo, MT 2022

Rains, Hailey, Liberal Studies/Visual Sovereignty Instructor, 2026
Ph.D. Native American Studies, University of California, Davis 2024

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

Weatherwax, Marvin Sr, Piikani Studies Instructor, 2025
Montana Class 7 American Indian Language & Culture Specialist License 2017
AA, Blackfeet Language Studies, Blackfeet Community College, 2003

Staff

Aimsback, Anthony, Maintenance Technician, 2024
High School Diploma, Heart Butte High School, Heart Butte, MT, 2018

Aimsback, George, Security Patrol Officer, 2024
High School Equivalency Certificate, Browning, MT 1991

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

Augare, Melissa, Controller, 2025
BS, Business Administration, Montana State University Billings, MT, 2016
BS Business Technology Montana State University - Northern Havre, MT 2006

Bird Rattler, Gail, Custodial Manager, 2013
Certificate, Right to Know for Cleaning & Maintenance Operations,
Certificate, Blood - borne Pathogens, ProTrainings, 2013, 2016
Certificate, CPR/AED Basic First Aid, 2016
Certificate, Hazard Communication Training, 2016

Bird Rattler, Tinswella, Chief Financial Officer, 2024
MS, Criminal Justice Administration, University of Great Falls, 2001
BS, Criminal Justice, University of Great Falls, 2000

Brauhn, Terra, Early Childhood Education Liaison/Student Mentor, 2021
MA, Education Teaching and Learning, University of Montana, 2024
BS, Early Childhood Ed, Education, 2019

Bremner, Paula, Multimedia Communications Specialist, 2017
BA, Business Administration, Salish Kootenai College, Pablo, MT, 2015
AAS, Business Management, Blackfeet Community College, Browning, MT, 2013

Bullcalf, Lorenda, Custodian, 2025
High School Diploma, Browning, Montana, 2008

Bullshoe, Hailey, Student Pathways Coordinator, 2026
AAS, Early Childhood Education, Blackfeet Community College, Browning, MT 2026

Carlson, Sheldon, Land Grant & Cultural Resource Manager, 2026
GED Blackfeet Community College, Browning, MT 2003

Crawford, Constance, Nursing Administrative Assistant, 2026
AAS, Psychology Blackfeet Community College, Browning, MT 2005
AAS, Social Work, Blackfeet Community College, Browning, MT 2008

Davis, Karen, Disabilities Coordinator, 2015
BS, Health and Human Development, Montana State University, Bozeman, MT, 2002
AA, Early Childhood Education, Blackfeet Community College, Browning, MT 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT, 2000
Farmer, Christie, Human Resource Director/Title IX/EEO Office, 2025
BA, Social Work, The University of Montana, 2023
AA, Addiction Studies, Blackfeet Community College, Browning, MT 2021
AA, Social Work, Blackfeet Community College, Browning, MT 2021
Certificate, Behavioral Health Aide, Blackfeet Community College, Browning, MT 2021

Fish, Brandon, USDA Extension Technician, 2025
AA, Human Services - Criminal Justice, Blackfeet Community College, 2017

Galbreath - Henkel, Holli, Liberal Studies Administrative Assistant, 2022
AA, Liberal Studies, Blackfeet Community College, 2025

Gilham, Cheyenne, Junior Accountant, 2021
AS, Accounting, Blackfeet Community College, 2025

Gilham, Daisy, Grants Office Director, 2025
BS, Business Administration, University of Montana, Missoula, MT, 2010

Goings, Frank, Chief Security Officer, 2023
Certified Locksmith, National Locksmith Institute, 2024
Montana Department of Justice Law Enforcement Academy, Basic Law Enforcement, 2015

Grant, Keli, Accounts Payable Accountant, 2025
High School Diploma Browning High School 2002

Guardipee, Johnathon, Maintenance Technician, 2023
Certified LockSmith, National Locksmith Institute
High School Diploma, Heart Butte High School 2017

Kipling, Ramona, Library Engagement Technician, 2026
AS, Liberal Studies, Blackfeet Community College, Browning, MT 2026

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

Lahr, Ron, Facilities Director, 2022
Montana Boiler Operator 3rd Class/ High Pressure, 2016
Certified Plumber, Bureau of Apprenticeship and Train, 1993

Lahr, Wanda, Human Resource Specialist, 2026
AAS, Secretarial Administration 1992

Lian, Amos, Institutional Technology Director, 2024
MBA, IT Management Western Governor's University SLC, Utah 2026
BS, Engineering, Western Michigan University, 2022

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

Marasco, Ashlynn, Title III Part A Coordinator, 2024
BA, Social Work, Salish Kootenai College, Pablo MT, 2019

Momberg, Justine, Native Science Field Coordinator, 2024
BS, Health and Human Performance, The University of Montana, Missoula MT 2022

Murray, Jenna, Bookstore Manager, 2024
High School Diploma, Browning, Montana, 2017

Nez, Felix, USDA Director, 2023
BA, Environmental Studies, The University of Montana, Missoula, 2022

Polk, Yoletta, Workforce Development/ Meat Processing Administrative Assistant, 2023
High School Diploma Browning High School, 1975

Pree, Chelsee, Facilities Administrative Assistant, 2026
AA, Piikani Studies and Language, Blackfeet Community College, 2025

Rock, Nina, Research Laboratory Technician, 2025
AS, Hydrology Technician Blackfeet Community College, 2024
AS Pre - Engineering Blackfeet Community College, 2022

Running Crane, Sandi Jae, Registrar Technician, 2026
AA, Liberal Arts, Blackfeet Community College, 2006
AS, Business Management, Blackfeet Community College, 2025

Runningfisher, Toni, Mental Health Support Specialist, 2022
MS, Counseling, University of Great Falls, 2015
BS, Counseling Psychology, University of Great Falls, 2000

Rutherford, Joseph D., Library Network Technician, 2018
BA, Drama, University of Montana, Missoula, MT, 2010

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

Sellars, Tiffany, Executive Administrative Assistant, 2025
AS, Business Management Blackfeet Community College 2026
Certificate, Records Information Management, Blackfeet Community College 2026

Schildt, Desiree M., Financial Aid Director, 2025
BS, Business Administration, Montana State University - Northern, Havre, MT, 2023
AS, Business Management, Blackfeet Community College, Browning, MT, 2020

Shootsfirst, Fern, Deputy Chief Financial Officer, 2024
BA, Liberal Studies, Montana University Northern, Havre, MT, 2005
AS, General Studies, Blackfeet Community College, Browning, MT, 1999
AA, General Studies, Blackfeet Community College, Browning, MT 1988

Sinclair, Rhrista, Finance Technician, 2023
AAS, Office Administration, Blackfeet Community College, 2013

Smith, Ali , Admissions Director, 2016
BS, Business Administration, Montana State University - Northern, Havre, MT 59501, 2022
AS, Computer Information Systems, Blackfeet Community College, 2009

Smith, Wayne, LifeLong Learning Director, 2014
BA, Journalism, University of Montana, Missoula, MT 2009

Spoonhunter, Alden, Life Long Learning Piikani Language and Culture Coordinator, 2024
BA, American Indian Studies, Haskell Indian Nations University Lawrence, KS, 2013

Spotted Bear, Jess, Custodian, 2026
High School Diploma Browning Mt 2010

Trombley, Melisa, Financial Aid Specialist, 2026
AS, Business Management 2025
Certificate, Records Information Management, Blackfeet Community College 2026

Vaile, Ilona, Human Services Division Administrative Assistant, 2017
AAS, Secretarial Administration, Legal, Blackfeet Community College, Browning, MT, 1995
AA, Teacher Training in Business Education, Blackfeet Community College, Browning, MT, 1995
AAS, Secretarial Administration, Executive, Blackfeet Community College, Browning, MT, 1995

Wagner, Daniel, Custodian, 2021
Associate of Applied Science, Construction Technology, Blackfeet Community College, 2015

Weatherwax, Dustin C., Information Technology Administrator, 2024
Heavy Equipment Operations - Blackfeet Community College, Browning, MT 2010
Associate of Applied Science - Network Support Technician, Blackfeet Community College, 2012

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

Webber, Misty, Bookstore Assistant, 2024
Browning High School, Browning, MT, 2012

Wells - Hoyt, Rachel, BNACTEP STEM Director, 2025
MS Criminal Justice and Law Enforcement, Colorado State University Global, Aurora, Colorado, 2020

Wippert, Charlee, YES Grant Coordinator, 2026
AS, Business Management 2024

Wippert, Rachel, Executive Administrative Assistant for Academic Affairs, 2006
AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2004
BA, Social Work The University of Montana Missoula, MT 2025

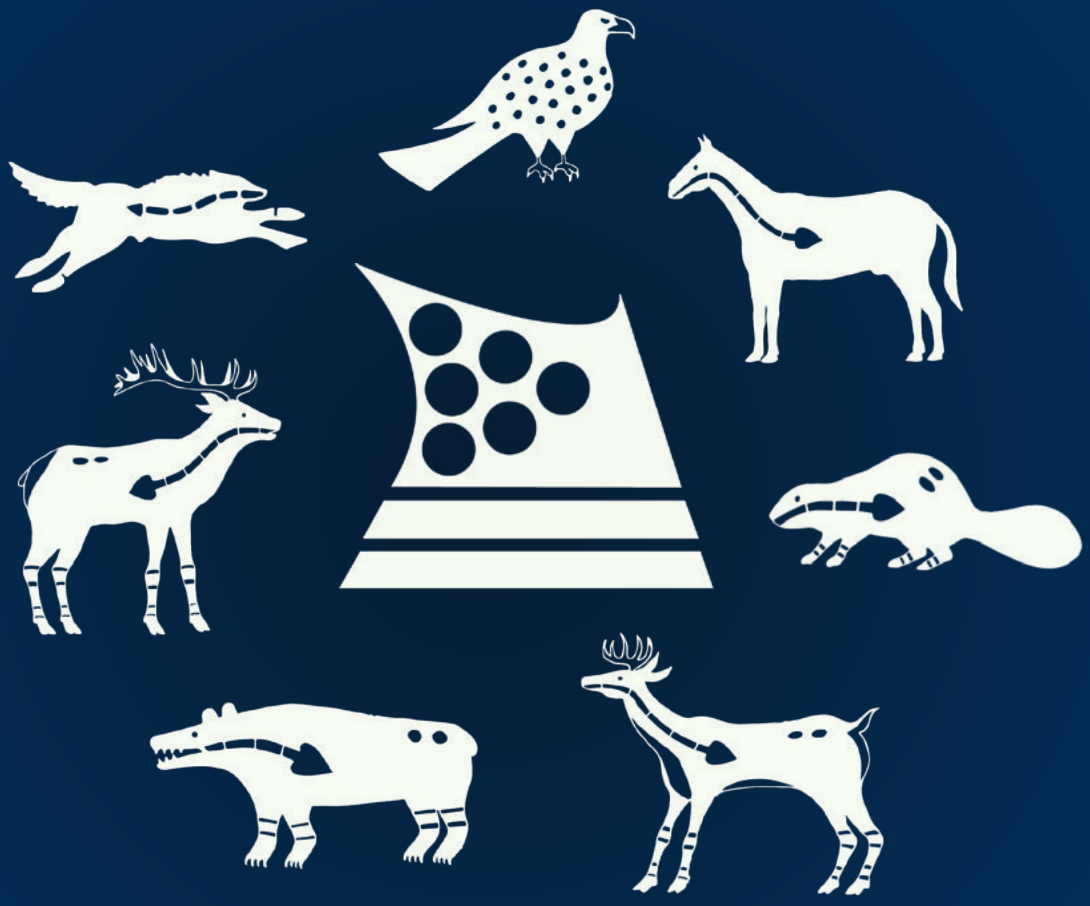
Yellow Kidney, Danae, Research Laboratory Technician, 2025
AS, Health Science Blackfeet Community College 2023

Yellow Owl, Alicia, Meat Processing Project Developer, 2016
BS, Elementary Education, Montana State University Northern, Havre, MT, 2002
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2002
AS, General Studies, Blackfeet Community College, Browning, MT, 1999

Yellow Owl, Treyace, Piikani Studies Digital Language Specialist, 2025
AS, Elementary Education, Blackfeet Community College, Browning, MT 2022



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