

BLACKFEET COMMUNITY COLLEGE CATALOG

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BFCC Academic Calendar

2024 - 2026

SUMMER SEMESTER 2024	<i>May 28th - June 28th</i>
Summer 2024 Registration	May 20-23
Memorial Day (BFCC Closed)	May 27
First Day of Class	May 28
Flood Memorial (BFCC Closed)	June 7
Juneteenth (BFCC Closed)	June 19
Last Day of Class	June 28
Fourth of July (BFCC Closed)	July 4
North American Indian Days (BFCC Closed)	July 1-15
Final Grades Due	July 9
Heart Butte Indian Days (BFCC Closed)	July 29 - August 12

FALL SEMESTER 2024	<i>Sep 3rd - Dec 12th</i>
Administrative Assistants Return	August 13
Division Chairs Return	August 15
New Student Assessments	August 20-22
New Student Orientation	August 20-22
Elder & Family Orientation	August 21
Faculty Return	August 22
Fall 2024 Registration	August 26-30
Nursing Boot Camp	August 26-30

BFCC Academic Calendar

2024 - 2026

FALL SEMESTER 2024	<i>Sep 3rd - Dec 12th</i>
Labor Day (BFCC Closed)	September 2
First Day of Class	September 3
Constitution Day (Title IV Notice)	September 17
Spring 2025 Graduation Applications Due	September 18
Last Day to Add a Class for Cancelled Classes	September 18
Last Day to Drop a Class Without a Grade	September 23
Native American Heritage Day (BFCC Closed)	September 27
Indigenous People's Day (BFCC Closed)	October 14
Course Assessments (Mid-Terms)	October 15-18
Land Grant Day	October 21
Warrior's Day (BFCC Closed)	November 11
Spring 2025 Pre-Registration (Graduating Students)	November 18-19
Spring 2025 Pre-Registration (Current Students)	Nov 20 & 21/Dec 2 & 3
Thanksgiving Break (BFCC Closed)	November 25-29
Last Day for Total Student Withdraw	December 2
Course Assessments (Finals)	December 9-12
Monday & Wednesday Courses	December 9 & 11
Tuesday & Thursday Courses	December 10 & 12
Final Grades Due	December 18
Christmas Break (BFCC Closed)	December 23-January 3

BFCC Academic Calendar

2024 - 2026

SPRING SEMESTER 2025	<i>Jan 21st - May 8th</i>
Staff Return	January 6
Division Chairs & Administrative Assistants Return	January 6
New Student Assessments	January 7-9
New Student Orientation	January 7-9
Elder & Family Orientation	January 8
Faculty Return	January 13
Spring 2025 Registration	January 14-17
Martin Luther King Day (BFCC Closed)	January 20
First Day of Class	January 21
Spring 2025 Graduation Applications Due	January 22
Bear River Commemoration (BFCC Closed)	January 23
Last Day to Add a Class for Cancelled Classes	February 4
Last Day to Drop a Class Without a Grade	February 11
All Chief's Day (BFCC Closed)	February 17
Course Assessments (Mid-Terms)	March 10-14
Spring Break	March 17-21
Good Friday (BFCC Closed)	April 18
Easter Monday (BFCC Closed)	April 21
Last Day for Total Student Withdraw	April 28
Fall 2025 Pre-Registration	April 28-May 2

BFCC Academic Calendar

2024 - 2026

SPRING SEMESTER 2025

Jan 21st - May 8th

Course Assessments (Finals)	May 5-8
Monday & Wednesday Courses	May 5 & 7
Tuesday & Thursday Courses	May 6 & 8

Final Grades Due	May 12
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Commencement	May 16
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Faculty Last Day	May 16
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Division Chairs & Administrative Assistants Last Day	June 6
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SUMMER SEMESTER 2025

May 27th - July 27th

Summer 2025 Registration	May 19-22
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Memorial Day (BFCC Closed)	May 26
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First Day of Class	May 27
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Flood Memorial (BFCC Closed)	June 6
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Juneteenth (BFCC Closed)	June 19
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Last Day of Class	June 27
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North American Indian Days (BFCC Closed)	June 30-July 14
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Fourth of July (BFCC Closed)	July 4
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Final Grades Due	July 9
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Heart Butte Indian Days (BFCC Closed)	July 28-August 11
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BFCC Academic Calendar

2024 - 2026

FALL SEMESTER 2025	<i>Sep 2nd - Dec 11th</i>
Administrative Assistants Return	August 12
Division Chairs Return	August 15
New Student Assessments	August 19-21
New Student Orientation	August 19-21
Elder & Family Orientation	August 20
Faculty Return	August 21
Fall 2025 Registration	August 25-29
Nursing Boot Camp	August 25-29
Labor Day (BFCC Closed)	September 1
First Day of Class	September 2
Spring 2026 Graduation Applications Due	September 15
Last Day to Add a Class for Cancelled Classes	September 15
Constitution Day (Title IV Notice)	September 17
Last Day to Drop a Class Without a Grade	September 22
Native American Heritage Day (BFCC Closed)	September 26
Indigenous People's Day (BFCC Closed)	October 13
Land Grant Day	October 20
Course Assessments (Mid-Terms)	October 20-24
Warrior's Day (BFCC Closed)	November 11
Last Day for Total Student Withdraw	November 20

BFCC Academic Calendar

2024 - 2026

FALL SEMESTER 2025

Sep 2nd - Dec 11th

Thanksgiving Break (BFCC Closed)

November 24-28

Spring 2026 Pre-Registration (Graduating Students)

December 1-2

Spring 2026 Pre-Registration (Current Students)

December 3-5

Course Assessments (Finals)

December 8-11

Monday & Wednesday Courses

December 8 & 10

Tuesday & Thursday Courses

December 9 & 11

Final Grades Due

December 16

Christmas Break (BFCC Closed)

December 22-January 2

SPRING SEMESTER 2026

Jan 20th - May 7th

Staff Return

January 5

Division Chairs & Administrative Assistants Return

January 5

New Student Assessments

January 6-8

New Student Orientation

January 6-8

Elder & Family Orientation

January 7

Faculty Return

January 12

Spring 2026 Registration

January 13-16

Martin Luther King Day (BFCC Closed)

January 19

First Day of Class

January 20

Bear River Commemoration (BFCC Closed)

January 23

Spring 2026 Graduation Applications Due

February 3

Last Day to Add a Class for Cancelled Classes

February 3

BFCC Academic Calendar

2024 - 2026

SPRING SEMESTER 2026		<i>Jan 20th - May 7th</i>
Last Day to Drop a Class Without a Grade		February 10
All Chiefs Day (BFCC Closed)		February 16
Course Assessments (Mid-Terms)		March 9-13
Spring Break		March 16-20
Good Friday (BFCC Closed)		April 3
Easter Monday (BFCC Closed)		April 6
Fall 2026 Pre-Registration		April 27-May 1
Last Day for Total Student Withdraw		April 28
Course Assessments (Finals)		May 4-7
Monday & Wednesday Courses		May 4 & 6
Tuesday & Thursday Courses		May 5 & 7
Final Grades Due		May 11
Commencement		May 15
Faculty Last Day		May 15
Division Chairs & Administrative Assistants Last Day		June 5

Policy Statement of Non Discrimination

Blackfeet Community College (BFCC) strives to operate in compliance with all applicable tribal, federal, and state laws, statutes, and regulations concerning equal opportunity, including Title VII, Title VI, Title IX of the Education Amendments of 1972, Age Discrimination Act, Genetic Information Nondiscrimination Act and is committed to making reasonable accommodations as needed or as required by these and other applicable laws. BFCC does not discriminate on the basis of race, color, national origin, ancestry, sex, gender, gender identity, sexual orientation, disability, age, religion, medical condition, veteran status, marital status, genetic information, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), or any other characteristic protected by institutional policy or tribal, state, or federal law. The requirement of non-discrimination in educational programs and activities extends to employment, admissions, and all activities at the College.

Prohibition Against Retaliation

Employees making good faith reports of potential issues will not be subject to any form of retaliation or reprisal, regardless of the outcome of the investigation. Any employee who engages in any form of 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, Daisy Gilham, who is located in Beaver Painted Lodge 504 SE Boundary ST Browning, MT 59417 at d.gilham@bfcc.edu 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, in filling employment vacancies, while complying with all applicable federal and tribal employment requirements, specifically 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.



BFCC Presidents' Welcome

Oki níkso'kowaiksi (my relatives),

As the college embarks on its 50th anniversary since becoming a tribally-chartered community college in 1974. It is important to recognize what this institution means to our community and the thousands of graduates who have been granted the opportunities to receive a higher education, here at home, continuing to grow and beat as the intellectual and cultural heart of the Blackfeet Nation.

It is our "Universal Community," as stated in our mission, that continues to drive the direction of this college, as we strive to "remember our past, build our future," in the spirit of advancing the Niitsiitaapi world of knowledge. As we continue to actively shape and strive to co-design the academic and workforce landscape of the Blackfeet Nation. Our programs and services are continuously adapting to encompass the trends and challenges faced by our unique communities and it is through the work of our faculty and staff that students have access to resiliently accomplish personal and professional goals through higher educational experiences that lead to meaningful employment opportunities.

In our community, abroad and internationally, our student's work is reaching north into the Blackfoot Confederacy and interest in our offerings have encouraged our neighboring communities to see the college as a place to attain the basic skills needed to be competitive through expanded rural educational access. Under the direction of our stakeholders, we will offer more online courses than ever before as part of furthering the future growth potential of our physical campus and human infrastructure, to accommodate for more two and four-year degrees, relevant workforce development and enhancing our community education programs.

This catalog also signals another milestone for the college, as we also celebrate 30 years of our 1994 Land Grant status, as we strive to integrate the educational growth of our students and the community, through higher educational enrichment and research that incorporates the land, language and our abundance of natural resources into experiential learning, innovative teaching and scholarship development needed to enhance lifeways of the Blackfeet Nation.

We are an institution who welcomes everyone to visit, enroll and obtain post-secondary culturally-grounded community of support and enrichment, that matches individual educational goals with community engagement as the college's core commitment to those we serve.

We welcome you to build your success here at Blackfeet Community College, as it is inextricably tied to the success and future vision of our community [in Blackfeet]

Brad Hall, EdD



Vice President's Message

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), fifteen associate degrees, and seven certificate programs, with a continued focus on developing both short-term 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 of Academics, Workforce Development, and Lifelong Learning
Blackfeet Community College

BFCC Division Heads

2024 - 2026



Angel Little Plume, BS

Beaver Society
Piikani Studies Division



Cheryl Madman, MEd

Horse Society
Workforce Division



Angela Johnson, MEd

Whitetail Deer Society
Human Services Division



Marlene A. Doney, MBA

Buffalo Society
Business Division

BFCC Division Heads

2024 - 2026



Vacant

Wolf Society
Nursing Division



Betty Henderson-Matthews, MA

Elk Society
Math and Science Division



Dee Hoyt, MS. Ed

Eagle Society
Education Division



James Petersen, MS

Grizzly Bear
Liberal Arts Division



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 substantially does so and gives 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.



NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Distance Education Authorization

The Northwest Commission on Colleges and Universities authorized Blackfeet Community College for distance education on January 6, 2021.

The authorization for distance education was embedded in the simultaneous approval of the nursing program to offer online courses. Therefore, Blackfeet Community College's Associate of Science in Nursing was approved to provide online education starting January 6, 2021. The College's approval for distance education indicates that the Nursing program is approved to provide "50% or more" of its courses via online education.

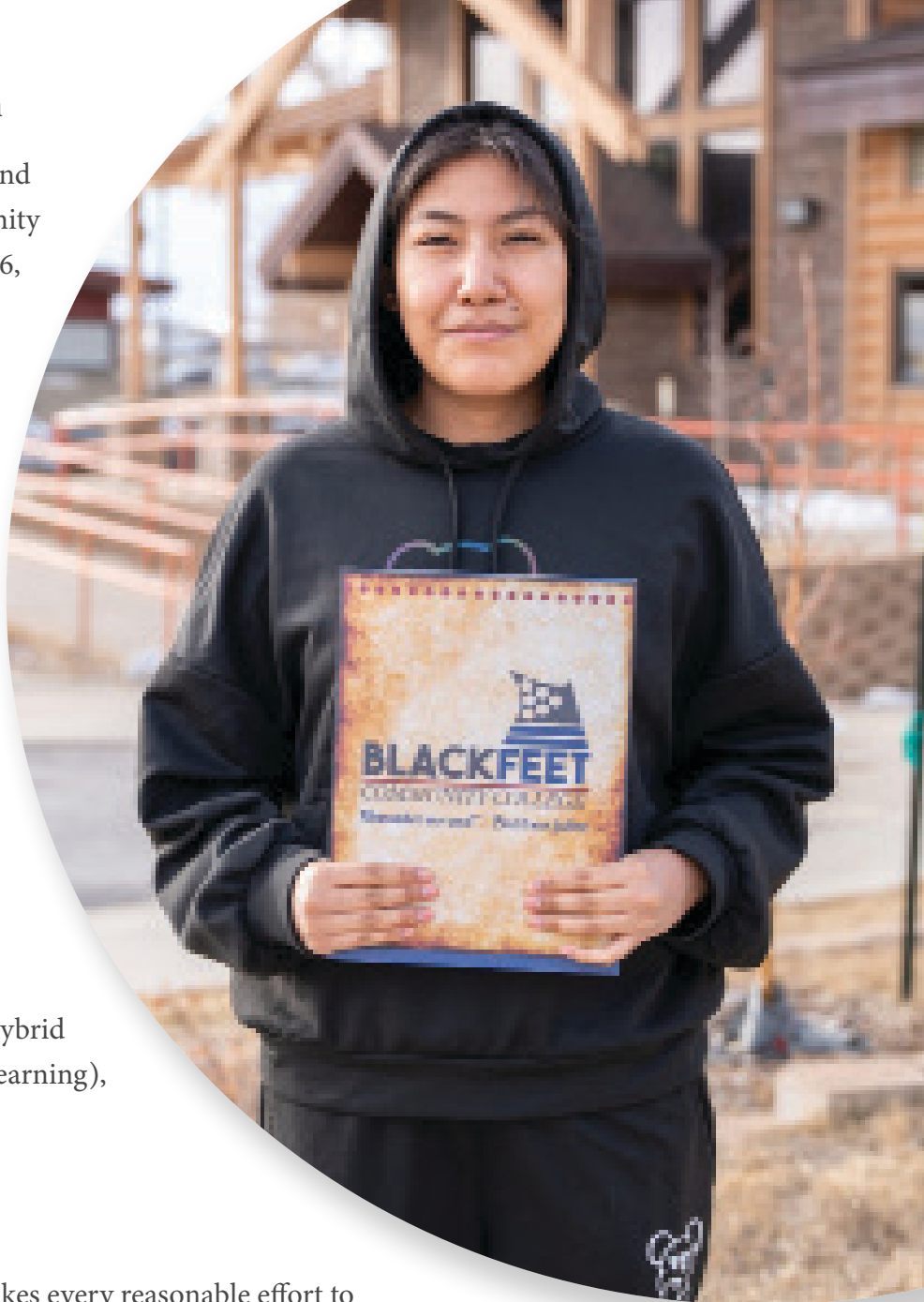
More information on distance learning, Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning), contact the Vice President's Office.

Reserved Rights

Blackfeet Community College (BFCC) makes every reasonable effort to ensure the accuracy of the information within this Course Catalog; however, BFCC reserves its right to clarify any inaccuracies and change any of the rules and regulations of the institution at any time, including but not limited to those relating to admission, instruction, and graduation. Similarly, the right is reserved to withdraw specific curricula and courses, amend course content, amend the academic calendar, and impose or increase fees. All such changes are effective upon approval by the Curriculum Committee and presented by the Provost Vice President of Academic Affairs to the BFCC Board of Trustees for approval of said changes. After such time, the said changes will apply to prospective students and may also apply to those already enrolled at BFCC.

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 from complaints or assistance with discrimination proceedings, investigation, or lawsuit.

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, Title I, II, 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.

Vision Statement

The Blackfeet Community College (BFCC) vision is to strengthen and enrich our Blackfeet Nation and universal community through quality education integrating the Nii-tsi-ta-pi World of Knowledge. In Recognition of the fact that we all have values that are shaped and developed through our interactions with others and that these values shape our thoughts and actions, the students, staff, administration, and Board of Trustees of Blackfeet Community College adopt the following core values:

Tsi-Ksi-Ka-Ta-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-yoip - Happy Living
Humor, laughter, and enjoyment of life.

Mission Statement

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



Mission Statement Goals

Access – providing access to all community service district members who desire education and training, enabling them to pursue life-long opportunities.

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

Meaningful employment provides students an opportunity to earn degrees and certificates that would qualify them to gain meaningful employment.

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

Continuing education – providing the community with courses and programs that enrich community life and support lifelong education

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

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



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.

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.

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 a national Tribal College Movement and was officially chartered by the Blackfeet Tribal Business Council (BTBC) in October 1974. With candidacy status secured, the college became eligible for Tribal College Act (TCCC) funding, allowing operations to begin. BFCC was structured with a Board of Trustees, a President, a Vice President of Academics, and a Director of Student Support. From its earliest days, BFCC focused on offering academic programs in Business, Education, and Human Services—fields chosen to meet community needs. At this time, the college had no formal campus.

First Graduates

The first BFCC graduates completed their studies in 1978 through a founding partnership with Flathead Valley Community College (FVCC). These trailblazing alumni were Mary Belcourt, Judy LaPlante, Julene Kennerly, Ladean Rutherford and Leonda Lahr.

Early Classrooms and Facilities

Initially, BFCC held classes in borrowed rooms from the Little Flower Parish's CCD Center. The only permanent structure was the old skating rink, now known as the High Winds Lodge. The college soon acquired the Archambault property, including a quonset hut, a white house, and a faculty trailer. Patty LaPlante, the only Blackfeet faculty member at the time, helped pave the way for prioritizing the hiring of local educators.

Accreditation and Validation

Achieving accreditation through the Northwest Commission on Colleges and Universities (NWCCU) was a vital step toward full recognition. Champions of this effort included Carol Juneau, Don Pepion, and Gordon Belcourt. Accreditation allowed BFCC to grant valid degrees and certifications, giving the Blackfeet Nation access to quality higher education. Around this time, the Indian Action Team helped create training opportunities in building trades and workforce development.

Student Leadership and Diversity

The student body consisted mostly of women, ranging in age from their 30s to 90s. James Watts became the first BFCC Student Senate President—an important milestone in student advocacy and leadership, as a cornerstone of the governance of the college.

Honoring Blackfeet Knowledge and Language

The passing of the Native American Graves Protection and Repatriation Act (NAGPRA) in 1990 coincided with the development of the Blackfeet Studies Program, now referred to as Piikani Studies. This initiative deepened the focus on Blackfeet language, culture, and traditional knowledge systems as a founding principal of the college.

Financial Independence, Cultural Identity and our “Universal Community”

In 1990, BFCC's Board of Trustees was appointed by the BTBC. Initially, all college funds flowed through tribal accounts. Under Gordon Belcourt's leadership, BFCC established an independent financial system, enabling the college to administer its own funds, apply for grants, and relieve the Blackfeet Nation of fiscal responsibility. From 1991 to 2000, the college mission increasingly emphasized Blackfeet language and culture, integrating them into curricula that aligned with programs across the Montana University System (MUS). In 1995, the Montana Legislature appropriated funds to reimburse tribally-



controlled community colleges for the education of resident, non-beneficiary students, or students who are not enrolled in a tribe.

American Indian College Fund and Infrastructure Growth

The American Indian College Fund (AICF) was founded to support tribal colleges and students. While federal funding for infrastructure was limited, BFCC leveraged AICF support to build the Medicine Spring Library in 1993, named for Carl “Buckles” Schildt. BFCC was recognized as a 1994 Land-Grant Institution, a designation that affirms our critical role in advancing education, research, and community outreach within Indigenous communities. This is the root of BFCC’s commitment to support the Blackfeet Nation by continuing to advance the blending of traditional knowledge with modern fields such as agriculture, natural resources, food sovereignty, and public health. This designation strengthened BFCC’s mission to provide culturally grounded education, advance community-driven research, and support tribal sovereignty through sustainable, innovative solutions for our people.

Donor Engagement and Program Expansion

BFCC began sharing powerful student success stories with congressional leaders, potential donors to build support for the college’s efforts to aid in students overcoming poverty and fostering post-secondary educational opportunities. Federal funds were targeted toward specific programs, while alternative funding supported other areas of growth.

Campus Expansion and Land Reclamation

The college acquired multiple properties, including land east of the High Winds Lodge, including Ashes Chief Lodge and Stucks Behind Lodge. The college then acquired 680 acres from Bill Aubrey, which marked a major victory in the expansion of the college’s physical infrastructure—reclaiming land to expand educational access for the Blackfeet Nation. Much of this land acquired, consisting of the college’s developing East Campus, had once belonged to the Nevins and Aubrey families.

Accreditation and Academic Growth

By 2000, over 2,200 students had attended BFCC since its inception. All faculty division chairs had earned graduate-level credentials. The college also launched the LEAP (Leadership Education and Advancement Program), with 17 students earning doctoral degrees and 16 completed master’s programs, increasing the number of local people with advanced degrees, a critical component of the college’s gradual development and growth into the future.

Campus Infrastructure Milestones

The Beaver Painted Lodge was completed in 2000, led by Carol Tatsey-Murray and Terry Tatsey. In 2010, construction began on the South Wind Lodge—Montana’s first LEED Platinum-certified building on tribal lands—thanks to the leadership of Terry Tatsey and Ron Blomquist.

Nursing and Honoring Legacy

BFCC launched its first Bachelor of Science in Nursing (BSN) program and completed the Yellow Bird Woman Lodge, named in honor of Elouise Pepion-Cobell or Yellow Bird Woman, a courageous Blackfeet leader, banker, and activist who fought for Native rights and financial justice. She is best known for leading the landmark class-action lawsuit *Cobell v. Salazar*, which resulted in a \$3.4 billion settlement for mismanaged Native trust funds—the largest in U.S. history. Her legacy continues to inspire Indigenous advocacy and self-determination, a champion of justice and education.

Resilience Tested by COVID-19

During the COVID-19 pandemic, BFCC swiftly transitioned to remote learning and operations, preserving educational continuity, and despite devastating losses in the Blackfeet community, the pandemic presented the college with a unique opportunity to grow its capacity to reach more students and expand access to Blackfeet ways of knowing, culture and highlight the importance revitalizing the language. This resilience was further inspired by the creation of a \$5 million endowment intended to support the college's growth into the future.

Looking Ahead: Advancing Culture in Higher Education

BFCC continues to grow and adapt, firmly rooted in Blackfeet cultural values and driven by a commitment to academic excellence and workforce development. As we look beyond our 50th year, the college remains dedicated to strengthening programs and services through deeper community engagement. The college recognizes that student success is closely tied to wellness and cultural identity, and we support students in finding their source of strength to thrive in higher education. BFCC is expanding opportunities across the spectrum—from community education to two-year and four-year degrees, and beyond.

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 post-secondary and higher education services to the community and cultural, social, and recreational services that are sensitive to the varying community needs.

Services

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 and pride of 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 areas of research and in strengthening the leadership capabilities of tribal members



Degree Descriptions

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

Phone Directory/website address

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

Memberships

(AACC) American Association of Community	(ASPIRE) Association of Special Programs in Region Eight
(AACRAO) American Association of Collegiate - Registrars & Admissions Officers	(MACRAO) Montana Association of Collegiate Registrars and Admissions Officers
(AIBL) American Indian Business Leaders	(MIEA) Montana Indian Education Association
(C.F.) American Indian College Fund	(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 a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and safety and security and fire safety policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to it.

The 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 possible fines from the U.S. Department of Education when schools fail 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 eyes and ears of the College and are not sworn law enforcement. Therefore, any action that requires law enforcement is turned over to the Blackfeet Tribal Police Office and 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 for services relating to crime reports and investigations, campus emergencies, and traffic accidents. The enforcement of institutional regulations regarding alcohol consumption, controlled substances, weapons possession, and other incidents classified as Clery Act crimes are to be filed with the campus Security Patrol Officer and statistically published in the annual security report.

The 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 security on campus, 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

<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 Systems Acceptable Use Policy

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

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

BFCC expects all users to conduct themselves according to the responsibilities and all other applicable college policies regarding computer usage. Abuse of computing privileges will subject the user to disciplinary or legal action according to established college procedures. The College will treat the abuse of networks or computers at other sites using Blackfeet Community College resources as an abuse of computing privileges. When appropriate, the system administrator will initiate temporary restrictive actions pending further disciplinary

action; the loss of computing privileges may result.

The College and its users recognize members of the college user community remain subject to federal, tribal, state, and local laws relating to civil rights, harassment, copyright, security, and other statutes relating to electronic media. All should understand that this policy does not preclude enforcement under the laws and regulations of the United States of America, the Blackfeet Tribe, or the State of Montana.

See detailed computer usage restrictions in the Blackfeet Community College Student Handbook.

Violation of Expressed Prohibitions

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

Campus Parking and Driving Policy

This policy applies to all individuals operating motor vehicles on the BFCC campus. The college controls parking access on campus by designating lots and spaces for all those who wish to use the campus parking lots. The speed limit 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 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 per the requirements in 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 is on. Students shall not create conditions that cause a fire hazard or impede the safe evacuation of others; such conditions include, but are not limited to:

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

Firearms/Fireworks

Firearms, weapons, and/or fireworks of any type are prohibited on the Blackfeet Community College campus at any time.

Sexual Harassment Policy

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

Student Complaint Reporting

When a student encounters a problem on campus that they do not know how to resolve, they should always try to work it out by discussing it with those involved. Dealing with concerns most directly and honestly should always be the first step toward resolution. Many problems are resolved when a student makes an appointment with their advisor, counselor, faculty, staff member, or division chairperson and calmly and honestly communicate their complaints and concerns before they continue beyond to the president.

If, however, an issue or problem still exists, refer to the student handbook

Americans with Disabilities Act

In compliance with the Americans with Disabilities Act (A.D.A.), all qualified students enrolled at Blackfeet Community College are entitled to “reasonable accommodations.” Please notify the Disability Services Coordinator or the Vice President for Academic Affairs and Student Services during the first week of registration of any accommodations needed for attendance at Blackfeet Community College. The student must

Bomb Threat Procedure

BFCC Security will notify students immediately of a campus bomb threat. Students are to report immediately to the Southwind Lodge parking lot, at the entrance to the campus and wait for further instructions. Do not take your vehicle unless you are informed that it is safe to do so. Instructors or a Blackfeet Community College employee will make sure the classroom/office is evacuated, close the door upon leaving the room and accompany the students to the safety zone.





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.

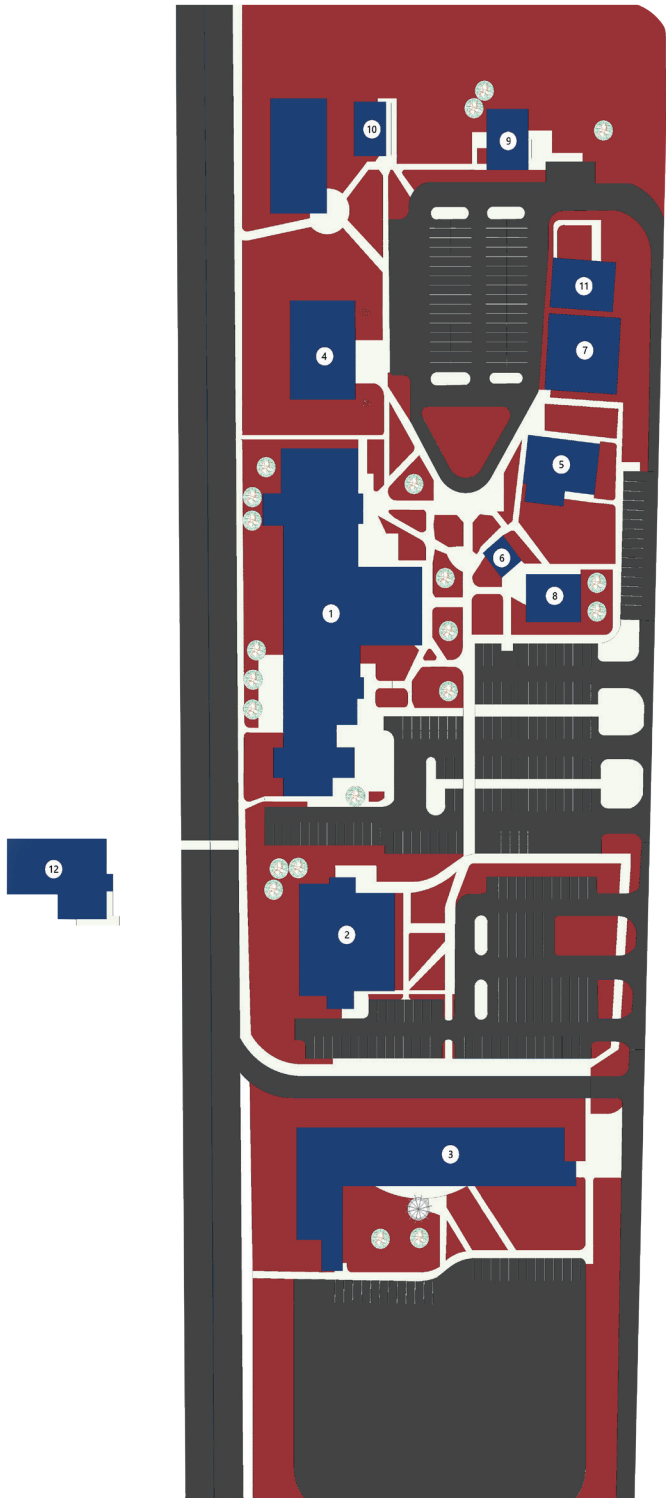
Campus Facilities

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 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 accommodation to the Career Center, Learning Center, Bookstore, and Snack Shop. The middle entrance provides access to other



offices in the Liberal Arts 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 date of purchase and condition of the book will determine if the book is returnable. The bookstore grants refunds based on 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, Elementary Education, and Early Childhood Education Division 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 Science Division offices with 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 access to the internet, and Wi-Fi services are available both in 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

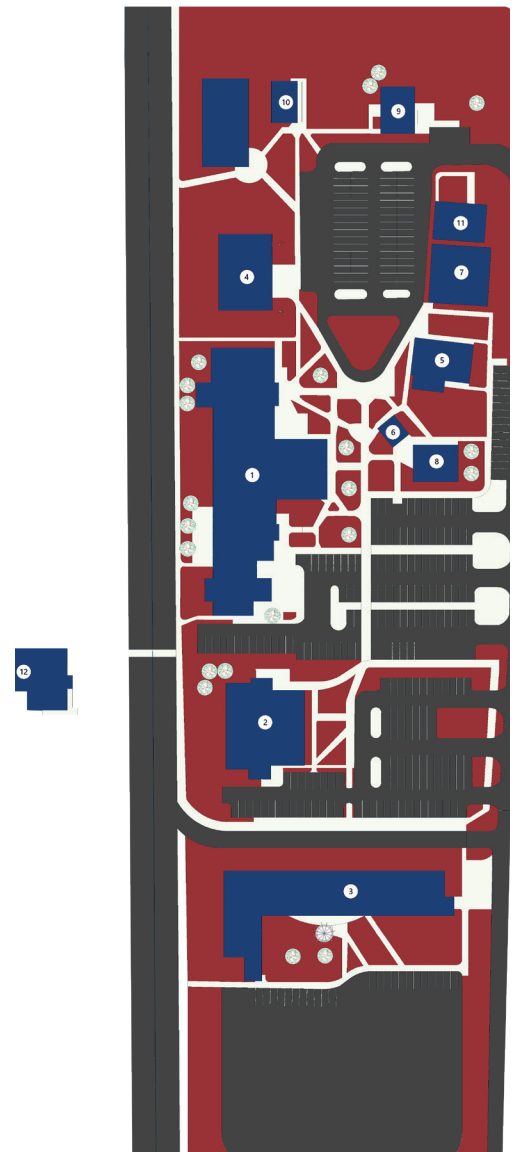
The Multimedia Communications Office sits on the south side of the building. Custodial Storage is on the north. the custodial building is the headquarters for custodial storage and supplies. Solar upgrades in spring 2021.

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, floor exercise room, showers, and bathrooms to accommodate students, staff, and faculty, as well as a facility to exercise and maintain physical fitness. Hours



of operation are 7:00 am—6:00 pm Monday through Thursday and 7:00 am to 1:00 pm on Fridays (Closed on Saturday and Sunday). Solar upgrade spring 2021.

9. Ashes Chief Building

The Liberal Arts 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 supports

Custodial and Procurement headquarters 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 maintenance.

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 in response to COVID-19 social distancing protocols.



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

Admission Department

The Admissions Office at Blackfeet Community College (BFCC) is located in the Beaver Painted Lodge central foyer and provides students with a range of academic and workforce program options for prospective students, 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 Office of Admissions 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
- Apply in person at our admissions office
- Application for admission is for our new/transfer students.
- Application for readmissions is for our returning/former students.
- Application for Dual Enrollment is for our high school students.



Definition of Entry Status

Types of entrance status at BFCC:

New Students: They are those who have never attended a postsecondary institution.

Transfer Students: those who have attended another institution before applying to Blackfeet Community College. If students complete college-level courses at the 100 and 200 levels with a “C” or better, these courses may be applied toward degree requirements at BFCC following a transfer credit evaluation.

Dual enrollment: High school students enrolling in courses for college credit.

Former Students: These students were previously enrolled at Blackfeet Community College but interrupted their enrollment for 24 months or more. They must apply for re-admission and submit any documentation not on file at BFCC

Continuing Students: Current or former students who have attended BFCC.

Non-Degree Seeking Students: Students interested in a course(s) but not in earning a degree. Students who take courses for interest and maintain their skills or licenses or those taking classes for personal interest are non-degree-seeking students.

International Students: Students who are seeking admission on a U.S. student visa.

Admission Requirements

All applicants must meet one of the following criteria to be considered for admission: they must have earned a Diploma from an accredited high school or a high school equivalent credential (G.E.D. or HiSET).

Blackfeet Community College (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 admission and invites students who feel BFCC’s programs and services



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

Prospective students must submit the admissions file with all records listed below 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 with the graduation date OR official copy of G.E.D./HiSET scores;
- Official College transcripts from any colleges previously attended. (Must be sealed and sent directly from the institution(s));
- M.M.R. immunization records for anyone born on or after January 1, 1957; and,
- Certificate of Indian Blood (C.I.B.), if enrolled or a descendant of a federally recognized Indian tribe.

Application records are contained in a secure file and stored indefinitely. Suppose you are reapplying after three or more years. In that case, you must submit a new application for admissions and any documentation that may have changed, i.e.: (name change, military status, 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 form to receive additional information about the applicant's background and experiences. The President's Office will review the information received. It is important to note that the college cannot deny an applicant solely because of a criminal conviction, if state supervision has ended, or 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 has been adjudicated as a danger to others or self;
- 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 admissions officers have reason to believe that an applicant may present an unreasonable risk to the safety and welfare of the campus and persons thereon.

Once the college obtains additional information, the responsible admissions director may admit the applicant or refer the application to the President's Office for review and recommendation. It is strongly recommended that applicants apply at least 30 days before semester registration.

Transfer Student Status

Transfer students have attended another institution before applying to Blackfeet Community College.

Transferring to Blackfeet Community College

- Application for Admissions
- Official High School Transcript from an accredited high school with graduation date or Official G.E.D./HiSET Transcript.
- Immunization Record (M.M.R. 1 & 2)
- Verification of Indian Status for enrolled members of a federally recognized tribe.
- Official College Transcript from every college/University at which you registered. These must be mailed directly to the BFCC admissions office from the college/University
- Send electronically by email, mail, fax, hand deliver required documents to the BFCC admissions office from the college/University

Evaluating your credits:

- Transfer credit will be transferred to the Blackfeet Community at the discretion of your academic advisor/division chair based on your education plan. The College requires a minimum grade of C for transfer consideration.
- Request official transcripts from all past colleges you have attended (please note 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 (G.P.A.);
- 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 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 the division chair evaluates and approves your education, your credits will be transferred to Blackfeet Community College and appear on your BFCC transcript.
- A (T) and Letter Grade will indicate your credits being transferred. (Check Jenzabar
- A credit transfer will only happen if the student is graduating with that credit at BFCC. The transcript will be entered into with an approved education.

Transfer credits

- Credits are transferable to other institutions of higher education, depending on the institution's transfer policy.
- Students transferring from another college to Blackfeet Community College 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 Department Chair of the program that the student is enrolled in.
- 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.
- ADD 300-400 details .
- 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 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 exist between BFCC, the Montana University System(MUS), and other colleges within Montana. MUS is easy due to a Common Course Numbering (C.C.N.) policy. The C.C.N. policy ensures that equivalent courses at different campuses 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:

- 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
- 2+2 (clarify additional programs)
- M.O.A. and articulation agreements need to be updated and on file.

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 courses.
- Students must maintain good attendance and academic standing in their courses. Dual enrollment credits, earned or unearned, will reflect on the student's college transcript.

High School applicants are required to complete the following:

- Dual Enrollment Application:
- Submit form: written authorization from parents/guardians, high school counselor, and high school principal (form is provided to applicants)
- Submit an Application for Admission and provide the required documents
- High school transcripts from the high school with a signed seal.
- Measles, Mumps, Rubella (M.M.R.) immunization records;
- Certificate of Indian Blood (C.I.B.), If enrolled or a descendant of a federally recognized Indian tribe;
- Complete placement testing before meeting with a program advisor and have scores evaluated to determine college readiness;



Students acknowledge the following guidelines:

- A maximum of six college credits can be taken per semester;
- Students will be enrolled in “dual enrollment” status until completing their high school diploma or G.E.D./HiSET. At that point, students can be enrolled in “degree” status;
- Title IV federal student aid is not available to dual-enrolled students due to federal regulations;
- Students agree to adhere to the course(s) syllabus and attendance policy;
- Students agree and will adhere to the academic calendar: (registration drop/add dates and withdrawal period);

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).

Auditing a class

Auditing a course means a student can take classes but cannot be graded or given credit for a particular course. It is usually done for academic exploration and self-enrichment. A student will follow the admissions requirements, and registration process.

- Application for admissions;
- Complete the admissions process; and
- Complete the registration process;

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 (M.M.R.) immunizations must be provided before students can be allowed to register. To fulfill this requirement, applicants must meet the following guidelines:
- 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.
- If no records are available, applicants must comply with one of the following options:
 - (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/C.I.B

- 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 born in Canada are eligible for Title IV federal student aid under the jurisdiction of the Jay Treaty of 1794, subsequent treaties, and U.S. 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. You must ensure that you request and complete all necessary documents when applying to Blackfeet Community College.

Admissions Hold

It is crucial to submit all the required documents to complete your registration. Failure to do so can lead to placing a hold on your transcript and 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

In our enrollment management system, every student's advisor is assigned to them based on their program of study/course(s). Your assigned program advisor will help you complete your educational planner. Your advisor's other responsibilities include assisting with registration, change of information signatures, approving a drop/add form, and graduation applications.



Disclaimer

These policies and procedures are subject to change without notice. The student is responsible for seeking updates and changes from the enrollment services departments based on the changes determined by the Department of Education and Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. Updates can also exist, including updates to college programs and departmental policies of Blackfeet Community College's Admissions Department. The admissions office reserves the right to change the policies and procedures without notice. The policies and procedures for this office are located in the Admissions Office. A.D.D. to REG/FINAID

Our Commitment

Blackfeet Community College campus is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran's status, sex, age, political idea, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, sexual orientation. Such an environment is necessary for a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our community college. Acts of discrimination, harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation will be addressed consistent with this policy.

Changes to the above confirmed with human resources and updated with admissions application paper and online.

Campus Security

The U.S. Congress enacted the Jeanne Clery Act (1990) to promote the disclosure of campus security policies and crime statistics enacted by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This Act has been amended five times since its enactment to include



increased safety and reporting measures, most recently in 2013. To review the College's Annual Security Report with information to report campus crime data, support for victims of violence, and other measures to improve public safety Crime statistics: Campus crime statistics for the most recent three-year period can be found online at: <https://bfcc.edu/campus-security/> or may be requested by contacting BFCC Admissions. See facility policy and financial aid.

Admissions Department

Blackfeet Community College

Beaver Painted Lodge

P.O. Box 819

Browning, Mt 59417

Monday-Friday 8:00 AM-4:30 PM

Admissions Contact Information

Admissions Director

406-338-5421 ext. 2243

admissions@bfcc.edu

Admissions File Clerk

406-338-5421 Ext: 2267

Transfer Coordinator

406-338-5421 Ext: 2250

Office of the Registrar

The Office of the Registrar supports the College's academic mission and is responsible for maintaining the official academic records for all students who have or are attending BFCC.

The office administers academic services by meeting the mission statement goals:

Mission Statement Goals

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

- The Registrar's Office is here to assist all students who want to enroll at BFCC to pursue their educational goals.
- The Registrar's Office also works with Institutional Research for required institutional reporting.

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

- The Registrar's Office assists students in their transfer process by support based on individual student needs throughout this process.
- Our office provides transcripts, letters of certification, registration for classes, drop/adds - course withdrawals, instructor withdrawals, etc. and general academic information.
- The office maintains and updates academic records, interprets and applies academic policies, and certifies eligibility for Certificate, Associates and Bachelor degrees.
- The office ensures the academic integrity, confidentiality, and security of student records in compliance with FERPA regulations. For more information, see the FERPA section.
- The Registrar' office plans and implements spring commencement.

3. **Meaningful employment** –providing opportunities for students to earn degrees and certificates that qualify them to gain meaningful employment.

- The Registrar's Office believes that the goal of students obtaining their academic degree is to help them build a skill set so they can enter the competitive employment market and secure employment that will improve their life and those around them

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

- Every student who comes through the doors of the college has access to becoming their own brand of success. Our goal is to provide support and resources so they make their educational dream a reality.

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

- The community is an integral part of BFCC. We provide opportunities for community involvement through Days of the Piikani, Committees, presentations, and many student activities.
- BFCC offers continuing education units for community to improve their skill set, maintain licensure for employment, and for life-long learning.

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

- 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 Niitsitapi world and how valuable this is for all BFCC students. Students gain confidence and resilience going forth whether into employment opportunities or transferring to another higher education institution.

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 the Summer session, Fall Semester, and culminating with the 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 "W" 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:

- 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.

Freshman students: Students who have earned no more than 30 credits.

Sophomore students: Students who have earned 30+ academic credits.

Course Cancellation:

Blackfeet Community College reserves the right to cancel a scheduled course when enrollment has less than 6 students. Students will be notified via email that they need to see their 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 advisor, the appropriate instructor, and the Division Chair to seek approval, outline the process, and complete the Course Challenge Form. Once this is done, the student must complete the parameters established for the challenge with a "C" or higher grade.

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
- 400 – 499 – senior level courses

Credit:

A credit is a unit by which BFCC quantitatively measures its 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. Each credit is equivalent to 15 hours of class throughout the semester.

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

Drop/Adds:

Courses may be added or dropped after registration.

A drop/add form is available at the Registrar's Office or through Jotform on the BFCC website. The student, the instructor, and the student's advisor must sign the form. Once the form is completed, submit the paper copy to the Registrar's office for processing. If it is through Jotform, submit the form, and it will go through the approval steps.

If the drop is completed before the third week, 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, a grade of "W" will appear on the student's transcript. Please see Financial Aid for more information on how this will affect the student.

If the student does not officially withdraw, a grade of "F" will be recorded.

Extenuating Circumstances:

Throughout your degree program, you might be faced with personal, medical, or family problems that are



outside your control and negatively affect your academic performance. Such problems are known as extenuating circumstances.

If you believe that you are experiencing extenuating circumstances that are affecting your ability to study, prepare, or participate in your courses, then it is your responsibility to let the school know what is happening.

Please contact the Student Success Counselor for assistance. They will work with you to complete and process the extenuating circumstances form. You will be withdrawn from your courses. If this is completed after the third week, you will receive a “W” in all your courses.

What are Extenuating Circumstances?

Claims will be considered where circumstances beyond your control have impaired your performance or ability to complete your studies. These are accidents, death or severe illness of a self-life partner, child, or close relative, self-hospitalization, mental health problems, a physical attack, or other events of comparable effect.

Extenuating Circumstances Withdrawal: After the 13th week of classes, a student must submit an

Extenuating Circumstances Form. A decision will be made within two business days, and the student will be notified of that decision.

Extenuating circumstance claims will be considered where your performance has been impaired, and the circumstances are beyond your control, where you cannot predict what will happen or what has seriously affected your ability to study or complete your schoolwork.

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

- parents or eligible students can review the record makeups. Schools may charge a fee for copies.
- Parents or eligible students can request that a school correct records 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 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, according 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>

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 formally validates teaching and learning on this campus and maintains the academic records (transcripts).

Grade Challenge:

Once the instructor has recorded a grade in the grading system, it 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 change. If the grade challenge is approved, a written document must be presented to the Registrar's office.

Grade Point:

Letter grades are assigned a specific number of grade points per credit. NOTE:

Repeating the course is the only way to make up an "F" grade. Grades of D, F, I, W, and AU may affect a student's funding. Please visit the Financial Aid Director for more information.

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

Grade Reports:

Grade reports are available after midterm and finals week. Students can access their student account and find their unofficial transcript and grade report.

Grade Changes:

Once an instructor records a grade, it will not be changed except in extreme circumstances.

Repeating the course is the only way to make up an "F" grade. Grades of D, F, I, W, and AU may affect a student's funding. Please visit the Financial Aid Director for more information.

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 instructor can pick up the incomplete form from the Registrar's office.

The student must have completed at least 80% of the coursework and be able to complete the remaining requirements within one academic semester. An alternative grade equivalent to the student's grade status at the time the incomplete takes effect will be listed on the form.



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.

Students receiving financial aid must keep in mind that an Incomplete grade will affect their financial aid funding.

Graduation/Commencement Requirements:

Graduation applications are initiated with the student and their advisor reviewing their program planner to determine if the student has met the requirements to graduate. The applications are available on JotForms on the website, students will complete the application and upload their planner and any course substitution and/or course waiver forms for review.

- To graduate, the student must complete the following requirements:
 - The student must have a cumulative GPA of 2.00
 - A minimum grade of “C” must be earned in all courses required by the program of study and the general education core requirements.
 - All degree or certificate courses required must be met:
 - A minimum of 15 credits for a certificate and a minimum of 30 credits for an associate degree must be earned at Blackfeet Community College.
 - All course substitution and/or course waiver forms must be signed and attached to the graduation application.

The deadline for submitting a graduation application can be found in the academic calendar on the website or the BFCC catalog. The deadline is the end of the second week of classes for each semester. Late applications will not be accepted.

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

Commencement:

Blackfeet Community College hosts one graduation ceremony every year in May. Students who have satisfactorily completed all program and general education core requirements and applied for graduation may participate in the commencement exercise.

Declaring a Major/Changing a Major:

Students must declare a major. They can complete the Declaration of Major form in their admissions process. If you are changing your degree/major, you must complete a change of information form, either in paper copy or on the website through JotForm. Please

obtain all signatures if working with a paper copy.

Through JotForm, the system will direct the form through the signature process.

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 Provost must approve the independent study.
- The Division Chair will work with the Provost to enter this class into the database system so that students 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 or associate degree. These credits may not be recognized as transfer credits by other institutions or programs and may not be eligible for financial aid.

Registration & Registration Procedures:

Registration is the process by which the student and advisor select required courses for a specific degree/certificate. Once these classes are selected, they are digitally submitted. The Registrar's office will electronically register the student.

Repeated (*R) Course:

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 toward 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 courses are included in the total attempted hours for SAP evaluation.

Semester

A Semester is fifteen weeks of study. A semester system divides the academic year into fall and spring sessions, with a summer session. One semester credit equals 45 hours of study.

Syllabus

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

Transfer to Blackfeet Community College

Students who are transferring from another college to Blackfeet Community College must have all official transcripts of previous colleges they've attended sent to the Admission Office.

These credits will be evaluated, and a determination will be made as to what courses will be transferred. A minimum of 15 credits for a certificate and 30 credits for an associate degree must be earned at BFCC before graduation

Please note the following:

- 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
- Transfer courses are not included in the grade point average (GPA) of the student at BFCC
- A minimum of 15 credits of a certificate and 30 credits if an associate degree must be earned at BFCC before graduation
- As with any other institution of higher education, BFCC reserves the right to determine courses for transfer into the college

Transfer credits

BFCC credits are transferable to other higher education institutions, depending on the institution's transfer policy. All Montana University System colleges share an articulation agreement with Blackfeet Community College. The colleges and universities agree to accept all General Education Core Requirements of the college and will accept



most program requirements.

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 Registrar's signature and the Blackfeet Community College's seal.

Transcripts will not be released if a student:

- Needs to submit documents to Admissions;
- Needs to submit documents to Financial Aid;
- Owes tuition & fees to BFCC;
- Owes books or other materials to the BFCC Library
- Has a delinquent account at the BFCC Bookstore; and/or,
- Needs to return any equipment loaned to them through the IT department, such as Wi-Fi hotspots, laptops, printers, etc.

Administrative Withdrawal:

The Provost may cancel a course one week after the first day of class for the semester due to low enrollment or no student enrollment.

Students enrolled in the canceled courses are notified through BFCC's email system. They must meet with their advisor to select a new course and complete a drop/add form on the website.

Total Student Withdrawal:

Students may withdraw from BFCC by completing the Total Withdraw form, which can be obtained on the website. However, students are not allowed to withdraw after the thirteenth (13) week of classes.

Instructor Withdrawal:

Instructors can withdraw students from their courses after they have missed a predetermined amount of class time (per the course syllabus). To do so, instructors must complete an instructor withdrawal form and submit it to the Registrar's Office.

Note: Financial aid funding may be affected by these withdrawals.

Common Course Numbering - Montana University System

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 admitting institution 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 offering classes using new subject abbreviations and numbers that are common across all MUS units. Subject areas and numbers continue to be renumbered as of the publication of this catalog. Information regarding Common Course Numbering at the University of Montana is available at <https://ccn.mus.edu/>.

Registrar Contact Information

Registrar's Office - 406-338-5421

Registrar @ ext #2244

Registrar Technician @ ext #2248

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 website and complete the Initiation to Utilize GI Benefits application. Once you have submitted this, you must contact the Registrar's Office. The Registrar is the Student Certifying Officer (SCO) for BFCC.

- The certifying official will counsel the student about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and his/her responsibilities in these matters.
- Students must provide prior education and training within two (2) weeks of registering so the Registrar can review and decide to accept transfer credit. The Prior Education and Training form will be attached to the transcripts for the student and advisor.
- The student's educational planner will be approved by his/her advisor and the SCO during each registration to ensure the student stays within his/her program of study. A copy of the planner will be placed in the students' files.
- 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 VAOnce.
- 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 VAOnce 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 VAOnce within 30 days, and a copy will be kept in the

student file. The student transcript will display an “IW”.

- 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 required to receive special counseling by the certifying official before registering for the next semester.
 - » VA educational benefits will be terminated for veterans whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A “W” if the student withdraws or “IW” if the student is instructor withdrawn will be reported to VAOnce within 30 days of submission.
- A 2.00 GPA is required after 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 VAOnce 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 VAOnce 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 before registration. Students should also request prior education and training records be sent to the Blackfeet Community College Admissions office. Students may contact their nearest VA regional office, local service officer, or veteran’s organization representative for more detailed information or assistance.

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 certified copies of Form DD-214, and your email or letter verifying eligibility to use the GI Bill.

For additional information email: registrar@bfcc.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). The official U.S. government website is <http://www.benefits.va.gov/gibill>, which offers more information about education benefits offered by VA.

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 lists containing student recruiting information. It provides branches of the military access to student director information that 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’s 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



For more information, visit the ACCRAO website:

Office Of Financial Aid

Financial aid is available to eligible students who could not attend college otherwise. Blackfeet Community College (BFCC), Financial Aid Office (F.A.O.), administers federal, state, and institutional financial assistance, including grants, scholarships, and student employment.



The Financial Aid staff can guide applicants through the application process, or they can attend a workshop on FAFSA (Free Application for Federal Student Aid) scheduled each semester. Students may submit the FAFSA every year between October 1 and June 30. www.fafsa.ed.gov

The FAFSA is a yearly application that the U.S. Department of Education (E.D.) uses to determine a student's eligibility for need-based federal financial aid for college based on their financial situation. The assistance may include federal grants, scholarships, work-study, and loans (if applicable).

BFCC School Code 014902

Any financial assistance offered 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, or changes in regulations and procedures mandated by college, state, or federal authorities.

Eligibility

To receive financial aid, students should meet the following:

- Demonstrate financial need to further their education by completing a FAFSA before registering.
- Be a U.S. citizen or an eligible non-citizen.
- Be enrolled with six or more credits.
- Be accepted for enrollment as a regular student in an eligible degree or certificate program.
- Maintain satisfactory academic progress in a self-declared program of study.
- Not in default on any federal student loans.
- Not in repayment or overpayment on Title IV funds.
- Submit all institutional financial aid forms.



Applying for Aid

- Complete the U.S. Department of Education's (E.D.) FAFSA online.
- Add BFCC's school code 014902. BFCC's electronic mailbox address.
- Receive a confirmation page detailing eligibility and identifying the Student Aid Index (S.A.I., formerly known as the EFC, Estimated Family Contribution)
- Submit additional verification documents if required by E.D. or BFCC financial aid.
- Complete work-study employment forms, if applicable.

Financial Aid Office & Department of Education (E.D.)

- E.D. processes the submitted FAFSA and calculates student S.A.I.
- The BFCC Financial Aid Office receives the application in the Institutional Student Information Record (ISIR), which indicates student eligibility and the Student Aid Index (S.A.I.). The ISIR Comment Codes (C) will determine if the student requires additional documents. ADD THE INFORMATION REGARDING THE C CODES VERIFICATION
- The Financial Aid Director determines the student's eligibility for aid by referencing the student's academic history and creating a financial aid award letter for the bookstore and student accounts.
- The Financial Aid Office sends the students their award letter to their student email for their records.

Family Educational Rights and Privacy Act, aka FERPA



FERPA is a Federal law that protects students who reach 18 or attend a postsecondary institution. When a student becomes an “eligible student,” all rights formerly given to parents under FERPA are transferred to the student. 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/>, in the student JICS portal, or in the Registrar section in this catalog.

Textbooks using Financial Aid

Books and supplies can also be purchased at the bookstore or on the www.bncvirtual.com/blackfeet website. The financial aid award letter will help with this process. See Award Letters for more information.

STOPPED HERE: Institutional Financial Aid Forms

Students are required to complete several internal forms regardless of funding. A letter listing what is needed to complete their student file will be emailed or mailed to the student's address.

Declared Major:

Students wanting federal aid must declare a major pre-approved by NWCCU and the Department of

Education. Students who declare an eligible major will only qualify for funding for courses that apply to their approved academic program.

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 it. Declaring another associate's degree or certificate does not reset the maximum time frame for the student, nor does it make them automatically eligible for aid; they may not be eligible.

Federal Pell Grant

This program is designed to assist students in continuing their education and training and to provide eligible students with a base of financial aid to help defray the costs of postsecondary education, which does not have to be repaid. Pell Grants are awarded only to undergraduate students who have yet to earn a bachelor's or professional degree. The award will be solely for educational expenses, including tuition, fees, books, and supplies.

Federal Supplemental Educational Opportunity Grants (FSEOG)



This grant program is based on demonstrated financial needs determined by the federal government's FAFSA.

F.W.S. Student Work-study Employment Program



Federal Work-Study (aka F.W.S. or C.W.S.) provides jobs for undergraduate students with financial needs, allowing them to earn money to help meet their educational expenses.

BFCC Pell Grant Payment Policy:

The student's enrollment status is locked on the last day to drop all classes and freeze credits approximately fifteen days after the first day of class. One week after this date will be the first Pell Disbursement. Should enrollment decrease 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 Grant awards will be disbursed once all required documents are submitted and processed before noon each Friday for next Thursday's refund checks are paid out. Applicants receiving a Pell Grant will receive only one payment per term.

Award Letters

The college will create a financial aid award letter for the student. This letter will detail the costs of attending college for an academic year and any grants, scholarships, work-study, or loans students can receive. The award letter is subject to change according to the funding received or the number of credits the student is enrolled in that semester. The financial aid award letters are handed out to the students once they submit their scholarship award letters or are eligible for the Pell Grant.

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 exceeds the actual funding available, the financial aid award will be adjusted to reflect these changes.
- **Repeated courses.** Students must avoid repeating a class with a passing grade (D and above). Regardless of a repeat performance, if financial aid funds were used in the initial and second attempts, students will not be able to receive financial aid on any subsequent attempt.
- **Taking Coursework Not Required for Current Program.** A student may receive financial aid funds for courses that count towards their current declared degree/certificate up to twelve credits maximum. BFCC must track the courses a student is registered for to comply with this regulation and ensure they count towards their current declared degree or certification program.
- **Class attendance.** Students must attend class to receive their financial aid. Course instructors will report attendance after the first 15 calendar days of a 15-week semester or the first seven 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, it is not included in the course credit hours in their financial aid award. The reduced number of credits may reduce the financial aid they are eligible to receive. As instructors report student's attendance, the student's award will be adjusted.

Financial Aid Needs Analysis



The Financial Needs Analysis (FNA) provides agencies with the student's financial status and unmet need figures, determining whether the student is eligible for agency funding.

BFCC cannot complete an FNA for a student with an incomplete or no FAFSA. A successfully submitted FAFSA assures that the college provides the agency with the most accurate financial aid information. Scan the QR code to access the BFCC student portal for the FNA request.



Disbursement Deadlines

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

Verification Process

An applicant for financial assistance may require verification, and a student can be selected by the U.S. Department of Education or the BFCC financial aid office. Verification requires the student and parents (if needed) to verify the accuracy of the submitted FAFSA application by providing the Financial Aid Office with the documents necessary to complete the verification process. Financial assistance will be awarded once the verification process is completed. Misreporting of FAFSA information violates the law and may be considered a federal offense.

Satisfactory Academic Progress (SAP)

A satisfactory Academic Progress Review is reviewed at the end of the term. To comply with 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 of the following minimum requirements:

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

Students may include specific remedial courses as part of their minimum credit load that does not apply toward graduation requirements; they may enroll for up to six credits in any given semester and may not exceed a maximum of 18 remedial credits.

Satisfactory Academic Progress Criteria

Qualitative: Maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale for total hours attempted.

***Quantitative:**

Credits	Min 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



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.

The 150% allowance will be checked before the beginning of each academic year. The maximum time frame allowable will be 150% of the required credit hours in the recipient's current academic program. This will be calculated by multiplying the total 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). Students who reach the maximum time frame will be suspended from receiving financial aid. Enrollment periods during which a student does not receive financial aid are counted toward the maximum time frame. Changing a major or pursuing a second associate's degree does not reset the maximum time frame.

Federal Pell Grant Lifetime Eligibility Used (LEU), also known as the 600% Rule

In December 2011, President Obama signed 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.

Decline or Returning Pell Grant Funds

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

- Students may 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 return the Pell Grant Funds already disbursed for the current year only.

Pell Grant funds must be returned to the student accounts, who will contact the financial aid office once the full payment of Pell Funds is received. The funds may not be available to the student when the academic year has ended based on the 150% rule. The student is not guaranteed to receive future Pell funds because eligibility is determined annually with a current submission of the Free Application for Federal Student Aid (FAFSA).

Denial of Aid & Award Adjustments

Some students are denied financial aid because they are found ineligible for various reasons, such as academic suspension, overpayment, etc. If a student is denied aid but has questions about this decision, he or she should write to or call the Financial Aid Office for clarification.

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

Disbursement/Payment of Funds

Financial aid is first credited to the student's accounts to pay for their institutional tuition, fees, and books if charged. After the college charges are paid, any remaining balance is used for other college-related expenses before a refund is issued. The business office sets refund payments for financial aid.

Refunds/Cancellations

To view the current refund schedule and policy, please see the "refund and repayment policy" in this catalog's student tuition and fees, which can be found in the student accounts section.

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. Student

No tuition penalty for dropping and adding will be assessed during and before the drop/add period identified in the academic catalog. Unless all classes are dropped, or an all-school withdrawal is processed after the deadline. See the academic calendar; this is also known as the freeze date, census date, or last day to drop without a grade.

Academic Status

The BFCC Financial Aid Director will determine academic status. The student's academic status/history is checked at the beginning and end of each semester and is based on the student's current enrollment.



Students will fall into one of the following categories based on the final review:

- Good Standing
- Warning
- Suspension
- Probation.

A letter will be mailed to those who need to improve their academic standing.

Grade Point Average (GPA)

The qualitative academic progress standards are based on a cumulative GPA 2.00. To meet the quantitative satisfactory progress standards, students must complete a minimum of 67% of credits attempted to maintain satisfactory academic progress.

Credits earned from grades A, B, C, D, F, and W are considered graded credit hours attempted, and non-passing grades are Incomplete (I, INC), withdrawal (W), failure (F), and repeat (*R). These grades affect both the GPA, completion pace, and credit count.

For federal and state financial assistance, students who have passed a course with a grade of a “F” may only repeat the class one additional time and may receive financial aid. Students who enroll in a withdrawn or failed course the following term may receive Title IV aid for those failing grades if they repeat the course once. All repeated classes are included in the total attempted hours for SAP evaluation at the end of each term. If a student receives a passing grade (D grade or better) and retakes the course to obtain a better grade, that course can be counted for the enrollment period but not for payment of federal aid.

Drop/Add/Withdrawal Policy

If the student receives 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 their instructors. The drops are categorized in the following way:

Official Withdrawal

Unofficial Withdrawal

Financial Aid Termination

Students who do not meet the Satisfactory Academic Progress standards or have exceeded the 150% and 600% rules are not eligible for further financial aid, including summer school; their financial aid will be terminated at BFCC. The Office of Financial Aid will notify students of their financial aid termination, sending a letter to their permanent address and college email account.

Institutions' Responsibilities Regarding Title IV, HEA Funds

- The financial aid office will identify students affected by this policy and calculate their return on Title IV funds.
- 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 excess funds, including those the Return of Title IV calculation identifies as the student's responsibility to return.
- Submissions of intent to rescind a withdrawal notice must be filed in writing with the Registrar's Office. These notifications must be sent to the Registrar's Office to either withdraw or rescind to withdraw.

Appealing

A student who loses their Title IV eligibility due to their inability to make satisfactory academic progress can appeal the suspension based on extenuating circumstances. Examples of 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, on the 15th of the month, if on Saturday or Sunday, the day before or after. 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.

Appeal Process

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

- A typed, signed letter up to one-page addresses why the student failed to make SAP and what has changed to allow them to progress successfully.
- The educational planner is updated with future semesters signed by the advisor.
- 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 it within ten days. Students will be notified of the Financial Aid Appeals Committee's final decision either by U.S. mail to the current mailing or permanent address on record and/or to their official school email account. All decisions are final and cannot be appealed.

Appeal Decision

1. Approved.
 - Students with an approved appeal are placed on probation and are eligible to receive funding on a probationary basis. A student must earn 100 percent of the approved credits they attempted each semester with a grade of “C” or higher at the time of appeal. Course changes submitted after the appeal approval date will null and void the approved appeal.
2. Tabled/pending.
 - Appeals may be tabled or placed in pending status for additional documentation, further explanation, current or mid-term grades meeting SAP, receipt of transcripts from transfer colleges, or any other necessary materials to decide.
3. Denied.
 - Students will be informed of the reasons for the denial of their appeal. All decisions are final and cannot be reversed.

Financial Aid Appeal & Scholarship Committee

The Financial Aid Office will establish a time and place for the Meetings and can call additional meetings as necessary.

The Committee has authority over all appeals and consists of

- Financial Aid Director
- One Faculty Representative
- One Staff Representative

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.

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. More info is found in the QR Code:

-  [American Indian College Fund](#)
-  [American Indian Science and Engineering Society \(AISES\)](#)
-  [AMP Scholar](#)
-  [Blackfeet Higher Education Program](#)
-  [Cobell Scholarship](#)
-  [Native Forward Scholars Fund](#)

BFCC Exclusive Scholarships:

- **AARP “Honor Your Elders” BFCC Scholarship:**
 - » Eligibility: Currently enrolled and in good standing at the BFCC, pursuing an associate or bachelor’s degree. For tuition and not for living expenses such as rent, food, or utilities. 500 to 1,000-word essay: “How do you honor or have honored your elders?” complete the application and photo release and submit it to the financial aid office. This does not include fees or textbooks.
- **First Time First Year Scholarship:**
 - » BFCC offers a one-semester tuition-free scholarship to recent high school graduates within one year of graduating and HiSet graduates who have not attended a post-secondary institution before attending BFCC. The scholarship does not include fees or textbooks. Contact the admissions office.
- **Glacier Electric Cooperative:**
 - » Glacier Electric Cooperative grants this scholarship to be used at Blackfeet Community College in Browning, MT. The applicant must be enrolled in the pre-engineering program starting in the fall of the current year.
- **Spirit of Sovereignty:**
 - » Blackfeet Community College selects two recipients for the fall and spring semesters. The scholarship is based on need and can be flexible. The funds can be used for expenses such as tuition, books, gas, childcare, travel expenses, and more. Contact the financial aid office for the application.

Disclosure of Title IV requirements



US Constitution Day is a federal observance commemorating the signing of the U.S. Constitution on September 17, 1787.



The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires all colleges and universities participating in federal student aid programs to publish an annual security report that accurately discloses campus crime statistics and security information. The report is readily available on the website for current and prospective students, faculty, and staff. In addition, the institution submits the report annually to the U.S. Department of Education its campus crime statistics, which are compiled using the FBI's Uniform Crime Reporting Handbook (UCR) and Hate Crime Data Collection Guidelines or the UCR National Incident-Based Reporting System (NIBRS).



Enforcement of Cybersecurity Requirements under the Gramm-Leach-Bliley Act: The Gramm-Leach-Bliley Act (GLBA), signed into law on November 12, 1999, is to have certain information privacy protections and safeguards. 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 federal student aid programs. We are expected to maintain strong security policies and adequate internal controls to prevent unauthorized access or disclosure of sensitive information and protect student and parent information from cyberattacks.



Title IX Training Safety Training requires institutions to describe the range of sanctions imposed for incidents of dating violence, domestic violence, sexual assault, and stalking to the student population. These courses increase awareness, encourage better decision-making, and comply with federal and state legislation for those receiving federal aid.

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, in print, on campus, in staff offices, or in the BFCC student handbook.



Financial Aid Contact Information

Location: Beaver Painted Lodge in the Enrollment Services Department
Open: Monday-Thursday and Friday
Hours: 8:00 am – 4:30 pm and 8:00 to 2:30 pm
Phone: 406-338-5421
Extensions: Financial Aid Director @ ext 2245
Financial Aid Technician @ ext 2246
Fax: 406-338-3776
Email: fn_aid@bfcc.edu

BFCC School Code 014902

Disclaimer

This information is accurate at the time of publication. It is subject to change without notice, per the Department of Education rules and regulations for compliance, the Northwest College and Universities Accreditation Standards, and Blackfeet Community College Policy and Procedures. The financial aid office reserves the right to change its policies and procedures at any time during the period this publication is in effect.

Student Accounts Office (SAO)

The Student Accounts Office at Blackfeet Community College (BFCC) is 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 Student Accounts Office is here to assist all students in funding their education at BFCC to pursue their educational goals. The Student Accounts Office 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 Student Accounts Office 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 need to contact the Student Accounts Office.*

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

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 & fee charges.

Student Charges

Student charges are posted in a student's account each semester the student is registered for. All anticipated funding is applied to each student account to cover incurred tuition/fee charges, which must be paid in full. After all student charges are paid, any additional funding not applied to charges will be dispersed to that student.

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

Academic Division Programs/Department Fees

- Online/Hybrid Fee - \$35.00 Fee paid by students each semester for students enrolled in online/hybrid courses and using online learning platforms

- Lab Fee - Fee paid by students each semester to cover experiential learning components and varies by course
- Nursing Fee - A \$300 fee is paid by students each semester who are accepted into the BSN program
- Any other Fees that may be established

Other Fees

- Student ID Fee - A \$5.00 fee is paid by students requiring a replacement of their originally issued student ID
- Transcript Fee - A \$5.00 fee paid by students covers the request for official transcripts
- Drop/Add Fee - A \$5.00 fee is paid by students who drop courses they are enrolled in or add additional courses to their schedule after semester registration.

Tuition Waivers

- **First Time First Year (FTFY) Student Tuition Waiver** (for one semester only). Good up to a year* from HS Graduation Date or HiSET Achievement Date. See the Admissions Office for the Application. *One-year example: May 21, 2024, to May 21, 2025, or December 15, 2024, to December 15, 2025. (The Admissions Office will determine this.)
- The FTFY is determined by how many credits a student is enrolled in for their first semester or the first semester they decide to use the FTFY.
 - » 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 those 60 years and over. Full Tuition includes whatever number of credits the student is taking. For example:

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



See the Student Accounts Office for the 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

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.*

Applications can be picked up from the Student Accounts Office.

Piikani Tuition Waiver - Covers the following courses:

NASX 141

NASX 142

NASX 147

NASX 245

PKNI 101*

(All are three credits except PKNI 101, which is one credit)

**Any Language Courses are covered under the Piikani Waiver*

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

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 School students taking college credits

Dual Enrolled Students - High School Students

High School Students who take college credit to advance their higher education. It helps them knock out those College Core classes provided by Blackfeet Community College. By the time they graduate from High School, those Core classes are completed, and they can move forward and closer towards their respective degree program, whether at BFCC or another institution.

High School Students are charged \$25.00 per credit and no other fees, except Lab Fees and Online/Hybrid Fees.

Their High School usually covers their student account bill. If not, a BFCC Program will usually cover the costs. An agreement between the High School District and the BFCC should be in place.

After graduating from high school, students who decide to attend BFCC do not have to pay the admission fee (*the Admissions Office determines this*).

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 governs the protection of students' privacy and compliance with FERPA laws and guidelines. The Act sets forth requirements regarding the privacy of student records and affords students certain rights concerning their education records.

Students have the right to inspect and review their education records within 45 days of the request for access request an amendment of their education records to ensure that they are accurate, not misleading, or otherwise in violation of the student's privacy, request that school officials do not disclose personally identifiable information about them or permit inspection of their records without written permission unless such action is covered by certain exceptions permitted by the FERPA.

Student Billing Information

The Student Accounts Office will send student billing statements to all students at the end of each semester. Students can request billing statements and information anytime by contacting the Student Accounts Office. 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, 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
- Any special invoicing requirements and instructions from a third-party sponsor

Students must submit all documentation and award letters on official letterhead in the form of a PDF emailed to the Student Accounts Office 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 Student Accounts Office can assist them in processing documents they produce to include in their student accounts records.

BFCC and the Student Accounts Office reserve 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 attendance 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; arrangements must be made with the Student Accounts Office.

Students must provide their student ID to college employees when seeking assistance or requesting student account information from the Student Accounts Office or the Finance Office.

Financial Penalties

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 try to collect debts.



Some institutional holds can be placed on a student account and restrict students from registering for courses. If a student's bill rises over \$600.00, a Financial Hold will be placed on their account. They must arrange with the Student Accounts Office to enroll/register for the current semester.

If a student's bill is significant, they must pay at least half of it or enroll in their employer's payroll deduction plan (if they are employed). Copies of the payroll deduction must be given to the Student Accounts Office, which 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 can enroll/register.

Students can sign up for a payment plan with BFCC, but they must have made at least half the payments on their bill before a Hold is removed.

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

Third-Party Billing

The Student Accounts Office, in conjunction with the Finance Office, offers payment services for students' costs being covered by a third-party sponsor:

- Blackfeet Community College Programs—USDA Equity, BNAPTEP STEM, and Education Program—offer scholarships/stipends each semester.
- Other Blackfeet Programs - Blackfeet Higher Education, Blackfeet Manpower, Phillips 66, etc.
- Other higher education: Crow Higher Ed, Confederated Salish/Kootenai Tribes (CSKT) Higher Ed, Cheyenne River Sioux Higher Ed, Various Canadian Tribes Higher Ed, etc.
- State - Montana VocRehab, Montana Veterans, GearUP, etc.
- Federal - PELL, FSEOG, IHS Scholarship, etc.
- American Indian College Fund (AICF) - Cobell, Full Circle, TCU, etc.
- Other - Private Scholarships

Students can contact the Financial Aid Office for more information on scholarships. They are also encouraged to check their email and regular mail for notifications.

Late Fees

No late fees will be charged.

Financial Holds

Students whose balance rises over \$500 will need to make arrangements with the Student Accounts Specialist regarding a payment plan (see Enrollment in a Payment Plan).

Note: Students with an exceptionally high balance will need the Chief Finance Officer's (CFO) approval. Otherwise, the student cannot register for classes unless they make a payment plan with the Student Accounts Specialist and make payments regularly (depending on the amount, it can be up to 3 years).

Financial holds are released once the past-due debt is paid in full. If it is determined that a student has been making sufficient payment progress, then the financial hold may be lifted. Although the College does have a Student Payment Plan, the generally accepted method is through that student's employer via payroll deduction. This can be done with the Federal Government and the Tribe.

Additionally, any student that has become inactive and for whom there remains an outstanding balance will have a hold placed on his or her account. Students will be declared inactive when one of the following occurs:

- The student fails to register for a term that he or she would otherwise be expected to register for as a part of his or her academic program
- The student has graduated from BFCC and has not been admitted into another program
- The student withdraws from school during the current term for any reason
- The student takes a leave of absence

Refunds

The Student Accounts Office processes student refunds, and any additional funding not applied to charges will be refunded to that student. The standard 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 the student's account has a credit balance, they will receive a refund as a check.
- No refund will be issued if there is a debit balance (that means the student still owes).
- Refund checks are disbursed from the Business Office on Thursday afternoons (after 1:00 pm).

When picking up their check, students are required to:

- Bring their Student ID



- If they don't have a student ID, they must request one from the Student Success Center. Contacts are Gerald Last Star and Elaine LittlePlume.

If the student would like another person to pick up their check, they need the following:

- » A written note with their signature allowing that person to pick up their check; **OR**
- They can email the Finance Office, call (406) 338-5441, Ext. 2214, 2227, 2225, 2229, 2250. Written requests can be emailed to:
 - » Rhrista Sinclair, Ext. 2214, rhristas@bfcc.edu
 - » Angel Little Plume, Ext. 2227, angel.lp@bfcc.edu
 - » Cheyenne Gilham, Ext. 2225, cheyenne.g@bfcc.edu
 - » Fern ShootsFirst, Ext. 2229, fernsf@bfcc.edu
 - » If students would rather have their refund check mailed, they must provide a Mailing address to the Business Office.

Scholarships

All scholarships are receipted in at the Business Office, copies are sent to the Financial Aid Office;

the Financial Aid Office sends the Student Accounts Office an FA Transfer on each scholarship (PELL, AICF, Blackfeet Higher Ed, etc.); the SAO checks the student charges for accuracy and then issues a payment voucher for disbursement to students. If a student's charges are more than the amount of the scholarship, no refund is issued, and the money is applied to the student's account.

Delinquent Accounts

Debt to the College is immediately due at the time a student becomes inactive or at the end of the academic year.

Students will be declared inactive when any of the following circumstances occur:

- The student fails to register for a term that he or she would otherwise be expected to register for as part of their academic program
- The student has graduated from Blackfeet Community College and has not been admitted into another

program

- The student withdraws from school during the current term for any reason
- The student takes a leave of absence

Acceptable Forms of Payment

All payments must be made to or mailed to Blackfeet Community College's Finance Office. Once payments have been made, students must provide a receipt of the transaction to the Student Accounts Office as verification that a payment has been made and accepted to be reflected in 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 payment amount 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. All returned checks will be assessed a \$5.00 fee for each returned check (or whatever the current policy and procedure under the Finance Office is).
- 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's checks (deliver in person or mail to the college's address listed below or on the college's website)
- Personal check (student's full name and BFCC student ID number must appear on the check)

Checks

Checks should be mailed to the address listed on this website exactly as it appears
Checks returned for any reason by being subject to a \$5 return check fee

Cash

Never send cash through the mail

Cash can be deposited with our cashier on campus between 8:00 a.m.
and 4:00 p.m. Monday – Friday

Credit Cards

Major credit cards such as Visa, MasterCard, and American Express are accepted.

Credit card payments can be made in person or by phone (email is not permitted)



Cashier Checks/Money Orders

Cashier checks and money orders can be mailed or delivered in person to our office on campus
BFCC reserves the right to insist upon payment with a cashier's check

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 covering their cost of attendance can go to the Student Accounts Office for financial literacy counseling to discuss all options for covering tuition/fee costs.
- Payment Plan - Students with any balance on their student account cannot register for courses until they have paid their debt or entered into an agreement with BFCC to draft an approved debt payment plan, especially if they cannot pay. The only exception is if a student has an account balance below \$500.00. In contrast, 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 (except 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 Student Accounts Office. 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 student's account balance and income. By signing a payment plan, students agree 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.
- **Work Waiver (Tuition only)** - Students who have accrued a balance over \$501.00 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 that 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.
 - » Work waivers allow students to work in exchange for the forgiveness of their student account balance. This only applies to Tuition. The current hourly rate is \$15.00, which 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 Student Accounts Office will work with the sponsoring division/department and the student to establish a timeline for completing their assigned project based on the student's credits.
 - » Students sign a work waiver plan and agree to all conditions established. 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.

Meal Plans

Students can apply for their PELL and possibly other scholarships, provided it is okay with the funding agency!

- » Students must get a copy of their Award Letter/Notification (from the FAO) for the current semester (in this case, Spring 2025).
- » Students can fill out their Meal Plan with the Student Accounts.
- » Student Accounts will take a copy for her records.
- » Students bring the signed and completed Meal Plan along with their Award Letter/Notification to the Snack Shop; the Snack Shop will sign off, keep the original, and give a copy to the student.

Discount for Total Withdraw (TWD) from Classes

- Before First Day of Classes = 100% Discount
- 1st Day of Classes to the 15th Day of Classes = 100% of Tuition & Fees with the exception of the Registration Fee and Admission Fee. These two fees are non-refundable and cannot be included in the discount.
- After the 15th Day of Classes, aka the Drop/Add Date, the student is responsible for the total Tuition and fees and any other fees that they have incurred.

NOTE: Discount is on all fees except for the non-refundable fees (Registration and Admissions)

Disclaimer

These policies and procedures are subject to change at the discretion of the Chief Finance Officer.

Student Accounts Office Address:

Blackfeet Community College
Beaver Painted Lodge
ATTN: Student Accounts Office
P.O. Box 819
Browning, MT 59417
Hours: Monday - Friday
8:00 am - 4:30 pm

Student Accounts Office Contact Information:

Student Accounts
406-338-5421 ext. 2250



Disabilities

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.

What does the Blackfeet Community College Students program offer?

Blackfeet Community College’s Disability program is committed to ensuring compliance with the Americans with Disabilities Act (ADA) of 1990. The ADA prohibits discrimination against a qualified person with a disability and requires reasonable accommodations to known physical or mental limitations of an otherwise qualified individual unless doing so would pose an undue hardship. We aim to provide and coordinate services to enhance students’ academic development and independence.

What are some examples of services?

While it is the college’s responsibility to notify students of services and how to access them. However, it is “The Student’s Responsibility to Self-disclose and request Accommodations”. The accommodation is determined individually according to the requirements of the documented disability. Services provided may include, but are not limited to:

- Assistance in completing the admissions process
- Assistance in completing financial aid forms
- Referral to counseling or academic advising
- Priority registration (if justified by disability)
- Referral to a resource on and off-campus
- Reasonable classroom accommodations

What is reasonable accommodation?

Accommodations are discussed and provided on an individual basis in consultation with the individual student, instructor, and Disability Coordinator for receiving reasonable and necessary accommodations based on information and assessment data documented by a qualified professional.

Disclaimer

Blackfeet Community College has the right to change its policies and procedures at any time during the period this publication is in effect. The policies and procedures can be found in the s Office.

Disability Coordinator Contact Information:

Student Services Department
Beaver Painted Lodge
Blackfeet Community College
P.O. Box 819, Browning Montana 59417
404-338-5421 Ext. 2233

General Student Information

Student Handbook

The Blackfeet Community College Student Handbook is available in 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 Standards of Conduct

With the freedom these rights afford comes the responsibility to conduct oneself civilly and respectfully toward the rights of others. For additional details, please refer to the BFCC Student Handbook in the Student Success Center or the Admissions Office.

Disclaimer

The BFCC Student Handbook is subject to change at any time during the period this publication is in effect.

Counselor/Advisor Contact Information

Counselor/Advisor, ext. 2262

Student Activities

Current student activities and/or clubs that students may want to become more involved with are:

Student Senate of the Blackfeet Community College

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

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 BCCSS 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 a full-time student status and maintain SAP with a GPA of 2.00 during their elected term of Fall and Spring semesters.

American Indian Higher Education Consortium (AIHEC)

AIHEC American Indian Higher Consortium represents 38 Tribal College 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; while developing excellent leadership skills, TCU students compete academically and in traditional hand games, archery, and many other types of competitions. The annual student conference is a great opportunity for TCU students to network with other TCU colleges.

AIBL Club (American Indian Business Leaders)

AIBL is the only American Indian non-profit organization solely 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 finds 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 on and off the 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

Located in the heart of the Beaver Painted Lodge, the Student Success Center (SSC) at Blackfeet Community

College is a central place for students to connect to all campus resources, programs, and services.

The Center is here to assist in developing a roadmap for success as students pursue personal and academic goals.

SSC provides comprehensive programs and services designed to engage students and connect them with the resources needed to achieve academic and personal goals.

The Student Success Center programs and services empower students to develop the skills and abilities to adjust positively within the campus community.

The Goals of the Student Success Center are:

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

The Student Success Center will provide the following services:

- Accuplacer Assessment
- Accurate Course Placement
- Transfer Counseling
- Academic Advising
- Early Intervention
- Tutoring Services
- College Readiness

Student Support Learning Center

The Learning Center is here to serve students Monday- Friday, 8:00 am-4:30 pm. The Learning Center maintains internet access computers that can be used for research, homework, applying for scholarships, filling

out FAFSA applications, checking e-mails, and workshops. We believe your success as a student is dependent on your overall well-being. We are committed to supporting your academic, physical, financial, and social needs. We will focus on assisting you during the academic year in counseling and transferring to a 4-year institute.

Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning)

Blackfeet Community College offers courses delivered in an online format. They can be delivered one of two ways

1. Fully Online or
2. Hybrid. See below:

Course Delivery Terms

Note: Please refer to your course syllabi for more information.

Asynchronous learning: Students will work independently online while meeting all assignment due dates. Instructors will provide feedback and guidance throughout the learning process. Students must refer to the course syllabi and course schedule.

Synchronous learning: Online learning in which the participants interact at a scheduled class time using a video conferencing platform such as Zoom or Google Meets. Students must attend class during the scheduled time.

Blended course: A course that allows a portion of students to be in the classroom and a portion of the students to join via videoconferencing simultaneously.

Hybrid course: Course delivery will have synchronous and asynchronous components, with one day of in-person contact.

In-Person Course: Course delivery will be in-person.

Online course: An asynchronous course offered online only.

Video Conferencing: Online tools that allow virtual one-on-one or class meetings.

BFCC classes will be offered in one of the following formats:

- In-person synchronous
- Blended synchronous
- Online asynchronous

Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning)

BFCC offers courses delivered in an online format or other format depending on the nature of the course or the demand of a course being offered in formats other than in-person.

Here are some course deliver terms/definitions:

- **Hybrid course:** Course delivery will have synchronous and asynchronous components, with one day of in-person contact.
- **In-Person Course:** Course delivery will be in-person.
- **Online course:** An asynchronous course offered online only.
- **Video Conferencing:** Online tools that allow virtual one-on-one or class meetings.
- **Learning Management System (LMS):** A software platforms (Canvas) used to deliver, manage, and track educational courses, training programs, or learning and development initiatives. It allows instructors to create and organize content, monitor student progress, and facilitate communication between students and their instructors.
- **Asynchronous Learning:** Students will work independently online while meeting all assignment due dates. Instructors will provide feedback and guidance throughout the learning process. Students must refer to the course syllabi and course schedule.
- **Synchronous Learning:** Online learning in which the participants interact at a scheduled class time using video conferencing platforms such as Zoom or Google Meets. Students must attend class during the scheduled time.
- **Blended Course:** A course that allows a portion of students to be in the classroom and a portion of the students to join via video conferencing simultaneously.

BFCC classes will be offered in one of the following formats:

- In-person synchronous
- Blended synchronous
- Online asynchronous
- hybrid-both synchronous & asynchronous

Note: Please refer to your course syllabi for more information.

The online Fee is \$35 per credit hour

B2+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:

Business Division

Montana State University-Northern

- Business Administration & Accounting

Education Division

University of Montana Western

- Elementary Education
- Early Childhood Education
- Early Childhood Education PK-3
- Human Service Division

University of Montana

- Social Work
- Math/Science Division
- Salish Kootenai College
- Secondary Science-Broadfield Science
- Secondary Science - Mathematics
- Social Work
- Math/Science Division
- Salish Kootenai College
- Secondary Science-Broadfield Science
- Secondary Science - Mathematics



Academic Enrichment Services/TRIO

Academic Enrichment Services (AES)/TRIO Student Support Services: AES, also known as Student Support Services, is a Federal TRiO program funded by the United States Department of Education. It is designed to improve student retention and success through direct services to students who meet the program guidelines.

Over the years, the TRiO Programs have expanded and improved to provide a wider range of services and to reach more students who need assistance in these areas: Academic Advising, Career Guidance, Transfer Preparations, Book Ordering, Financial Aid/Scholarships, Graduation Assistance, Campus Visits, and Assessment Testing.

We are on a mission to help you realize your full potential and reach your goals. As a TRiO student, you can utilize specialized services unavailable to the general student population. Our staff is a team of dedicated professionals who are driven to make a difference in the lives of our students. We have the resources and expertise—the rest is up to you.

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

First Generation: an individual whose parents did not receive a bachelor's degree.

Low Income: An individual whose family taxable income does not exceed 150 percent of the poverty level in the project.

Disabled: A person who, because of a disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services to participate fully in the experience and opportunities offered by post-secondary education institutions.

Veterans are individuals who have served or are serving in the armed forces.

AES Learning Center

The United States Department of Education funds our program. Our Primary objective of Academic	Enrichment Services is to serve students who are Low-Income, First-Generation, and Individuals	with Disabilities. We have a Learning Center that
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provides free tutoring to individuals and groups in Math, English, Reading, Natural and Social Sciences, and Study Skills. Professional and Peer tutors are available Monday through Friday, 8:00 a.m. to 4:30 p.m., during the academic year. The Learning Center has computers with internet access that can be used for research, homework, applying for scholarships, filling out FAFSA applications, and checking Emails.

We believe your success as a student is dependent on your overall well-being. We are committed to supporting your academic, physical, financial, and social needs. We will focus on assisting you during the academic year

with tutoring, counseling, and transferring to a four-year institute.

Disclaimer

AES has the right to change its policies and procedures at any time during the period this publication is in effect. Policy and procedures can be found in the AES office.

AES Contact Information

AES Director ext. 2285

Administrative Assistant ext. 2261

Student Support Specialist ext. 2262

Academic Support Specialist ext. 2260

Learning Center Coordinator ext. 2242



General Education

Core 1 – Foundation Studies

Students will develop critical thoughts about their choices as college students and adult citizens. This core helps students prepare for their journey in higher education.

Core 2 – Cultural Studies

Students will learn Piikani culture through language. As they learn about the origins, foundations, pronunciation, and diction of the Piikani language, they will begin to view the world differently. Students will acquire Language proficiency in a safe and respectful space. Note: There is no course substitution for the Piikani language requirement unless a student has passed a Native language course at another institution.

Core 3 – Expressive Arts

This core contributes to student growth in critical reading, thought, writing and composition, and presentation skills. Students learn to express themselves in dynamic, multi-modal presentations.

Core 4 – Math

This core helps students comprehend essential quantitative concepts, develop quantitative reasoning skills, and reasonably ascertain the implications of quantitative information. Upon completing the mathematics requirement, students should be able to use mathematical techniques to solve problems in other math courses, such as Statistics and Calculus.

Core 5 – History and Behavioral Science

Students will learn about the history, culture, and lifeways of the Piikani and discover their identity throughout Montana and Alberta. Behavioral Science courses explore people, movements, institutions, global issues, and forces that play a significant role in human history and development. Students will be able to evaluate the perspectives of others using critical thought and informed conclusions.

Core 6 – Humanities

Humanities reveal what it means to be human. In this core, students explore societies, cultures, ideas, and art and examine the construct of what shapes and connects them. Upon completing this requirement, students should be able to explore the nature of human experience and artistic expression critically.

Core 7 – Science

This core is interdisciplinary. Students will understand the structure and function of the physical world through science activities outdoors and in the laboratory. They should also demonstrate an ability to apply scientific principles to make informed decisions about natural phenomena and technology.

Blackfeet Community College

AA/AS General Education Planner 2024—2026

CORE 1: Foundation Studies				
Course #	Course Title	Credits	Semester taken	Grade
TCC 101	First Year Seminar	3		
CORE 2: Cultural Studies				
Course #	Course Title	Credits	Semester taken	Grade
NASX 141	Piikani Language Origins & Foundations (Required)	3		
CORE 3: Communication				
Course #	Course Title	Credits	Semester taken	Grade
WRIT 101	College Writing (Required)	3		
ANY	200-level writing course (Division Specific or WRIT 201) (Required)	3		
3 Credits from the following				
COMX 111	Public Speaking (Option)	3		
POPC 125	Street Art (Option)	3		
PHOT 154	Digital Photography (Option)	3		
MART 111	Introduction to Film Making & Editing (Option)	3		
PKNI 109	Piikani Art (Option)	3		
CORE 4: Computation Literacy				
Course #	Course Title	Credits	Semester taken	Grade
M105	Contemporary Mathematics (Applied math that sections can be adapted to meet the needs of the student population/discipline at a college level)	3		
M115	Linear and Probability	3		
M121	College Algebra	3		

Blackfeet Community College

AA/AS General Education Planner 2024—2026

CORE 5: History & Social Sciences

Course #	Course Title	Credits	Semester taken	Grade
PKNI 129	History of the Piikani (1700-1900) (Required)	3		
PKNI 229	History of the Piikani (1900-2000) (Required)	3		
ANTY 101	Introduction to Anthropology (Option)	3		
ANTY 122	Race and Minorities (Option)	3		
SOC 220	Race and Minorities (Option)	3		
GPHY 141	Geography of World Regions (Option)	3		
HSTA 225	Montana History (Option)	3		
PSYX 100	Introduction to Psychology (Option)	3		
PSYX 230	Developmental Psychology (Option)	3		
PSYX 262	Cultural Psychology (Option)	3		
SOCI 101	Introduction to Sociology (Option)	3		

CORE 6: Humanities/Fine Arts

Course #	Course Title	Credits	Semester taken	Grade
3 Credits from the following				
FILM 103	Introduction to Film (Option)	3		
CRWR 212	Introduction to Nonfiction Workshop (Option)	3		
LIT 110	Introduction to Literature (Option)	3		
LIT 163	Women & Literature (Option)	3		
LIT 169	Literature as Popular Culture (Option)	3		
LIT 240/NASX 240	Introduction to Native American Literature (Option)	3		
LIT 270	Film as Literature (Option)	3		
LIT 285	World Mythology (Option)	3		
MUS 130	History of Rock & Roll (Option)	3		
NASX 100	Indigenous Humanities (Option)	3		
NASX 224	Origin Stories of the Niitsitapi/Piikani (Option)	3		
NASX 231	Indigenous Philosophy (Option)	3		
PHOT 154	Digital Photography (Option)	3		
PKNI/EDU 109	Piikani Art (Option)	3		
POPC 280	Women Detectives & the Female Gaze (Option)	3		
POPC 150	Video Games on Popular Culture (Option)	3		

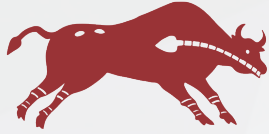
Blackfeet Community College

AA/AS General Education Planner 2024—2026

CORE 7: Natural Sciences/Technology				
Course #	Course Title	Credits	Semester taken	Grade
CSCI 105	Computer Science (Option)	3		
PKNI 120	Piikani Traditional Ecological Knowledge and Sacred Sites (Option)	3		
AHMS 144	Medical Terminology (Option)	3		
ANTY 210	Introduction to Biological Anthropology (Option)	3		
ANTY 250	Introduction to Archaeology (Option)	3		
ANTY 286	Survey of the Forensic Sciences (Option)	3		
EGEN 105	Introduction to Engineering (Option)	3		
ENSC 105	Environmental Science (Option)	3		
ENSC 255	Climate Diversity (Option)	3		
NUTR 221	Basic Human Nutrition (Option)	3		
SCI 150	Scientific Wonders of Glacier National Park (Option)	3		
WILD 134	Wildlife and People (Option)	3		
BIOB 101/102	Discover Biology w/lab (Option)	4		
BIOB 160/161	Principles of Living Systems w/lab (Option)	4		
BIOB 170/171	Principles of Biological Diversity w/lab (Option)	4		
BIOH 104/105	Basic Human Biology w/lab (Option)	4		
FORS 250	Geographical Information System and Geographical Positioning System (Option)	4		
GEO 101/102	Introduction to Physical Geology w/lab (Option)	4		
SCI 212	Physical Life Science (Lab embedded 4 credits) (Option)	4		
SCI 213	Earth & Sky (Lab embedded 4 credits) (Option)	4		

Accounting

Associate of Science (AS)



Business Division

Division Head:

Marlene A. Doney, MBA

Faculty:

TBA

Administrative Assistant:

TBA, Ext. 2608

Degree Description

The Accounting Associate of Science (AS) degree prepares students for various career opportunities in accounting. The degree emphasizes accounting procedures and generally Accepted Accounting Principles. This program provides a foundation for the graduate to build an accounting career through expanded experiences and further education. The program gives the students the intellectual foundations necessary to contribute effectively and efficiently to a global business environment. The AS Accounting Degree allows students to further their education and complete a bachelor's degree. The curriculum preserves the culture and heritage of the Blackfoot People relative to accounting by integrating cultural concepts during study.

Learning Outcomes are as follows:

- Demonstrate the ability to identify critical issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
- Practice within the accounting profession's professional, ethical, and legal parameters.
- Practice communication, problem-solving, and decision-making skills using appropriate technology and with an understanding of the business environment.

Accounting

Suggested Study Plan

First Semester 13

Course Code	Course Title	Credits
TCC 101	First Year Seminar	1
CSCI 105	Computer Science	3
ACTG 201	Financial Accounting	3
WRIT 101	College Writing	3
PKNI 129	History of the Piikani (1700-1900)	3

Second Semester 18

Course Code	Course Title	Credits
ACTG 180	Payroll Accounting	3
ANY	History & Social Science	3
ACTG 202	Managerial Accounting	3
COMX 111	Public Speaking	3
NASX 141	Piikani Language Origins & Foundations	3
ANY	Any Science w/o lab	3

Third Semester 16

Course Code	Course Title	Credits
ACTG 205	Computerized Accounting	3
M 115	Probability & Linear Math	3
ACTG 215	Foundations of Government Not for Profit Accounting	3
ANY	Humanities and Fine Arts	3
ANY	Science with a lab	4

Fourth Semester 15

Course Code	Course Title	Credits
ACTG 211	Income Tax Fundamentals	3
ECNS 217	Economic Development on Indian Reservations	3
BGEN 235	Business Law	3
STAT 216	Introduction to Statistics	3
ECNS 202	Principles of Macroeconomics	3

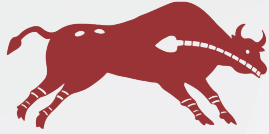
Notes:

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.

**The academic map may vary who need college prep courses or who have earned prior academic credits.

Business Management

Associate of Science (AS)



Business Division

Division Head:

Marlene A. Doney, MBA

Faculty:

TBA

Administrative Assistant:

TBA, Ext. 2608

Degree Description

The Business Management Associate of Science (AS) Degree program provides students with the fundamental knowledge and skills to begin building a career in business or to prepare for completion of a bachelor degree. Along with providing a solid general business education, the Business Management AS Degree incorporates practical application of sharpened problem-solving skills. There is an integration throughout the program which puts an emphasis on developing the ability to make effective business managerial, administrative and operational decisions. This degree includes developmental of “soft skills” such as business etiquette intelligence, social capital, and civic duties.

The program covers key areas that prepare students for active and successful careers such as accounting, business law, economics, case study, creative problem solving, personal finance, and leadership. The program will provide students with the intellectual foundation necessary to contribute effectively and positively to a dynamic, challenging and changing business environment. The curriculum is designed to preserve the culture and heritage of the Blackfeet People relative to business management by integration of cultural concepts in the course of study.

Learning Outcomes are as follows

- Students will have a strong working knowledge of fundamental concepts in accounting, finance, management, information technology, business law, and economics through effective written and oral communication
- Develop and understanding of business by applying and implementing business theories, practices, and applications that reflect the stakeholders of various organizations, societies, and cultures.
- Development of personal capacity in leadership, critical thinking, problem solving, and ethical decision making and social responsibility at all organizational levels from the first-time supervisor through middle management to executive levels.

Business Management

Suggested Study Plan

First Semester		16
Course Code	Course Title	Credits
TCC 101	First Year Seminar	1
BGEN 105	Introduction to Business	3
CSCI 105	Computer Science	3
BGEN 110	Applied Business Leadership	3
WRIT 101	College Writing	3
PKNI 129	History of the Piikani (1700-1900)	3
Second Semester		13
Course Code	Course Title	Credits
COMX 111	Public Speaking	3
BFIN 205	Personal Finance	3
BGEN 235	Business Law	3
ANY	Science with a lab	4
Third Semester		15
Course Code	Course Title	Credits
ACTG 201	Financial Accounting	3
ECNS 201	Principles of Microeconomics	3
NASX 141	Piikani Lang. – History & Foundations	3
M 115	Probability & Linear Math	3
ANY	PSYX 100 OR SOCI 101	3
Fourth Semester		15
Course Code	Course Title	Credits
ACTG 202	Managerial Accounting	3
STAT 216	Introduction to Statistics	3
ANY	Humanities and Fine Arts	3
BGEN 112	Creative Problem Solving	3
WRIT 201	Advanced College Writing	3
OR NASX 279	Advanced Research Methods	3

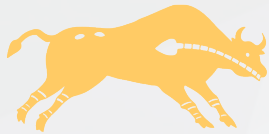
Notes:

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.

**The academic map may vary who need college prep courses or who have earned prior academic credits.

Records Information Management

One-Year Certificate



Business Division

Division Head:

Cheryl Madman

Faculty:

Marilyn Parsons, B.S

Administrative Assistant:

Yoletta Polk Ext. 2812

Degree Description

One-Year Certificate provides students with the methods for developing and controlling office records. Organized record keeping is vital to legal, business, and other companies, and it must comply with regulations regarding the United States government's records policy. The course curriculum includes National Record Association handbooks. Along with the Records I and II classes, the faculty has developed a Tribal Records course, the first of its kind for Tribal Colleges and Universities. The BFCC students will study the first recorded documents with the U.S. government. The Tribal Records course begins with the Blackfoot Treaties and Agreements and then progresses to the Blackfeet Tribal's current issues. Included are the records of the Elouise Cobell (Blackfeet) class action lawsuit against the United States

Learning Outcomes are as follows:

- Through effective written and oral communication, students will have a solid working knowledge of fundamental concepts in accounting, finance, management, information technology, business law, and economics.
- Students will code and arrange lists of personal, business, and government names in proper order. They will also know how to apply records and information management principles to transfer information to an electronic database.
- Students will be able to identify federal government records, non-records, and personal papers; organize records into series; apply the inventory process; calculate disposal and transfer dates; and apply a program schedule and the GRS.
- Students will research Treaties and Agreements made between the Blackfoot Confederacy and the United States government, precisely the boundaries of the Amskapi Piikani (Blackfeet) Reservation and Rights guaranteed in those documents.

Records Information Management

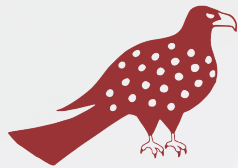
Suggested Study Plan

General Education Requirements		15 Credits
Course Code	Course Title	Credits
COMX 111	Public Speaking	3
WRIT 220	Business & Professional Writing	3
WRIT 101	College Writing	3
Any	Math higher than 100	3
CSCI 105	Computer Science	3
1-YEAR CERTIFICATE-RECORDS INFORMATION MANAGEMENT		15 Credits
Course Code	Course Title	Credits
BMGT 112	Records Information Management I	3
BMGT 114	Records Information Management II	6
BMGT 118	Tribal Records	3
BFIN 205	Personal Finance	3

Notes:

EARLY CHILDHOOD EDUCATION

Associate of Science (AS)



Education Division

Division Head:

Dee Hoyt MS. Ed

Faculty:

TBD

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. Early Childhood Education Associates 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 in relationship to the National Association for the Education of Young Children Professional Standards while working with children, families, and the community. This program features a lab with each early childhood course, allowing students ample opportunity to work hands-on in the early childhood education field. Students majoring in the Early Childhood Education program must complete 30 credits in the general core education requirements and 32 credits in early childhood education core 7 for a total of 62 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.

EARLY CHILDHOOD EDUCATION

Suggested Study Plan

First Semester		14
Course Code	Course Title	Credits
BFCC 101	Introduction to Blackfeet Community College	
SCI 212	Physical & Life Science	4
NASX 141	Piikani Language Origins & Foundations	3
WRIT 101	College Writing	3
EDEC 135	Early Literacy & Language	3
Second Semester		15
Course Code	Course Title	Credits
PSYX 100	Introduction to Psychology	3
M 121	College Algebra	3
Mus 130	History of Rock & Roll	3
SCI 213	Earth & Sky	3
COMX 111	Introduction to Public Speaking	3
Third Semester		16
Course Code	Course Title	Credits
EDEC 210	Meeting the Needs of Families	3
EDEC 230	Positive Child Guidance	3
EDEC 247	Child & Adolescent Growth Development	4
HEE 223	Personal, Community, School Health	3
EDEC 265	Leadership & Professionalism	3
Fourth Semester		16
Course Code	Course Title	Credits
EDEC 240	Indigenous Practicing Inclusion	3
EDEC 249	Infant & Toddler Group Care	3
EDEC 273	Early Childhood Curriculum & Environments I	4
EDEC 287	Early Math & Numeracy Concepts	3
PKNI 129	History of the Piikani (1700-1900)	3

Notes:

ELEMENTARY EDUCATION

Associate of Science (AS)



Education Division

Division Head:

Dee Hoyt MS. Ed

Faculty:

TBD

Administrative Assistant:

Ext. 2912

Degree Description

The Blackfeet Community College Education Division seeks to develop quality future educators who embrace niitsiittupy'o'maitukssin "Pikani ways of knowing." It will provide access to diverse and dynamic learning for careers in Education. The Associate of Science (AS) The BFCC Elementary Education program prepares students for Montana K-8 Teacher Certification and employment as an Educator. The curriculum, pedagogy, and learning environment provide authentic and experiential learning opportunities for comprehensive development for pre-service educators. Students engage in inquiry, develop critical thinking strategies, solve complex problems, practice what they've learned, and build practical communication skills. Our paradigm focuses on the Native American Indigenous worldview, emphasizing concepts unique to the Piikuni Tribal Nation. Graduates may complete their Bachelor of Science at the BFCC campus or transfer to partner institutions. Students majoring in Elementary Education are required to take 32 credits in the general core and 32 credits in Elementary Education for 64 credits. Students must maintain a 3.0 grade point average to remain in the Teacher Education program.

Learning Outcomes are as follows:

- Skills, dispositions, and content knowledge in a classroom setting.
- Understanding of learning theory, child development, diversity, and behavior.
- Understanding of effective instruction, planning, and assessment.

ELEMENTARY EDUCATION

Suggested Study Plan

First Semester 17

Course Code	Course Title	Credits
BFCC 101	Introduction to Blackfeet Community College	
SCI 212	Physical & Life Science	4
NASX 141	Piikani Language Origins & Foundations	3
WRIT 101	College Writing	3
COMX 111	Introduction to Public Speaking	3
HSTA 251	Montana History	3

Second Semester 16

Course Code	Course Title	Credits
PSYX 100	Introduction to Psychology	3
MUS 130	History of Rock & Roll	3
PKNI 129	History of the Piikani (1700-1900)	3
SCI 213	Earth & Sky	4
M 121	College Algebra	3

Third Semester 20

Course Code	Course Title	Credits
EDU 202	Introduction to Education with Field	4
EDU 222	Education Psych & Child Development	3
EDU 233	Literacy, Language & Texts	3
M 132	Numbers & Operations for Elementary Teachers	4
HEE 223	Personal Community, School Health Issues	3
HSTA 251	Montana History	3

Fourth Semester 17

Course Code	Course Title	Credits
EDU 211	Cultural Diversity Community & Global	3
EDU 231	Children to Young Adult Literature	3
EDU 270	Instructional Technology	3
M 133	Geometry and Geometrics Measurement Teachers	4
HEE 251	Instructional Strategies in Physical Education PK-8	3
ECP 101	CPR, AED & First Aid for Childcare	1

Notes:

EARLY CHILDHOOD EDUCATION

One-Year Certificate



Education Division

Division Head:

Dee Hoyt MS. Ed

Faculty:

TBD

Administrative Assistant:

Ext. 2912

Degree Description

The Blackfeet Community College Education Division seeks to develop quality future educators who embrace niitsiittupy'o'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. the Montana Office of Public Instruction.

Learning Outcomes are as follows:

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

EARLY CHILDHOOD EDUCATION

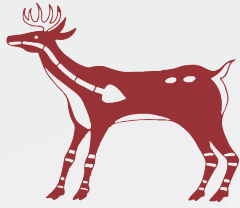
Suggested Study Plan

First Semester		14
Course Code	Course Title	Credits
ECP 100	CPR, AED & First Aid	1
WRIT 101	College Writing	3
EDEC 135	Early Literacy & Language	3
EDEC 210	Meeting the Needs of Families	3
EDEC 230	Positive Child Guidance	3
Second Semester		16
Course Code	Course Title	Credits
PJNI 129	History of the Piikani (1700-1900)	3
PSYX 100	Introduction to Psychology	3
EDEC 100	Child Development Associate	3
EDEC 249	Infant & Toddler Group Care	3
EDEC 265	Leadership & Professionalism	3

Notes:

ADDICTION STUDIES

Associate of Arts (AA)



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ext.

Administrative Assistant:

Degree Description

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

At graduation, students can apply for the 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 must be acquired post-degree rather than during school hours.

Note: Due to changing educational requirements at the state level for licensed addiction counselors, This course

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements
- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as a degree-seeking Human Service professionals
- Recognizing individual student learning development that enhances their skills in college writing, acquires professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce and academic pursuits, and attain licensure in their chosen profession
- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits
-

ADDICTION STUDIES

Suggested Study Plan

First Semester		13
Course Code	Course Title	Credits
CAS 145	Addiction Studies	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
ANY	Core 6 – Humanities	3
Second Semester		14
Course Code	Course Title	Credits
CAS 120	Pharmacology of Substance Abuse	2
M 115	Linear and Probability Math	3
PKNI 129 or PKNI 229	History of the Piikani (1700-1900) OR History of the Piikani (1900-2000)	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3
third Semester		16
Course Code	Course Title	Credits
CAS 275	Assessment & Diagnosis	3
COMX 111	Public Speaking	3
HS 280	Introduction to Counseling	3
NASX 141	History & Foundations of Piikani Language	3
ANY	Core 7 – Science w/ Lab	4
Fourth Semester		17
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	**Core 3 - Advanced Writing	3
ANY	*Human Services Elective	2

Notes:

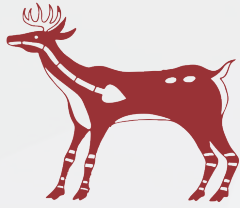
*Note: Human Services Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.

**Note: Core 3, 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.

BEHAVIORAL HEALTH

Associate of Arts (AA)



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ext.

Administrative Assistant:

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:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements
- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree seeking Human Service professionals
- Recognizing individual student learning development that enhances their skills in college writing, provides professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce and academic pursuits, and attain licensure in their chosen profession
- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits

BEHAVIORAL HEALTH

Suggested Study Plan

First Semester		13
Course Code	Course Title	Credits
PKNI 129 or PKNI 229	History of the Piikani (1700-1900) OR History of the Piikani (1900-2000)	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology	3
SW 100	Introduction to Social Welfare	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
Second Semester		15
Course Code	Course Title	Credits
M 115	Linear and Probability Math	3
ANY	Core 6 - Humanities	3
ANY	Core 7 – Science w/o Lab	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3
Third Semester		16
Course Code	Course Title	Credits
BIOB 101 & 102	Core 7 – Discover Biology w/ Lab	4
CAS 145	Addiction Studies	3
HS 280	Introduction to Counseling	3
NASX 141	History & Foundations of Piikani Language	3
ANY	*Human Services Elective	3
Fourth Semester		18
Course Code	Course Title	Credits
COMX 111	Public Speaking	3
HS 279	Legal, Clinical & Professional Issues	3
HS 298	Field Placement	3
ANY	**Core 3 - Advanced Writing	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3

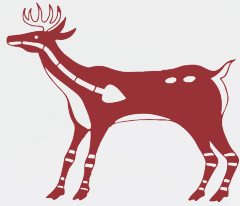
Notes:

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

**Note: Core 3, Communications-Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.

CRIMINAL JUSTICE-LEGAL STUDIES

Associate of Science (AS)



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ext.

Administrative Assistant:

Degree Description

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

Learning Outcomes are as follows:

- To develop knowledge and skills related to tribal, state, and federal court systems and civil and criminal issues within those court systems.
- To develop persuasive written and verbal skills that enhance the understanding and ability to convey information.
- To 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.

CRIMINAL JUSTICE-LEGAL STUDIES

Suggested Study Plan

First Semester		13
Course Code	Course Title	Credits
CAS 145	*Addiction Studies	3
CJUS 101	Intro to Law & Blackfeet Legal Studies	3
SOCI 101	Introduction to Sociology	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
Second Semester		16
Course Code	Course Title	Credits
CJUS 121	Introduction to Criminal Justice	3
PKNI 129 or PKNI 229	History of the Piikani (1700-1900)	3
	OR History of the Piikani (1900-2000)	
M 115	Linear and Probability Math	3
NASX 276	Federal Indian Policy & Government	3
ANY	Core 7 – Science w/Lab	4
Third Semester		15
Course Code	Course Title	Credits
CJUS 140	Tribal Criminal Law & Procedure	3
CJUS 180	Blackfeet Law & Order Code and Ethics	3
NASX 141	History & Foundation of Piikani Language	3
PSYX 240	*Abnormal Psychology	3
ANY	Core 6 - Humanities	3
Fourth Semester		18
Course Code	Course Title	Credits
CJUS 200	Alternative Dispute Resolution	3
CJUS 286	Legal Research & Writing	3
CJUS 298	Internship	3
COMX 111	Public Speaking	3
ANY	Core 7 – Science w/o Lab	3
ANY	**Core 3 - Advanced Writing	3

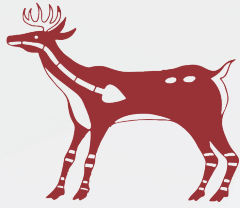
Notes:

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

**Note: Core 3, Communications-Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.

PSYCHOLOGY

Associate of Arts (AA)



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ext.

Administrative Assistant:

Degree Description

Psychology is the scientific study of the mind and behavior. Students can learn the causes and purposes of conscious and unconscious behavior. The psychology curriculum introduces students to primary scientific and applied areas. Students explore sub-disciplines, such as cultural psychology, historical trauma, abnormal psychology, and personalities. Students will examine the Blackfeet worldview related to the Human Service-Psychology field.

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

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (
- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree-seeking Human Service professionals
- Recognizing individual student learning development that enhances their skills in college writing, provides professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce and academic pursuits, and helps them attain licensure in their chosen profession
- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits
-
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PSYCHOLOGY

Suggested Study Plan

First Semester		13
Course Code	Course Title	Credits
PKNI 129 or PKNI 229	History of the Piikani (1700-1900) OR History of the Piikani (1900-2000)	3
PSYX 100	Introduction to Psychology	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
ANY	*Human Services Elective	3
Second Semester		15
Course Code	Course Title	Credits
COMX 111	Public Speaking	3
M 115	Linear and Probability Math	3
PSYX 262	Cultural Psychology	3
SOCI 101	Core 5 - Intro to Sociology	3
ANY	Core 7 – Science w/o Lab	3
Third Semester		16
Course Code	Course Title	Credits
BIOB 101 & 102	Core 7 – Discover Biology w/ Lab Required	4
NASX 141	History & Foundations of Piikani Language	3
PSYX 240	Abnormal Psychology	3
PSYX 248	Family Violence Building Healthy Families	3
PSYX 260	Social Psychology	3
Fourth Semester		18
Course Code	Course Title	Credits
PSYX 203	Intro to Social Science Research Methods	3
PSYX 230	Developmental Psychology	3
PSYX 285	Psychology of Personality	3
ANY	**Core 3 - Advanced Writing	3
ANY	Core 6 - Humanities	3
ANY	*Human Services Elective	3

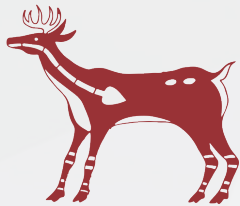
Notes:

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

**Note: Core 3, Communications-Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.

SOCIAL WORK

Associate of Arts (AA)



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ext.

Administrative Assistant:

Degree Description

Social workers help clients solve and cope with problems in their everyday lives. They use their skills to connect clients to resources, instill coping skills, and nurture personal growth. Social workers strive to improve families and communities by helping people identify and cope with problems. Students will examine the Blackfoot worldview related to the Human Service-Social work field.

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

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfoot Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BFCC Core Theme: 1, 2)
- Promoting course and program of study integration of Blackfoot culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfoot ways of knowing and their development as degree-seeking Human Service professionals (BFCC Core Theme: 1, 2, 3, 4, 5, 6)
- Recognizing individual student learning development that enhances their skills in college writing, provides professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce and academic pursuits, and attain licensure in their chosen profession (BFCC Core Theme: 1, 2, 3, 4)
- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits (BFCC Core Theme: 1, 2, 3, 4, 5, 6)
-

SOCIAL WORK

Suggested Study Plan

First Semester		13
Course Code	Course Title	Credits
PKNI 129 or PKNI 229	History of the Piikani (1700-1900) OR History of the Piikani (1900-2000)	3
PSYX 100 or SOCI 101	Introduction to Psychology OR Introduction to Sociology	3
SW 100	Introduction to Social Welfare	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
Second Semester		15
Course Code	Course Title	Credits
M 115	Linear and Probability Math	3
NASX 141	History & Foundations of Piikani Language	3
PSYX 100 or SOCI 10	Introduction to Psychology OR Introduction to Sociology	3
SW 200	Introduction to Social Work	3
ANY	Core 7 – Science w/o Lab	3
Third Semester		16
Course Code	Course Title	Credits
BIOB 101 & 102	Core 7 – Discover Biology w/ Lab Required	4
COMX 111	Public Speaking	3
ECNS 217	Economics of Indian Reservations	3
HS 280	Introduction to Counseling	3
ANY	*Human Services Electives	3
Fourth Semester		18
Course Code	Course Title	Credits
NASX 276	Federal Indian Policy & Government	3
PSYX 230	Developmental Psychology	3
ANY	**Core 3 - Advanced Writing	3
ANY	Core 6 - Humanities	3
ANY	*Human Services Electives	3
ANY	*Human Services Elective	3

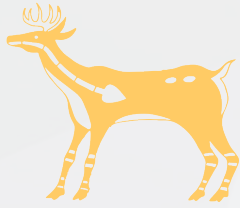
Notes:

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

**Note: Core 3, Communications-Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.

BEHAVIORAL HEALTH AIDE

One-Year Certificate



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ex

Administrative Assistant:

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 essential skills and knowledge in behavioral health competencies. Students will earn “stackable credits” in courses that focus on improving the behavioral health competencies of the incumbent worker. Stackable credits will transfer into BFCC’s Human Services Associate of Arts Degree.

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements
- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree-seeking Human Service professionals
- Recognizing individual student learning development that enhances their skills in college writing, provides professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce and academic pursuits, and attain licensure in their chosen profession
- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits

BEHAVIORAL HEALTH AIDE

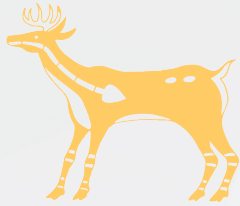
Suggested Study Plan

First Semester		16
Course Code	Course Title	Credits
HS 280	Introduction to Counseling	3
PSYX 100 or SOC 101	Introduction to Psychology OR Introduction to Sociology	3
SW100	Intro to Social Welfare	3
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
ANY	*Human Services Elective	3
Second Semester		15
Course Code	Course Title	Credits
NASX141 PKNI 129	History & Foundations Piikani Language OR History of the Piikani (1700 to 1900)	3
PSYX 125	Peer Support 101	3
ANY	Core 4 – Math 100 or Higher	3
ANY	*Human Services Elective	3
ANY	*Human Services Elective	3

Notes:

BLACKFEET LEGAL STUDIES

One-Year Certificate



Human Services Division

Division Head:

Angela Johnson, MEd, Ext.. 2236

Faculty:

Crystal LaPlant, MSW/LAC, Ext. 2237

Mari King, MHS/Psychology, Ext. 2251

David Gordon: Juris Doctorate, Ext. 2239

Kathleen Little Leaf, MSW/LAC Ex

Administrative Assistant:

Degree Description

The Tribal Legal Studies 1-Year Certificate prepares students for a career as a Tribal Legal Assistant. Students will develop the skills necessary to assist with legal research and writing, will understand the basics of federal, state, and tribal law, will understand Native American legal issues, and will 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 preserves the cultural traditions and heritage of the Blackfeet People through the integration of the Blackfeet worldview.

Learning Outcomes are as follows:

- To develop knowledge and skills related to tribal, state, and federal court systems and civil and criminal issues within those court systems.
- To develop persuasive written and verbal skills that enhance the understanding and ability to convey information.
- To 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.

BLACKFEET LEGAL STUDIES

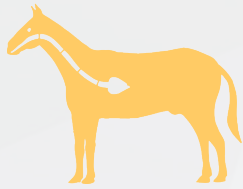
Suggested Study Plan

First Semester		13
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
TCC 101	First Year Seminar	1
WRIT 101	College Writing	3
Second Semester		15
Course Code	Course Title	Credits
CJUS 200	Alternative Dispute Resolution	3
CJUS 286	Legal Research & Writing	3
CJUS 298	Internship	3
ANY		3
NASX 276	Federal Indian Policy & Government	3
Elective	Student's choice	2

Notes:

INDUSTRY TRADES

One-Year Certificate



Workforce Division

Division Head:

Cheryl Madman

Faculty:

TBA

Administrative Assistant:

Yoletta Polk Ext. 2812

Degree Description

This program provides students with entry-level skills in industry trades.

Learning Outcomes are as follows:

- Demonstrate proper safety habits and understand safety's role in the industry trades.
- Select and utilize tools and materials to complete tasks in multiple construction phases to industry performance standards.
- Demonstrate effective written and oral communication with multiple project stakeholders and recognize terms and materials to apply in the Industry Trades.

INDUSTRY TRADES

Suggested Study Plan

First Semester 16

Course Code	Course Title	Credits
WRIT 121	Introduction to Technical Writing	3
INDT130	Introduction to Industry Trades I	3
INDT 131	Industry Trades Field Experience I	8
WKSS 190	OSHA 10 (Workplace Safety)	1
ECP 100	1st Aid & CPR	1

Second Semester 17

Course Code	Course Title	Credits
M065	Pre-Algebra	3
VOC101	Employer/Employee Relations	3
INDT140	Introduction to Industry Trades II	3
INDT141	Industry Trades Field Experience II	8

Notes:

LIBERAL STUDIES

Associate of Arts (AA)



Liberal Arts Division

Division Head:

James Peterson, M.S. (Interim)

Faculty:

Gordon Bennett, B.A.

Sabine Brigitte, MFA

Administrative Assistant:

Holli Galbreath, Ext. 2608

Degree Description

The Liberal Studies Associate of Arts Degree prepares students for bachelor studies in a variety of areas through writing, expressive arts, literature, film, and philosophy. Critical thought is developed and enhanced through writing, reading, enriched discussions, and verbal and written analysis. The Liberal Studies program offers educational experiences and a curriculum that engages students by integrating Piikani history, culture, language and thought. Students will gain foundational knowledge and skills based on inquiry and problem-solving habits that strengthen and positively reinforce their studies, career goals, and personal lives.

Liberal Studies at Blackfeet Community College is the most traditional discipline in higher education. Its collaboration with a multitude of disciplines in the Humanities and sciences always focuses on the up-to-date expectations of

Learning Outcomes are as follows:

- Develop critical writing, reading, thinking, and verbal communication skills enhanced with expressive arts, literature, Piikani language, and oral traditions
- Obtain a breadth of understanding of the nature of Piikani thought, leadership, and identity with our traditional lands and sacred places
- Creating and developing application-centered research habits, which include environmental ethics and cultural and historical content

Notes:

*LIT163 and *POPC263 are offered opposite fall semesters

**LIT235 and **POPC280 are offered opposite spring semesters.)

Core 8: Program of Study (15 Credits) - Students will take **one of the following** depending on their concentration:

Core 8 - Program of Study- Choose one		
Course Code	Course Title	Credits
LIT 110	Introduction to Literature	3
FILM 103	Introduction to Film	3
*LIT 163	Women & Literature (Coordinates with UM's WGSS Introductory course)	3
POPC 101	Introduction to Popular Culture	3
Core 8 - Program of Study - Students will take all of the following:		
Course Code	Course Title	Credits
CRWR 102	Introduction to Creative Writing	3
CRWR 212	Creative Non-Fiction & Storytelling	3
NASX 110	Indigenous Humanities	3
PKNI 129	History of the Piikani (1700-1900)	3
WRIT 299	Advanced Research Writing - Capstone	3

Students will choose one concentration: Core 9: Concentration (15 Credits)

Popular Culture Concentration		
Course Code	Course Title	Credits
LIT 169	Lit as Popular Culture	3
LIT 270	Film as Literature: Superhero Films	3
MUS 130	History of Rock & Roll	3
MUS 102	Rock Band	1
POPC 125	Street Art	3
POPC 150	Video Games as Popular Culture	1
**POPC 280	Women Detectives & the Female Gaze	3
POPC 290	Comic Book Superheroes and Popular Culture	3

Visual Studies Concentration		
Course Code	Course Title	Credits
LIT 270	Film as Literature: Superhero Films	3
MART 111	Introduction to Film Making & Editing	3
MART 255	Photoshop: Art & Design (prerequisite is MART 111 or PHOT154)	3
PHOT 154	Digital Photography	3
PHOT 155	Advanced Digital Photography (prerequisite is PHOT 154)	3
POPC 125	Street Art	1
POPC 150	Video Games Impact on Popular Culture	1

Literature Concentration		
Course Code	Course Title	Credits
LIT 169	Literature as Popular Culture	3
LIT 202	The Environmental Imagination	3
**LIT 235	Literary Traditions & Contemporary Voices of Indigenous Authors	3
*LIT 163	Women & Literature (coordinates with UM's WGSS163)	3
LIT 270	Film as Literature: Superhero Films	3

Women's Studies Concentration		
Course Code	Course Title	Credits
**LIT 235	Literary Traditions & Contemporary Voices of Indigenous Authors	3
*LIT 163	Women & Literature	3
NAS 142	Intermediate Piikani Language	3
**POPC 263	Feminism, Gender Studies, & Culture	3
**POPC 280	Women Detectives & the Female Gaze	3
SOCI 220	Race, Gender & Class <i>Must take in General Educ. Core #5</i>	3

PIIKANI STUDIES AND LANGUAGE

Associate of Arts (AA)



Piikani Studies Division

Division Head:

Angel Little Plume, BS

Faculty:

Treyace YellowOwl

Marvin Weatherwax

Administrative Assistant:

Justine Momberg Ext. 2306

Degree Description

The Piikani Studies & Language Associate Degree prepares students for bachelor studies in Native American Studies, Education, History, Linguistics, or Philosophy. Students will experience the growth of their knowledge of Piikani ways of knowing and critical thought through writing, reading, enriched discussions, experiential learning, and verbal and written analysis.

The Piikani Studies & Language Division offers educational experiences and a curriculum to immerse students in Piikani history, culture, Language, oral tradition, and thought. Students will learn about Piikani identity and how the Piikani interacted with their environment and other Native and non-Native peoples. The Piikani Studies & Language degree is the most unique aspect of Blackfeet Community College, as it provides a level of knowledge that students cannot experience anywhere else in America.

Learning Outcomes are as follows:

- Develop critical writing, reading, thinking, and verbal communication skills enhanced by Piikani language, oral traditions, philosophies, and cultural practices
- Obtain a breadth of understanding of the nature of Piikani thought, leadership, and identity with our traditional lands and sacred places
- Creating and developing application-centered research habits, which include environmental ethics and cultural and historical content

PIIKANI STUDIES AND LANGUAGE

Suggested Study Plan

First Semester		12-16
Course Code	Course Title	Credits
BFCC 101	Introduction to Blackfeet Community College	1
NASX 141	Piikani Language Origin & Foundations	3
WRIT 101	College Writing	3
COMX 111	Public Speaking	3
PKNI 147	Plains Indian Sign Language	3
ANY	ANY Science w/o Lab	3
Second Semester		12-16
Course Code	Course Title	Credits
PKNI 142	Intermediate Piikani Language	3
NASX 129	History of the Piikani (1700-1900)	3
M105 or Higher		3
NASX 110	Indigenous Humanities	3
ANY	ANY Science with a Lab	4
Third Semester		12-16
Course Code	Course Title	Credits
NASX 120	Piikani Ecological Knowledge & Sacred Sites	3
NASX 245	Advance Piikani Language	3
NASX 280	Indigenous Research Methods & Writing Or WRIT 201	3
NASX 224	Origin Stories of of Niitsitapii/ Piikani	3
NASX 231	Indigenous Philosophy	3
Fourth Semester		12-16
Course Code	Course Title	Credits
PKNI 243	Piikani Societies & Leadership	3
NASX 240	Intro to Native American Literature	3
PKNI 290	Special Topic Or	3
NASX 276	PKNI 109 Piikani Arts	3

Notes:

PIIKANI History AND LANGUAGE

Minor



Piikani Studies Division

Division Head:

Angel Little Plume, BS

Faculty:

Treyace YellowOwl

Marvin Weatherwax

Administrative Assistant:

Justine Momberg Ext. 2306

Degree Description

The curriculum within the Piikani History & Language Minor consists of six credits earned as usual within the General Education Requirements – NASX141 and PKNI129. Students will also complete fifteen additional credits specific to strengthening the student's knowledge of Piikani history, Language, lifeways, and philosophies. This Minor will complement other degree programs with rich cultural diversity.

Learning Outcomes are as follows:

- Demonstrate a basic knowledge of Piikani culture, traditions, Language, art, and local ecology
- Relate to the Piikani human condition in the aspects of social, cultural, and personal contexts

PIIKANI History AND LANGUAGE

Suggested Study Plan

REQUIRED COURSES 6

Course Code	Course Title	Credits
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NASX 141	Piikani Language Origins & Foundations	3
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PKNI 129	History of the Piikani (1700-1900)	3
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ELECTIVE COURSE 15

Course Code	Course Title	Credits
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CORE 1

LANGUAGE- 9 credits

NASX 142	Intermediate Piikani Language	3
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NASX 147	Plains Indian Sign Language	3
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NASX 245	Advanced Piikani Language	3
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CORE 2

HISTORY - 6 credits choose any two courses

PKNI 120	Piikani Traditional Ecological Knowledge &	3
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PKNI 243	Sacred Sites	3
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NASX 231	Piikani Societies & Leadership	3
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NASX 224	Indigenous Philosophy	3
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NASX 276	Origin Stories of Niitsitapi/Piikani	3
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Notes:

PIIKANI STUDIES AND LANGUAGE

One-Year Certificate



Piikani Studies Division

Division Head:

Angel Little Plume, BS

Faculty:

Treyace YellowOwl

Marvin Weatherwax

Administrative Assistant:

Justine Momberg Ext. 2306

Degree Description

Students will gain the basic fundamentals of the Piikani communication process upon completion of the beginning, intermediate, and advanced levels of the Piikani language courses. Knowledge acquired from the history, Language, and philosophy courses will give the students the skills to enter the workforce as Language and Cultural Specialists in Montana Public Schools.

The Montana Class 7 American Indian Language & Cultural Specialist Certificate for teaching Native American languages and cultures in Montana Public Schools.

Students who complete the One-Year Certificate in Piikani Studies & Language meet standards of competency and fluency with integrity upon application for the Class 7 Certificate. Students focusing on the Class 7 certification will be required to take these classes. Once they complete these courses, they can be eligible and encouraged to apply for Class 7 licensure through the Montana Office of Public Instruction.

Learning Outcomes are as follows:

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

PIIKANI STUDIES AND LANGUAGE

Suggested Study Plan

Required Courses		30
Course Code	Course Title	Credits
NASX 141	Piikani Language: Foundations & Origins	3
NASX 142	Intermediate Piikani Language	3
NASX 245	Advanced Piikani Language	3
NASX 129	History of the Piikani (1700-1900)	3
NASX 147	Plains Indian Sign Language	3
WRIT 101	College Writing	3
NASX 224	Origin Stories of Niitsitapii/Piikani	3
NASX 231	Indigenous Philosophy	3
NASX 280	Indigenous Research Methods & Writing	3
NASX 290	Special Topics: Piikani Teaching Methods in Language and Humanities	3

Notes:

ANTHROPOLOGY

Associate of Science (AS)



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Betty Henderson-Matthews
MA; Skye Gilham, M.Ed.

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

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

Anthropology studies ancient and contemporary people in biological, archaeological, cultural, and linguistic contexts. Anthropology uses a holistic approach to integrate findings from the social sciences, natural sciences, and the humanities.

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 to protect cultural heritage, aid the disadvantaged, improve health care, find justice, and more activities that 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

ANTHROPOLOGY

Suggested Study Plan

First Semester 13

Course Code	Course Title	Credits
ANTY 101	Introduction to Anthropology	3
BIOB 101/102	Discovery Biology w/Lab	4
SCI 150	Scientific Wonders of Glacier National Park	3
WRIT 101	College Writing	3

Second Semester 15

Course Code	Course Title	Credits
ANTY 220	Culture and Society	3
M 121	College Algebra	3
ANY	General Education	3
PKNI 129	History of the Piikani (1700-1900)	3
ANY	Anthropology Elective	3

Third Semester 16

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

Course Code	Course Title	Credits
ANTY 270	Introduction to Linguistics	3
ANY	General Education	3
SCI 295	Introduction to Scientific Research & Writing	3
ANY	Anthropology Elective	3
ANY	Anthropology Elective	3
ANY	Anthropology Elective	3

Notes:

ENVIRONMENTAL SCIENCE

Associate of Science (AS)



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Pam Atkins, BS

Cliff Hall, BS

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

The Environmental Science program focuses on natural resources management. The curriculum intends to educate students in managing and protecting natural resources and the environment. The program will 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 and natural resource issues
- To educate potential scientists who will assume roles in the research and management of natural resources and environment
- To prepare students for work with public and private agencies responsible for the management and protection of the natural resources and the environment

ENVIRONMENTAL SCIENCE

Suggested Study Plan

First Semester 13

Course Code	Course Title	Credits
BIOB 101/102	Discovery Biology w/Lab	4
ENSC 105	Introduction to Environmental Science	3
SCI 150	Scientific Wonders of Glacier National Park	3
WRIT 101	College Writing	3

Second Semester 18/19

Course Code	Course Title	Credits
ANY	General Education	3
COMX 111	College Algebra	3
M 121	History & Foundations of Piikani Language	3
NASX 141	History of Piikani (1700-1900)	3
ANY	General Education	3
ANY	Environmental Science Elective	3/4

Third Semester 18/19

Course Code	Course Title	Credits
BIOB 160/161	Principles of Living Systems w/Lab	4
CHMY 141/142	College Chemistry	4
FORS 250	Introduction to GPS/GIS	4
ANY	General Education	3
ANY	Environmental Science Elective	3/4

Fourth Semester 17/19

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:

HYDROLOGY TECHNICIAN

Associate of Science (AS)



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Shannon Salois, BS

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

This program provides students with entry-level skills for a career in Hydrology. Hydrology Technicians work closely with professional Hydrologists and Professional Engineers. The value of the Hydrology Technician degree to the Hydrology profession is apparent daily as technicians collect data in all weather conditions and environments to ensure the proper collection of uniform and reliable data. Hydrology Technicians can assist 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, students will learn the 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 groundwater quantification and quality
- Students will have the ability to apply economic principles to analyze hydrological environmental problems
- Students will develop knowledge and understanding of the hydrological processes sufficient enough to discuss regulations governing water laws applicable at the Tribal, State, Federal, and International level

HYDROLOGY TECHNICIAN

Suggested Study Plan

First Semester 13

Course Code	Course Title	Credits
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BIOB 101/102	Discover Biology w/Lab	4
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ANY	General Education	3
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SCI 150	Scientific Wonders of Glacier National Park	3
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WRIT 101	College Writing	3
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Second Semester 14

Course Code	Course Title	Credits
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ENSC 272	Water Resources	3
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GEO 101/102	Introduction to Physical Geology w/ Lab	4
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M 121	College Algebra	3
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ANY	General Education	3
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NASX 141	History & Foundations of Piikani Language	3
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tHIRD Semester 18

Course Code	Course Title	Credits
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CHMY 141/142	College Chemistry w/Lab	4
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EGEN 105	Introduction to Engineering	3
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ENSC 220	Surface Water Hydrology	3
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FORS 250	Introduction to GIS/GPS	4
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STAT 216	Introduction to Statistics	4
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Fourth Semester 15

Course Code	Course Title	Credits
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ENSC 243	Introduction to Soils	3
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ENSC 270	Water Quality Monitoring	3
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PKNI 129	History of the Piikani (1700-1900)	3
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SCI 295	Introduction to Scientific Research & Writing	3
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ANY	General Education	3
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Notes:

HEALTH SCIENCE

Associate of Science (AS)



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Dianna Arnoux-Whiteman, BS

Michael McKay, BS,

Betty Henderson-Matthews, MA

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

Health Science encompasses a variety of sub-disciplines, all of which relate to the application of science to health. There is a diversity of professions in the health field that deliver healthcare. 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 degree intends to offer students a pre-professional plan that prepares them for higher education or training in several healthcare-related disciplines.

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 preparedness for 'science concepts' in health fields that lead to potential professional careers
- Incorporate a general understanding and knowledge of health and be able to apply it to everyday life

HEALTH SCIENCE

Suggested Study Plan

First Semester 16

Course Code	Course Title	Credits
AHMS 144	Medical Terminology	3
BIOB 101/102	Discover Biology w/Lab	4
PKNI 129	History of the Piikani (1700-1900)	3
SOCI 101	Introduction to Sociology	3
WRIT 101	College Writing	3

Second Semester 16

Course Code	Course Title	Credits
BIOH 104/105	Basic Human Biology w/Lab	4
COMX 111	Public Speaking	3
M 121	College Algebra	3
NASX 141	History & Foundations of Piikani Language	3
PSYX 100	Introduction to Psychology	3

Third Semester 14

Course Code	Course Title	Credits
BIOH 201/202	Human Anatomy and Physiology I w/Lab	4
CHMY 141/142	College Chemistry w/Lab	4
ANY	General Education	3
NUTR 221	Basic Human Nutrition	3

Fourth Semester 15

Course Code	Course Title	Credits
BIOH 211/212	Human Anatomy and Physiology II w/Lab	4
BIOM 250/251	Microbiology for Health Science w/Lab	4
SCI 295	Scientific Research & Writing	3
STAT 216	Introduction to Statistics	4

Notes:

PRE-ENGINEERING

Associate of Science (AS)



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Shannon Salois, BS

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

The Pre-Engineering curriculum prepares students to transfer to a four-year institution to pursue a Bachelor's Degree in engineering or math. The Pre-Engineering program aims to give students a solid foundation in mathematics, physics, and the scientific skills necessary to succeed 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

PRE-ENGINEERING

Suggested Study Plan

First Semester 15

Course Code	Course Title	Credits
EGEN 105	Introduction to Engineering	3
M 121	College Algebra	3
PKNI 129	History of the Piikani (1700-1900)	3
ANY	General Education	3
WRIT 101	College Writing	3

Second Semester 15

Course Code	Course Title	Credits
CHMY 141/142	College Chemistry w/Lab	4
M 151	Pre-Calculus	4
SCI 295	Introduction to Scientific Research & Writing	3
STAT 216	Introduction to Statistics	4

Third Semester 15

Course Code	Course Title	Credits
FORS 250	GPS/GIS	4
M 171	Calculus I	4
ANY	General Education	3
PHSX 215/216	Fundamentals of Physics I w/Lab	4

Fourth Semester 14

Course Code	Course Title	Credits
ANY	General Education	3
M 172	Calculus II	4
NASX 141	History & Foundations of Piikani Language	3
PHSX 217/218	Fundamentals of Physics II w/Lab	4

Notes:

BASIC HUMAN SUBJECTS RESEARCH

One-Year Certificate



Math and Science Division

Division Head:

Betty Henderson-Matthews, MA

Faculty:

Betty Henderson-Matthews, MA; Skye Gilham; M.Ed; Natalie Malaterre, BA

Administrative Assistant:

Crystal Old Chief, AAS, Ext. 2812

Degree Description

This certification aims to train emerging researchers in conducting ethical human subjects research. The curriculum incorporates the computational and communication skills necessary to analyze data and disseminate findings to the general public. This program focuses on educating 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

BASIC HUMAN SUBJECTS RESEARCH

Suggested Study Plan

First Semester		15
Course Code	Course Title	Credits
ANTY 122	Race and Minorities	3
COMX 111	Speech Development of Public Speaking	3
M 121	College Algebra	3
SCI 151	CITI Program Human Subjects Research (HSR) Certification	3
WRIT 101	College Writing	3
Second Semester		16
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:

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Division of Business

ACTG 215 | Foundations of Government Not-for-Profit Accounting | 3 Credits

To develop skills in understanding, preparing, and analyzing financial reports for governmental and not-for-profit organizations. This course will cover these organizations' fundamental accounting principles, reporting requirements, and budgeting. Term offered: Spring and Fall

CSCI 105 | Computer Science | 3 Credits

This course is the applications section, providing a more advanced section of Microsoft Word with an introduction to Excel, Notebook, and Excel spreadsheets with special learning functions used in science lab and database software. Students learn to use PowerPoint presentation software, Multimedia applications, and Animation effects. Students learn these applications through problem-solving, assignments, and exams. Term offered: every semester

BGEN 105 | Introduction to Business 3 Credits

The course benefits students in Business Management and Accounting. Students will receive a thorough introduction to fundamental concepts and principles relating to business. Course content includes business environment, business ownership and entrepreneurship, management and organization, human resources, marketing, information, accounting, and finance. Term offered: Fall

BGEN 110 | Applied Business Leadership | 3 Credits

This course benefits Business Management and Accounting students; they study leadership as

it applies to business, which involves theory, application, and skill development. Term offered: Fall

BGEN 235 | Business Law | 3 Credits

The course provides essential knowledge of business management and accounting for students. Students will receive a thorough introduction to basic concepts and principles relating to business law. Course content includes understanding the legal environment, contracts, purchase, sale, and lease of goods under the UCC, negotiable instruments, agency employment, labor law, business organization and regulation, real and personal property, bailments, wills, estate planning, consumer and creditor protection, and insurance. Term offered: Spring

BGEN 112 | Creative Problem Solving | 3 Credits

This course teaches the application of the Elements of Reasoning to common business scenarios. The student will identify reasoning abilities that are necessary for developing management skills. The student will become familiar with standards used in evaluating reasoning and will learn to apply these standards to their reasoning and the reasoning of others. The other objective of the class is to enable students to understand the value of the creative thinking process of business. Term offered: Fall

BFIN 205 | Personal Finance | 3 Credits

The course teaches students how to manage their finances by assessing where they are and then learning techniques for becoming financially fit. The student will acquire knowledge and skills in understanding personal finance, career

Course Descriptions

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planning, financial statements, tools, and budgets, managing income taxes, managing checking and savings accounts, building and maintaining good credit, credit cards, consumer loans, vehicles, and other major purchases, obtaining affordable housing, managing property and liability risk, planning for health care expenses, life insurance planning, investment fundamentals, investing in stocks and bonds, mutual and exchange-traded funds, real estate and high-risk investments, retirement, and estate planning. Term offered: Spring

ECNS 201 | Principles of Microeconomics | 3 Credits

Students in Business Management and Accounting will learn about the importance of microeconomics. Students will receive a thorough introduction to fundamental concepts and principles relating to microeconomics. Course content includes an introduction to economics, the market system, market structure and pricing, resource markets, market failure, and public policy. Term offered: Fall

ECNS 202 | Macroeconomics | 3 Credits

The course benefits students in Business Management and Accounting. Students will receive a thorough introduction to fundamental concepts and principles relating to macroeconomics. Course content includes an introduction to economics, fundamentals of macroeconomics, fiscal and monetary policy, and international economics. Term offered: Spring

ACTG 201 | Financial Accounting | 3 Credits

This course benefits Business Management and Accounting students. Students will receive a

thorough introduction to fundamental accounting concepts and principles. Course content also includes an introduction to accounting, analyzing transactions, double-entry framework, journalizing and posting, adjusting entries, financial statements and the closing process, cash, payroll accounting, sales and receipts, purchases and cash payments, special journals, merchandise inventory, adjustments and the worksheet, year-end financial statements. Term offered: Fall

ACTG 202 | Managerial Accounting | 3 Credits

The course equips students in Business Administration and Accounting with essential concepts of Managerial Accounting. Students will receive a thorough introduction to fundamental accounting concepts and principles. Course content also includes accounts receivables, notes and interest, long-term assets, partnerships, corporate organization and capital stock, corporate taxes, earnings, distributions, retained earnings statements, corporate bonds, statement of cash flows, analysis of financial statements, departmental accounting, manufacturing accounting – the job order cost system, manufacturing accounting – the worksheet and financial statements. Term offered: Spring

ACTG 180-01 | Payroll Accounting | 3 Credits

Payroll is one of the primary modules within any computerized or manual accounting system. Upon completion, students will learn how to set up payroll, prepare payroll, and comply with state and federal laws. Payroll Topics include federal and Montana state payroll tax law. The course consists of studying workers' compensation, independent contractor determination and registration, preparation of payroll, payroll tax returns and deposits, and annual information payroll returns. This course will expose students to federal laws affecting payroll, such as the

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Fair Labor Standards Act, ADA, Family Medical Leave Act, Civil Rights Act, etc., and applicable Montana state laws. Term offered: Fall and Spring

ACTG 211 | Income Tax Fundamentals | 3 Credits

This tax course presents general concepts of U.S. tax law and the various taxable entities. This course presents tax formulas, filing requirements, components of gross income, and itemized deductions. This course introduces students to the foundation for preparing various income tax returns and background information for planning and controlling the income tax consequences of future events. This course is a fundamental overview of tax schedules and forms required by the Federal Internal Revenue Service. Term offered: Fall and Spring

ECNS 217 | Economic Development on Indian Reservations | 3 Credits

This course gives students a practical, hands-on introduction to economic development on Indian Reservations in a one-semester course. Students will learn the fundamentals of economic development, emphasizing research and writing. Term offered: Fall and Spring

ACTG 205 | Computerized Accounting | 3 Credits

This course will provide an understanding of the uses and limitations of accounting information in economic decision-making in various personal, business, and other organizational contexts. This course will also build skills in problem-solving, interpersonal communications, and the use of computers. Additionally, the course teaches students how to

perform daily accounting tasks in the general ledger, accounts receivable, accounts payable, and payroll and benefits entry-level users of QuickBooks. Term offered: Spring

BMGT 112 | Records Information Management 1 | 3 Credits

The Blackfeet Community College in Browning, MT, is pleased to offer a one (1) year certificate in Records Information Management. In the RIM-1 Course, students will learn how to properly index and the coding procedures. Students will learn record storage, retrieval, disposition, and the lifecycle of records. This course will introduce students to a records simulation package to provide them with hands-on experience and familiarize them with the management of electronic records. Term offered: Fall

BGMT 114 | Records Information Management II | 6 Credits

The RIM-II course (Prerequisite RIM-I) will follow the guidelines used by the National Archives Records Administration, the American Indian Records Repository, and the ARMA International approach for professionals. Organized record keeping is vital to legal, business, and other companies that must comply with regulations regarding the United States government's records policies.

This course offers an opportunity to examine the concepts, components, and functions of records and information management (RIM) from both the business and the federal government perspectives. The class will include training by the National Archives and Records Administration in Basic Records Operations (KAI) with the opportunity to earn a certificate. The Office of Trust Records will provide Indian Affairs Records Contact Training with the opportunity to earn a certificate. Students will learn from Guest speakers as appropriate to provide opportunities for students to

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learn about the various aspects of RIM from experts in the RIM field. Students will engage in discussion and hands-on activities throughout the class. Term offered: Spring

BMGT 118 | Tribal Records | 3 Credits

This required course is the first for all Tribal Colleges and Universities. BFCC students will study the first recorded documents with the U.S. government, beginning with the Blackfoot treaties and Agreements and progressing to current issues. Documents studied will include the Elouise Cobell (Blackfeet) class action lawsuit against the United States for the mismanagement of trust funds. Students' genealogy will also be researched and presented on Ancestry.com, giving Indigenous people an electronic database for their families' histories. All RIM certificate courses will be available online. Term offered: Fall and Spring

BGMT 248 | Entrepreneurship | 3 Credits

This required course explores the steps to starting new businesses or revitalizing mature ones. Students will learn how to research, plan, organize, and manage a small business of their own choice. The topics to be covered are Business Planning, Market Research and Analysis, Market Plan, Forms of Ownership, Taxation of Business, Accounting for Business, Startup, Cash Flow, etc. During the semester, every student will develop a draft business plan. Term offered: Fall

WRIT 220 | Business and Professional Writing | 3 Credits

This required course introduces students to the study and practice of advanced composition for business and administrative communication as a problem-solving process dependent on critical analysis and requiring

awareness of topic, context, audience, purpose, and style appropriate to business communication as well as increased mastery of effective planning, organizing, drafting, revising, editing, and proofreading skills. Term offered: Spring

Division of Education

ECP100 | CPR, AED and 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 100 CDA Competency Standards (CDA) | 3 Credits

This course is designed to assist early childhood professionals in preparing for the CDA credential. The CDA (Child Development Associate) is a nationally recognized credential designed to provide comprehensive information needed to effectively care for and educate young children and provide early childhood best practices in the early childhood environment. The CDA is based on six evidence-based competency standards: child development principles, program management standards, and professionalism. The six competencies are then broken down into 13 functional areas, describing significant tasks or functions that a caregiver must perform to accomplish the competency goal. The content from this course will help fulfill the 120 clock hours of professional education needed for credentialing assistance. This course transfers to a One-year Certificate program. CDA Certification certificate is based on grant funding only. Term offered: variable—when grant funds are available

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EDEC 135 | Early Literacy and Language (0-8 years) | 3 Credits

Students will understand the interrelated development of early language and 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: Spring

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 opportunities for students 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. This course is also designed to deliver the necessary content to prepare for the Child Development Associate (CDA) competencies in the following content areas: strategies to establish productive relationships with the families, manage effective program operations, and maintain a commitment to professionalism. Term offered: Spring

EDEC 230 | Positive Child Guidance | 3 Credits

Positive Guidance encourages teacher candidates to utilize various positive guidance techniques while working with young indigenous children with and without disabilities from birth to age eight. Evidence-based strategies include those relevant to the 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). This course is also designed to deliver the necessary content needed to prepare for the Child Development Associate (CDA) competencies in the following content areas: planning a safe and healthy learning environment, steps to advance children's physical and intellectual development, and positive ways to support children's social and emotional development. 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: Fall

EDEC 247 | Child & Adolescent Growth & Development | 3 Credits

Students will examine children's physical, psycho-social, and cognitive/language developmental milestones, 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. This course is also designed to deliver the necessary content needed to prepare for the Child Development Associate (CDA) competencies in the following areas: planning a safe and healthy learning environment step to advance children's physical and intellectual development, and positive ways to support children's social and emotional development. Term offered: Fall

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EDEC 249 | Infant and 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: Fall

EDEC 265 | Leadership and Professionalism | 3 Credits

This course will cover influential leaders serving others in a relationship-building atmosphere. Students will explore various techniques that encourage the promotion of 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 and effectively. This course is also designed to deliver the necessary content to prepare for the Child Development Associate (CDA) competencies in the following content areas: strategies to establish productive relationships with families, strategies to effectively manage program operations, and maintaining a commitment to professionalism. Term offered: Spring

EDEC 273 | Early Childhood Curriculum and Environments I | 4 Credits

This course will cover lesson-planning skills, including goal setting, selecting appropriate materials, and assessing. Students will gain experience planning for 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 curricula 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 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 to uncover their thinking and scaffold instruction to meet the needs of all learners. Term offered: Spring

EDU 202 | Introduction to Education with Field Placement | 4 Credits

Prerequisite: (Teacher Substitute)

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

EDU 211 | Cultural Diversity Community & Global | 3 Credits

This course will provide the knowledge and skills to strengthen understanding of multicultural and global dimensions of education: equal opportunity, human diversity, ideology, politics, and social change—particular emphasis on historical, political, and social Montana Indian Education for All. Students will apply core inclusion principles and strategies to current

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teaching practices with young children. Term offered: Fall

EDU 222 | Educational Psych & Child Development | 3 Credits

This course will cover psychological and human conception, Piikani's origin, and physical, cognitive, and psycho-social development within the school, family, and society. Students will apply brain-based research, learning stages, and psychological factors influencing the learning process to classroom management and educational evaluation. Term offered: Spring

EDU 233 | Literacy, Language, & Text | 3 Credits

Literacy growth begins before children enter school, as they experience and experiment with literacy activities, such as reading, writing, and associating spoken words with their graphic representations. This course will focus on understanding a comprehensive literacy curriculum. The students will learn how to work with the multiple ways literacy represents our lives, texts, culture, and world perceptions. Term offered: Fall

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 to instruct children and young adults. Students explore multiple genres of fiction, nonfiction, and Piikani-origin oral tradition. Term offered: as needed

EDU 270 | Instructional Technology | 3 Credits

This course is to explore the uses of the hands of instructional media. The primary focus will be an overview of education technology. The students will learn the necessary skills for developing theoretical and practical tools to evaluate, adapt, and effectively integrate technology in the classroom, including lesson planning. Term offered: Spring

HEE 223 | Personal Community School and Health Issues | 3 Credits

This course will introduce health issues by applying research writing and oral presentation projects. Health issues include developmental health issues, nutrition, disease and how trauma can control safety, methods for handling mild and chronic illnesses and emergencies, alcohol and drug-related problems, and teaching Trauma-informed practices. Term offered: Fall

HEE251 | Instructional Strategies in Physical Education PK-8 | 3 Credits

Students will develop knowledge of the central concepts of physical and health education (HPE) instruction in the K-8 setting. Students will demonstrate skills in using developmentally appropriate practices to ensure all students can learn in a positive environment. Course design: integrated thematic instruction. Development of lesson plans and a unit plan. Student observations will cover assessments and peer teaching with portfolio items. Term offered: Spring

HSTA 255 | Montana History | 3 Credits

This course will cover the history timeline in America, Montana, and Native Americans, focusing on the perspective of Blackfeet historians. Students will understand several critical aspects of history: Indian cultures and contacts between Montana Indians and

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non-Indians, mining and industrial development, homesteading and rural life, and the state's environment and landscape. Develop intellectual skills—to read critically, think analytically, advance writing, and design research. Term offered: Spring

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 preventions. Term 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, the prevalence of addiction and compulsive behaviors, including gambling, eating, spending, and other addictions, will be discussed. In addition, students will explore treatment for substance abuse along with the neurobiology of drugs and addiction. Term offered: Fall

CAS 209 | Treatment Planning and Documentation | 2 Credits

This course will introduce record-keeping skills, including treatment planning, documenting client and counselor interaction, report writing, and legal and

professional record-keeping standards applicable to the addictions field. Term offered: on demand

CAS 250 | Gambling Addiction | 2 Credits

This course will increase student awareness regarding the effects of addictive gambling. Students will examine the etiology, risk factors, symptoms of addiction, assessment and diagnosis, various forms of gambling, treatment, rehabilitation, and the historical prevalence of gambling. Students will gain an understanding of the DSM-5 definition of problem gambling. Term 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, recognize and assess co-occurring disorders, and explore treatment options and available services. Students will also address barriers to assessment and treatment, misperceptions and biases, relevant research, and prevalence data. Term offered: on demand

CAS 275 | Assessment & Diagnosis | 2 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. Term offered: on demand

CJUS 101 | Introduction to Law & Blackfeet Legal Studies | 3 Credits

In this course, students will learn the basic concepts of private and public law systems. The general principles

Course Descriptions

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of subjects from contracts to criminal law procedures will be studied incorporating Blackfeet Justice systems. Term offered: Fall

CJUS 121 | Introduction to Criminal Justice | 3 Credits

This course provides the students with general knowledge of the history, role, development, and philosophy of the criminal justice system today. The instructor will introduce students to law agencies and their functions in the legal system and compare those systems to tribal justice agencies. Term offered: Spring

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

CJUS 180 | Blackfeet Law & Order Code and Ethics | 3 Credits

In preparation for the Blackfeet Tribal Bar Exam, students will learn the Blackfeet Tribal Code and participate in experiential learning activities that will allow them to apply what they learn. Students will discuss ethical considerations so that they will understand the parameters of representation and prohibited activities. Term offered: Fall

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

CJUS 236 | Introduction to Research Methods in Criminal Justice | 3 Credits

Consent of Instructor

This course introduces research methods used in the social sciences. Students learn to be critical research consumers and write about research (same as PSYX 203). Term offered: Spring

CJUS 286 | Legal Research Writing / 3 credits

This course will teach students to develop brief writing using the IRAC (Issue, Rule, Analysis, Conclusion) Method. Students will learn basic legal research skills. Term offered: Spring

CJUS 291 | Special Topics | 1-6 Credits

Varying course offerings based on the interests and needs of students and the community. Term 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

HS 279 | Legal, Clinical & Professional Issues | 3

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Credits

This course will provide students with skills and understanding of the ethical standards and practices that provide proactive and effective strategies in decision-making that ensure providers avoid ethical traps that could compromise professional integrity. Students will also explore multicultural issues and assess and improve cultural competencies. Term offered: Spring

HS 280 | Introduction to Counseling | 3 Credits

This course will introduce students to the basic principles, history, and counseling techniques. The course includes a multicultural, strength-based perspective on counseling. There will be a particular focus on dealing with addictions and current issues in counseling. Term offered: Fall

HS 281 | Introduction to Group Counseling | 3 Credits

This course will teach students about planning, developing, and conducting successful group experiences using didactic, experiential activities. Students will engage in various methods of group work, the basic group process, and professional & ethical issues involved in group counseling. Students will gain an understanding of how to effectively lead the group process. There will be a particular focus on dealing with addictions and current issues in counseling. Term offered: Spring

HS 291 | Special Topics | 1-6 Credits

Varying course offerings based on the interests and needs of students and the community. Term offered: on demand

HS 298 | Field Placement | 1-6 Credits

Consent of Instructor

This course will provide supervised fieldwork placements in public and private agencies in the human services field. 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 serves as an introductory philosophy and survey of the scientific discipline of psychology. Students will study basic anatomy and physiology of brain and body connections in relationship to our perceptions, behaviors, and cognition. Term offered: every semester

PSYX 105 | Self-Care-Resilience Through Nature | 1-3 Credits

Self-care practices contribute to overall well-being. This course will assist students in building resilience. Activities include experiential and practical methods. Students will learn the importance of ongoing/ continued self-care activities as vital to reducing anxiety & stress concerning cultural integrity. Term offered: on demand

PSYX 109 | Self-Expression Through the Arts | 1-3 credits

Self-expression through the Arts serves non-art majors, those unfamiliar with studio arts, or those who want to express themselves in a fun and interactive way. Students will gain an understanding of how one can use art to explore meaning and express oneself in non-verbal ways while becoming familiarized with

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various artistic materials and processes. Term offered: on demand

PSYX 115 | Suicide Awareness | 1 Credit

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 may not be suitable for people who have experienced a recent suicide loss. Term offered: on demand

PSYX 125 | Peer Support 101 | 3 Credits

This course introduces participants to the basic principles, history, and concept of peer support. It provides education and basic skill-building to those who provide peer support. This course will consist of lectures and group discussions; the student will practice in-class role-play. This will be a combination of traditional book learning. Students will develop an understanding of their recovery story, build upon strengths, network with other peer supporters, and understand the critical role peer support can play in the recovery and wellness process. Term offered: on demand

PSYX 203 | Introduction to Social Science Research Methods | 3 Credits

Consent of instructor.

This course introduces research methods used in the social sciences. Students learn to be critical research consumers and write about research (same as CJUS 236). Term offered: on demand

PSYX 230 | Developmental Psychology | 3 Credits

This course includes studying human physical, cognitive, and psychosocial development throughout the lifespan. Course content covers major theories, the influence of genetics, and the environment from a chronological aspect. Term offered: on demand

PSYX 24 | 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 primary treatment approaches. Term offered: Fall

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 planning, and legal and cultural aspects. We will directly relate ways and means of healing from and explore traditional ways of healing and prevention. Term offered: on demand

PSYX 260 | Social Psychology | 3 Credits

This course provides 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 personal and social behavior in specific situations. Term offered: Fall

PSYX 262 | Cultural Psychology | 3 Credits

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Culture requires an understanding from the perspective of multiple levels. This course will uncover some of the many different levels of knowledge of culture by examining the content of culture, where culture comes from, why culture forms, and how cultural perceptions influence human behaviors and mental processes. Term offered: Fall

PSYX 28 | Psychology of Personality | 3 Credits

Introduction to theories and research in personality. This course provides an intensive survey of theoretical concepts and a detailed examination of experimental methods and experiments in the field of personality. Term offered: Spring

PSYX 291 | Special Topics | 6 Credits

This course provides various course offerings based on the interests and needs of students and the community. Term offered: on demand

SOCI 101 | Introduction to Sociology | 3 Credits

Overview of the principles and concepts used in studying human social interaction, diverse social groups, communities, and societies in the United States and worldwide. Term offered: every semester

SW 100 | Intro to Social Welfare | 3 Credits

Overview of human services, programs, and problems in meeting social welfare needs, emphasizing the complexity of social services and their historical development. This course analyzes the value, attitudinal, economic, and political factors that condition the provision of these services. Term offered: Fall

SW 200 | Social Work Practice | 3 Credits

This course introduces social work as a profession, including an examination of goals, guiding philosophy, and fundamental assumptions. The course emphasizes a generalist framework of social work practice and the development of beginning analytical and practice skills. Term offered: Spring

Division 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, as well as 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 support each student developing 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: every other Fall

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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, as well as composing original creative nonfiction stories in both written and oral formats. This course emphasizes revision through supportive peer workshoping and 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: every other Fall

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: Spring

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 effective writing. Term offered: Fall

LIT 163 | Women & Literature | 3 credits

Suggested: Taking LIT 110 prior to LIT 163 is encouraged.

The study of women authors from a variety of backgrounds (ethnicity, gender, sexual orientation,

nationality, era, language) can enrich students from all majors taking this course. Situating story from the perspective of the female voice remains under-published and under-read across cultures and eras compared to the situating of story from the perspective of the male voice. Studying women's literature supports the valuing of women's voices, helps us explore through their writing particulars of their lives as they have occupied unique sociopolitical, gendered space within their individual cultures and contexts, and helps us recognize women as a group of people marginalized throughout human history. Students will read creative nonfiction, fiction, poetry, and theory by women authors and discuss, analyze, and write about the particulars of each woman's voice. Term offered: every other 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: Fall

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

**Prerequisite: Grade of C or higher in LIT 110 Introduction to Literature.*

Students are introduced to both contemporary and traditional voices of Native America and Canadian

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First Nations authors. Multiple genres of literature, with an emphasis on Niitsitapi/Piikani writers and storytellers, will be studied. This includes short fiction, novels, graphic novels, poetry/lyrics, documentary film/video, archived audio/podcasts, essays, memoir, mythology, and children's literature. An introduction to decolonization, critical race theory, and publication/academic trends will be key focus areas of this course as well. Term offered: every other spring. Attributes: Literary & Artistic Studies, Intermediate Writing, Cultural & International Diversity

LIT 270 | Film as Literature | 3 credits

This course studies the relationship between film and literature. Topics vary. Term offered: Fall

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 111 | 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 her/his 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 102 | 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 principals of rhythm and syncopation, and how singing and lyrics can add another dimension. Learning how to compose original music through the observation of 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 examines the origins and development of Rock & Roll. Term offered: Spring

PHOT 154 Digital Photography | 3 credits

Students in this course learn the basics of digital photography as an art form that conveys an array of concepts and ideas. Attributes: Media Arts, Critical Thinking. Term offered: Fall and Spring

PHOT 155 Advanced Digital Photography | 3 credits

Prerequisite: PHOT 154.

A continuation of PHOT 154, this course furthers

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student proficiency in the use of the digital camera and Adobe Photoshop. Students develop a skillset for artistic camera techniques using light and color variations, shutter speeds, and aesthetic creativity. Term offered: Fall and Spring

POPC 101 | Introduction to Popular Culture | 3 credits

In this course, students will learn the basic theories and approaches to the scholarly study of popular culture. This will include looking at various media, folklore, and what preoccupies us in everyday life. Term offered: Fall

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, global street artists including Indigenous and female graffiti artists, and practice creating original art employing drawings, spray paint, brush paint, and paper. Term offered: Fall

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 early history of hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the multi-billion-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 mediums of film, television, print, and

music will illustrate and demonstrate the wide world of video games. Term offered: Spring

POPC 263 | Feminism, Gender Studies, & Culture | 3 credits

Prerequisite: Grade C or higher in LIT 163

The course will introduce students to the fields of women's, gender, and sexuality studies through an overview of a number of theoretical and experiential perspectives. Students will analyze the history of feminism, women's studies, gender studies, and the growing field of queer studies; biological and psychological theories of gender; the social construction of gender as a product of history and culture; the relationship between gender and other categories of difference (race, sexual orientation, class, ethnicity); family and work; gender-based violence; the relationship between politics, economics, and gender; the representation of gender in popular culture; health and reproduction; and activism. Online option every fall via UM if planning a transfer to UM's WGSS Bachelor's program after completing BFCC's AA in Liberal Studies, concentration Women's Studies. Or, term offered: every other Fall at BFCC.

POPC 280 | Women Detectives & the Female Gaze | 3 credits

Prerequisite: Grade C or higher in either LIT 163 or in POPC 101

This course will explore women detectives in films, television, graphic novels, comics/cartoons, novels, and other cultural representations. Students will analyze, through critical discussions and associated readings, whether these women detectives reach the standards set by pop culture feminists and theoretical feminists, or whether they are sabotaged by the many compromises made by producers and marketing teams of television and film. Victims, criminals, and

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detectives will be viewed through the female gaze via this exploration of the pop cultural phenomenon of women detectives and the audiences who watch them. Term offered: every other spring

POPC 290 | Superhero Comic Books in Popular Culture | 3 credits

This course is an introduction to the study of Superhero comic books, graphic novels, and sequential art and storytelling in American popular culture. The course will introduce students to the themes, creators, characters, and social issues that led to the creation of and continued success of the superhero genre. The course will emphasize critical thinking about the issues raised in the readings and class discussions as well as critical writing about them. Term offered: Spring

TCC 099 Student Enrichment 1 credit

Students are introduced to academic writing with emphasis on organization of writing structure, grammar, punctuation and vocabulary. Students will develop reading-to-paraphrasing writing skills, lecture notetaking, and time management to meet writing assignment deadlines in all courses. A prerequisite or corequisite to WRIT 101. Term offered: Fall and Spring

TCC 101 | First Year Seminar: Critical Thinking | 1 credit

During this 15-hour expanded First Year Student Orientation, new students learn about the student-support services that are available to them and their rights and expectations as a student at Blackfeet Community College. In addition, students are introduced to all academic disciplines offered at BFCC and gain an understanding of BFCC's history. Term offered: Fall and Spring

TCC 102 | Basic Human Potential | 1 credit

This course is designed to help you become a more proficient, successful student; one better able to juggle the demands of a formal education. Students will learn skills proven to help them manage time and stress, alleviate test anxiety, improve reading comprehension, note-taking skills and test-taking preparation and completion. Attributes: College readiness, academic recovery. Term offered: Fall and Spring

WRIT 101 | College Writing | 3 credits

Prerequisite of BFCC writing assessment, or instructor approval.

Students develop and practice the reliance on a formal recursive, academic writing process that includes idea generation, planning, assurance on research principles, evaluation of sources, drafting, peer review, revising, and editing to produce high quality academic papers. The course supports active reading strategies, everyday writing skills relevant to the workplace and community involvement, 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 relying on elders/family/community as valuable sources for 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. Introduction

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of concepts of avoiding confirmation bias, use of counterargument, and use of logic are developed. The emphasis is 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: Fall

*May substitute as 200-level, discipline-specific writing requirement (for graduation) in all areas of study, with advisor's and instructor's approval.

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 in the process of completing a major research project suitable for archiving. Students will incorporate their chosen Liberal Studies Concentration (Literature, Popular Culture, Visual Studies, or Women's Studies) within their research topic(s). The course includes Indigenous research methodologies and may include a research internship, such as with the Medicine Spring Library. Term offered: Spring

Division of Math/Science

AHMS 144 | Medical Terminology | 3 Credits

This course introduces allied health students to essential health and medical terms. It includes the study of the Greek and Latin root words, prefixes, and suffixes. This course emphasizes common anatomical, pathological, and diagnostic words and phrases. Term offered: Fall

ANTY 101 | Introduction to Anthropology | 3 Credits

This course is a survey of anthropology that introduces the field's fundamental concepts, methods, and perspectives. It describes and analyzes human culture, its growth, and change and discusses the nature and functions of social institutions. Term offered: Fall

ANTY 122 | Race and Minorities | 3 Credits

Race, ethnicity, and minority are powerful cultural and social constructs in American society. This course will explore the concept of race from a critical anthropological perspective 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

This is 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

Students will learn about the social organization of non-Western societies, emphasizing variations in ecology, social structure, and economic, political, and religious beliefs and practices. Term offered: Spring

ANTY 250 | Introduction to Archaeology | 3 Credits

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This class will provide students with an understanding of archaeologists' methods and theoretical approaches to understanding and explaining past human societies. It will introduce the history of the discipline and its evolution to current methods and theories. This course will emphasize known cultural/archaeological sites within the Blackfeet Traditional homelands. Term offered: Fall

ANTY 270 | Introduction to Linguistics | 3 Credits

This course introduces students to modern linguistics and the nature of language. It will emphasize ways different cultures develop symbol systems for constructing meaning. Term offered: Spring

ANTY 286 | Survey of the Forensic Sciences | 3 Credits

This course surveys forensic sciences and related disciplines and their use in criminal investigations. Topics will include crime scene processing, pathology, types of physical and trace evidence, firearms, and the role of forensic scientists in the investigative process and as expert witnesses. Term offered: Spring

ANTY 296 | Introduction to Cultural Resource Management | 3 Credits

This class will be an introduction to cultural resource management and the laws that govern it.

Students will become familiar with the cultural resource management system as it protects archaeological and cultural resources on Federal lands. The course will emphasize protecting cultural sites located on the Blackfeet Reservation. Term offered: Spring

ANTY 299 | Special Topics in Anthropology |

Variable Credits

As new topics/ findings emerge, faculty will offer courses under the special topic number based on student and faculty interest. Based on the content, faculty will determine credit hours. Term offered: Fall and Spring

BIOB 101 | Discover Biology | 3 Credits

Co-Requisite BIOB 102

This course introduces basic biological principles, including the basic structure of the cell, the interrelationship of structure and function, the characteristics and classification of the five kingdoms of living things, and basic ecological concepts. This course is appropriate for non-science majors. Term offered: Fall and Spring

BIOB 102 | Discover Biology Lab | 1 Credit

Co-Requisite 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 and Spring

BIOB 160 | Principles of Living Systems | 3 Credits

Co-Requisite BIOB 161

This course covers cell structure, function, and reproduction; biological macromolecules; biochemical pathways; cell division; basic principles of genetics; modern biotechnology; and central control mechanisms within the body. Term offered: Fall

BIOB 161 | Principles of Living Systems Lab | 1

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Credit

Co-Requisite 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

Co-Requisite BIOB 171

Students will examine life's diversity, evolution, and ecology, including eukaryotes, bacteria, viruses, Protista, fungi, plants, and animals. Students will encounter ecological concepts such as natural selection, ecosystems, energy relationships, cycles, populations, and communities will also be studied. Term offered: Fall

BIOB 171 | Principles of Biological Diversity Lab | 1 Credit

Co-requisite 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: Fall

BIOB 291 | Special Topics | Variable Credits

The student(s) and instructor will jointly agree on the course's topics and study format. This course emphasizes biomedical and allied health topics. Term offered: Fall and Spring

BIOH 104 | Basic Human Biology | 3 Credits

Co-requisite BIOH 105

Explore the fundamental concepts, principles, and processes in the human body's systemic organization. Describe the structure and function of the human body in maintaining a homeostatic condition at the cellular and tissue levels, biochemical processes, physiological systems, genetics, and metabolism. Term offered: Fall and Spring

BIOH 105 | Basic Human Biology Lab | 1 Credit

Co-requisite BIOH 104

Lab exercises will apply scientific concepts and methods of inquiry to coordinate with the coursework for BIOH 104. Term offered: Fall and Spring

BIOH 201 | Human Anatomy and Physiology I | 3 Credits

Pre-Requisite BIOB 104 or BIOB 160

Co-requisite BIOH 202

The course involves 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

Co-requisite 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

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Credits

Pre-requisite BIOH 201

Co-requisite BIOH 212

This course continues Anatomy & Physiology I. Students will study the structural and functional workings of the endocrine, blood, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems. Term offered: Spring

BIOH 212 | Human Anatomy and Physiology II Lab | 1 Credit

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

Pre-requisites 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. It addresses age-related variations and emphasizes the influences of environment, genetics, nutrition, and culture. This course reviews current research explaining the changes accompanying a particular syndrome or disease. Term offered: Spring and Summer

BIOM 250 | Microbiology for Health Science | 3 Credits

Pre-requisite BIOH 201

Co-requisite BIOM 251

The study of microorganisms. Primary emphasis is on

the structure, function, and behaviors of normal biome 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

Co-requisite 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

Pre-requisite BIOB 101

Co-requisite BIOO 221

This course is an introduction to the science of botany, which focuses on plant structure and function: cytology, anatomy, morphology, taxonomy, ecology, and physiology. Term offered: Fall

BIOO 221 | Introduction to Botany Lab | 1 Credit

Pre-requisite 102

Co-requisite 220

Laboratory activities will coordinate with lectures and class work in the science of botany, which focuses on the structure and functions of plants: cytology, anatomy, morphology, taxonomy, ecology, and physiology. Term offered: Fall

CHMY 121 | Introduction to General Chemistry | 3 Credits

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Pre-requisite M 098 or greater

Co-requisite CHMY 122

This course is introductory and focuses on general chemistry applications. It focuses on measurement systems, atomic structures, chemical periodicity, and bonding. Students learn about chemical reactions, acid-based chemistry, electrochemistry, and nuclear chemistry. Term offered: Fall and Spring

CHMY 122 | Introduction to General Chemistry Lab | 1 Credit

Co-requisite CHMY 121

This lab is a companion to CHMY 121. This course covers the topics found in the introduction to general chemistry. Term offered: Fall and Spring

CHMY 123 | Introduction to Organic and Biological Chemistry | 3 Credits

Pre-requisite CHMY 121

Co-requisite CHMY 124

This course is an introduction to organic chemistry and biochemistry. Topics covered include organic nomenclature, chemical bonding, functional groups, organic reactions, major classes of biological molecules, and metabolism. Term offered: Spring

CHMY 124 | Introduction to Organic and Biological Chemistry Lab | 1 Credit

Co-requisite CHMY 123

The instructor will coordinate student laboratory activities with the topics and lectures of CHMY 123. Term offered: Spring

CHMY 141 | College Chemistry I | 3 Credits

Pre-requisite M 098 or greater

Co-requisite CHMY 142

Students will learn 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. This course is primarily suitable for science majors/minors, pre-engineering, and allied health students. Term offered: Fall and Spring

CHMY 142 | College Chemistry I Lab | 1 Credit

Co-requisite CHMY 141

This lab will accompany CHMY 141. It introduces the tools and techniques of experimental chemistry, such as weighing, solution preparation, titration, and standardization. Fall and Spring

CHMY 143 | College Chemistry II | 3 Credits

Pre-requisites CHMY 141 and CHMY 142

Co-requisites CHMY 144

This course introduces students to fundamental chemistry concepts, including molecular geometry, solutions, and condensed phases. Students also learn about chemical/phase equilibria, kinetics, thermodynamics, and electrochemistry. Term offered: Spring

CHMY 144 | College Chemistry II Lab | 1 Credit

Pre-requisite CHMY 142

Co-requisite CHMY 143

This lab accompanies CHMY 143 and introduces

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qualitative analysis and other topics to complement the lecture material. Term offered: Spring

CHMY 293 | Independent Study | Variable Credits

When there is adequate reason, as determined by the student's advisor, students may enroll in academically sound independent study. Students who enroll in independent study must present a written proposal to and receive permission from the supervising instructor, the department chairperson, and the Dean of Academic Affairs. Proposal forms are available in the Academic Affairs Department. Term offered: Fall and Spring

CHMY 293 | Special Topics in Chemistry | Variable Credits

As new topics/ findings emerge, faculty will offer courses under the special topic number based on student and faculty interest. Based on the content, faculty will determine credit hours. Term offered: Fall and Spring

EGEN 105 Introduction to Engineering | 3 Credits

This course 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

This course teaches students about the physical and biological environment, nonrenewable resources, energy resources and uses, and basic ecological principles that lead to a sustainable biosphere. The emphasis will be on human and natural impacts on the

Earth and related resource management techniques. Term offered: Fall

ENSC 220 | Surface Water Hydrology | 3 Credits

Prerequisite ENSC 105 & M121

Surface water hydrology provides 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

This course introduces the student to soil formation and conservation methods. Topics include wind and water erosion, control of cropland, range, and forest land. Students will receive essential information on the soil formation factors and five soil types. Students will conduct basic chemical testing on different soil samples. This course will also emphasize the use of soils by the Blackfeet Nation. Term offered: Spring

ENSC 255 | Climate Diversity | 3 Credits

This course reviews how the climate system works and what we know about past climate change and ecological responses. It focuses on how climatic conditions influence the distribution and abundance of organisms on the Earth and how plants, animals, and people respond to changes within that system. Term offered: Fall

ENSC 270 | Water Quality Monitoring | 3 Credits

This course provides an understanding and awareness of the basic principles of water quality. Course content will include water quality parameters, pollution sources, and water treatment. It will also investigate

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water regulations, requirements, policies, local and regional water quality plan basics, and testing procedures. Term offered: Spring

ENSC 272 | Water Resources | 3 Credits

This course introduces the fundamental concepts, techniques, and knowledge required to understand and manage water resources. It 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 a water rights overview. Term offered: Spring

FORS 225 | Introduction to Forestry | 3 Credits

This course explores the development of forestry. Topics include basic forest ecology, harvesting, dendrology, environmental requirements, and physical properties of the major tree species of the Northern Rocky Mountains. The course will emphasize 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 introduces the Global Positioning System and 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) II & III | 3 Credits

This course teaches basic cartography and map layout,

including using GIS tools, buffering, and other basic geoprocessing methods. It also involves editing and creating geospatial data and spatial analysis with raster data. Term offered: Spring

GEO 101 | Introduction to Physical Geology | 3 Credits

Co-requisite GEO 102

This course studies general geology, including the work of wind, flowing water, glacial ice, gravity, earthquakes, volcanoes, and plate tectonics in shaping the Earth. The course will cover weathering, rock and mineral identification, geologic time, and hydrology. Term offered: Spring

GEO 102 | Introduction to Physical Geology Lab | 1 Credit

Co-requisite GEO 101

Lab experiences will introduce students to local geology, including glacial features, faults, extinct volcanoes, ancient sedimentary rock formations, folded and fractured rock, landslides, stream features, erosion, and mineral deposits. Term offered: Spring

GPHY 141 | Geography of World Regions | 3 Credits

This course introduces how the world's land and peoples reside and organize into geographical regions. Each region will be examined to identify the different landscapes and people who reside there. Students will recognize differences in human traits, beliefs, ways of life, and economic livelihood. Term offered: Spring

M 065 | Pre-Algebra | 3 Credits

This course is a developmental course to prepare

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students for further mathematics coursework. It 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 two-step equation solving. Term offered: Fall

M 066 | Math Lab | 1 Credit

This lab is a faculty-mentored math-learning environment. This class assists students requiring additional guidance in math courses. Term offered: Fall and Spring

M 098 | Introductory and Intermediate Algebra | 4 Credits

Pre-requisite M 065 or Placement Exam

This course covers basic algebra concepts, including terminology, operations on rational numbers, solving and graphing linear equations and inequalities in one and two variables, determining equations of lines, and polynomial and function operations. 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 and Spring

M 105 | Contemporary Mathematics | 3 Credits

This course meets the general education mathematics requirement. It surveys the essential ideas and practical applications in mathematics and uses various mathematical skills and technology to solve real problems. Topics include problem-solving, financial math, mathematical modeling (linear and quadratic), and elementary statistics. Term offered: Fall

M 115 | Probability and Linear Math | 3 Credits

Prer-equisite M 098 or Placement Exam

This course covers graphing, systems of linear equations, geometry, and matrix algebra. It will also include an introduction to set theory and operations, probability, statistics, and finance mathematics. Applications in the natural sciences, social sciences, business, and gaming will be stressed. Term offered: Fall and Spring

M 121 | College Algebra | 3 Credits

Pre-requisite M 098 or Placement Exam

This course examines standard topics of college algebra in depth, including linear and quadratic functions, polynomial and rational functions, and exponential and logarithmic functions. It also covers solving systems of equations using matrices. Term offered: Fall and Spring

M 132 | Numbers and Operations for Elementary School Teachers | 3 Credits

Pre-requisite M 098 or M 115

The course involves the study of numbers and operations for prospective elementary and middle school teachers. Topics include whole numbers, decimals, fractions, percent, integers, operations, numeration systems, and problem-solving. Term offered: Fall

M 133 | Geometry and Measurement for Elementary School Teachers | 3 Credits

Pre-requisite M 132

This course provides geometry and geometric

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measurement instruction for prospective elementary and middle school teachers. Topics 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

Pre-requisite M 121 or Placement Exam

This course prepares students in mathematics or science fields to enter a calculus sequence. It will cover the analytic and geometric properties of polynomials, rational, exponential, logarithmic, and trigonometry expressions, functions, and graphs. Trigonometric functions, inverses, and trigonometric identities will also be studied, as will conic sections, complex numbers, sequences and series, and systems of linear equations. Term offered: Spring

M 171 Calculus I | 4 Credits

Pre-requisites M 151 or Placement Exam

This course covers polynomials, rational, exponential, logarithmic, and trigonometric functions and their analytical and graphical behavior. The fundamental Theorem of Calculus will be studied, including limits, derivatives, and approximations, focusing on interpretations and applications for the functions studied. Term offered: Fall

M 172 Calculus II | 4 Credits

Pre-requisite M 171 or Placement Exam

This course covers integration techniques, area computations, volume computations, and improper integrals. It also explores integrals' applications in the sciences. We will examine 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

Pre-requisite M 132 & M 133

This course is for prospective elementary and middle school teachers. It covers algebra, number theory, probability, and statistics. It also includes proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory. Term offered: Fall

NUTR 221 | Basic Human Nutrition | 3 Credits

This course covers the basic concepts of human nutrition, including carbohydrates, lipids, proteins, vitamins, minerals, absorption, digestion, metabolism, and energy utilization as they relate to health and food consumption at different life cycle stages. Term offered: Fall

PHSX 121 | Fundamentals of Physics I | 3 Credits

Pre-requisite M 115 or Higher

Co-requisite PHSX 122

This course covers the concepts of making precise observations of physical phenomena described 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

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PHSX 122 | Fundamentals of Physics I Lab | 1 Credit

Corequisite PHSX 121

Students complete and write up activities related to the course topics taken in conjunction and coordinated with PHSX 121. Term offered: Fall

PHSX 123 Fundamentals of Physics II | 3 Credits

Prerequisite PHSX 121

Corequisite PHSX 124

This course covers topics that apply principles of electrostatic and electric current to make predictions, as well as electromagnetic induction, electromagnetic radiation, wave motion, optics, and relativity. Students will learn to apply algebraic manipulations of variables. Students will also learn Quantum and particle physics and relativity. Term offered: Spring

PHSX 124 | Fundamentals of Physics II Lab | 1 Credit

Corequisite PHSX 123

Students complete and write up activities related to the course topics taken in conjunction and coordinated with PHSX 123. Students apply their knowledge through content learned. Term offered: Spring

PHSX 215 | Fundamentals of Physics w/Calculus I | 3 Credits

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

Corequisite PHSX 215

Students complete and write up activities related to the course topics taken in conjunction and coordinated with PHSX 215. Term offered: Fall

PHSX 217 | Fundamentals of Physics w/Calculus II | 3 Credits

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

Corequisite PHSX 217

This lab accompanies PHSX 217. Students apply their knowledge through heat, electricity, magnetism, and light labs. Term offered: Spring

SCI 150 | Scientific Wonders of Glacier National Park | 3 Credits

Students will explore the vast, unique features that Glacier National Park has to offer. They will have an outdoor experience to view the park's resources. Students will learn the Blackfeet people's history and

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cultural ties 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 that 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 and Spring

SCI 212 | Physical & Life Science | 4 Credits

This course focuses on the history of natural science. It includes the study of the solar system and the geological, chemical, and biological factors of the Universe. The course will emphasize integrating the Blackfeet ways of knowing. Term offered: Spring

SCI 213 | Earth & Sky | 4 Credits

The course will provide both reductionist and holistic approaches. Space science/astronomy studies everything in outer space based on the planet's solar system. There will be a particular emphasis on integration from the Blackfeet Ways of Knowing, Wonders of Glacier National Park, and Blackfeet Sky Stories. Term offered: Fall

SCI 251 | rETHICS | 4 Credits

This training aims 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 on Indigenous knowledge and values and discusses concerns as identified by American Indians and Alaska Natives related to conducting ethical research with their communities. Term offered: Fall and Spring

SCI 290 | Special Topics in Science | Variable Credits

The student and the instructor will jointly agree upon topics and study format, with emphasis placed on allied health, environmental science, or nutrition/food preparation topics. Term offered: Fall and Spring

SCI 295 | Introduction to Scientific Research and Writing | 3 Credits

This course provides students with the knowledge to develop and apply basic concepts within the context of scientific inquiry. Students present scientific research through a formal paper, poster, and PowerPoint presentation that describes and analyzes scientific data or experimental ideas. Term offered: Spring

STAT 216 | Introduction to Statistics | 4 Credits

Prerequisite M 115 or M 121

This course provides students with an introduction to the concepts of statistics and probability. Concepts covered include data organization and description, measures of location and central tendencies, frequency and variance, counting and probability, expected value, and binomial distribution. Other topics include normal distributions, confidence intervals, sample sizes, hypothesis testing, regression, and correlation. Term offered: Fall and Spring

WILD 134 | Wildlife and People | 3 Credits

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This course provides students with a wide variety of tools for applying ecological knowledge to balance the needs of animals and 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

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

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

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

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

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

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, patient-centered care. Evidence-based practices will be used when performing essential nursing skills and procedures to care for patients experiencing acute and

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chronic alterations in health status. Term offered: Fall

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

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

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

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

NRSG 317 | Vulnerable Populations | 1 Credit

This course will be an introduction to vulnerable populations and issues surrounding healthcare. Term offered: Spring

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

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

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

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complementary and alternative modalities to meet the needs of patients. Students will continue to build on their community assessment. Term offered: Fall

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

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. Term offered: Fall

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

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

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. Offered fall semester. Term offered: Fall

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

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, patient-centered nursing care, manage illness, and promote health. Term offered: Spring

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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

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

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

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. Term offered: Spring

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 Siksikaisitapii authored publications. Attributes: Liberal Studies, Native American Studies, Arts. Term offered: Fall

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

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,

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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. Term offered: fall semesters; when scheduling permits, this course may be 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

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, starting 2021

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, starting 2022

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

NASX 279 | 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 Siksikaisitapii authored

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publications, and may include a research internship, such as with the Medicine Spring Library. Term offered: Spring

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 Siksikaisitapii worldview. Term offered: Spring

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

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 Siksikaisitapii land and territory. The course combines in-class lectures and outdoor experiential, land-based learning. Attributes: Ethics, Cultural Diversity, Science. Term offered: Fall

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 concludes with the 1888 Agreement and the 1896 Agreement. Attributes: History, Education, Humanities. Term offered: Fall and Spring

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

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

Workforce Development

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INDT 130 | 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 tools and job safety, jobsite participation in blueprint reading and building layout, material estimating and foundation forms and other structural members. It includes the study of basic surveying and layout procedures using transit and levels. Plumbing installation, knowledge of materials used such as pex, PVC, Copper. This course covers concepts of water in/ waste out, venting, hot water heater installation as well as hot water heater elements, etc. Students will acquire an understanding of the various types of hand and motorized equipment used in today's Industry projects. Term offered: Fall

INDT 131 | Industry Trades Field Experience I | 8 Credits

This course will provide students with a work-based/ job shadowing experience in blueprint reading, site planning, and will allow students to utilize selected hand and power tools as they relate to carpentry/ plumbing with experienced tradesmen through the Blackfeet Housing; students will construct a residential structure – with an 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

INDT 140 | Introduction to Industry Trades II | 3 Credits

This course is the second semester basic Industry Trades course. Students will develop basic knowledge

of electrical and heating procedures. This course will explore basic electrical concepts, such as panels, circuits, amps, voltage, AC/DC wiring, basic outlets and switches along with sheet metal, duct installation, furnace installation, venting, run outs, and heat registers. This course will be offered in conjunction with INDT141 Industry Field Experience. Term offered: Spring

INDT 141 | Industry Trades Field Experience II | 8 Credits

This course will provide students with work-based/ job shadowing experience. The students will have an opportunity to follow and closely observe an employee in the electrical/sheet metal tradesman experience in blueprint 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

WKSS 190 | OSHA 10 Workplace Safety | 1 Credit

OSHA is a 10-hour general industry training that 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. Upon completion of course skills and a written exam, students will receive a State of Montana Certification in OSHA 10 Workplace Safety. Term offered: as needed

VOC 101 | Employer/Employee Relations | 3 Credits

This course is designed to familiarize students with

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the human dynamics of the world of workforce. Interaction between people in the workplace is an important aspect of job conditions. Topics include soft skills, impressions, perceptions and attitudes in relation to the organizational structure, communications and conflict management, and scheduling concepts of teamwork, leadership skills, and evaluating human resources. The class is designed to familiarize participants with current human resource practices and laws that apply to human resources careers in the workplace. Term offered: Spring

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Administration

Hall, Brad Dr. Ed.D, President, 2022

- EdD, Educational Leadership, Montana State University, Bozeman, 2018
- M.Ed., Education, Montana State University, Bozeman, 2012
- BA, History Teaching, Montana State University, Bozeman, MT, 2008

Rains, James W., PhD, 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

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

Doney, Marlene, Business Division Chair, 2018

- MBA, Business Administration Cum Laude, Jones International University, 2015
- BS, Business Administration, University of Montana, 2009
- BA, Native American Studies, University of Montana, 2009
- AS, Blackfeet Community College, 2005

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

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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

Petersen, James R., Humanities Liberal Arts Division Chair, 2002

- 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

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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

Gordon, Melissa, Nursing Simulation Clinical Education Coordinator, 2023

- BS, Nursing, Montana State University, Bozeman, MT, 2000

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
- Mckay, Michael, Health Science/Biology Instructor, 2019
- BA, Science, Montana State University, Billings, MT 2002
- AS, Elementary Education, Blackfeet Community College, Browning, MT 2022

LaPlant, Crystal, Human Services Instructor, 2012

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

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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

Parsons Marilyn, Records Information Management Instructor, 2021

- BS, Business Administration, University of Great Falls, Great Falls, MT 1996

Salois, Shannon, Math Instructor, 2016

- BS, Mathematics, University of Michigan, 1970

Weatherwax SR, Marvin, Piikani Studies Instructor, 2025

- Montana Class 7 American Indian Language & Culture Specialist License 2017
- AA, Blackfeet Language Studies, Blackfeet Community College, 2003

Yellow Owl, Treyace, Piikani Studies Digital Language Specialist, 2025

- AS, Elementary Education, Blackfeet Community College, Browning, MT 2022

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, Piikani Studies Division Chair, 2000

- BS, Business Administration Management, University of Montana, Missoula, MT, 2000

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

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Bird Rattler, Tinswella, Chief Financial Officer, 2024

- MS, Criminal Justice Administration, University of Great Falls, 2001
- BS, Criminal Justice, University of Great Falls, 2000

Braughn, 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, Media 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

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

DuCharme, Gaylene - Institutional Researcher, 2025

- BS, Business with a concentration in Marketing, University of Phoenix, Phoenix, AZ, 2015
- AA, Business Management, Blackfeet Community College, Browning, MT, 1999
- AS, Computer & Information Science, Blackfeet Community College, Browning, MT, 1999
- AAS, Microcomputer Management, Blackfeet Community College, Browning, MT, 1999
- AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2006

Farmer, Christie, Interim 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

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Galbreath-Henkel, Holli, Liberal Studies Administrative Assistant, 2022

- AA, Liberal Studies, Blackfeet Community College, 2025

Gervais, Laura, Knowledge Carriers Lodge Coordinator, 2023

- M.Ed., Education, Montana State University, Billing MT, 1995
- BS, Elementary Education, College of Great Falls, Great Falls MT, 1989

Gilham, Cheyenne, Junior Accountant, 2021

- Associate of Science in 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

Guardipee, Johnathon - Maintenance Technician, 2023

- Certified LockSmith, National Locksmith Institute
- High School Diploma, Heart Butte High School 2017

Harwood, Brandi, Facilities Administrative Assistant, 2024

- AS, Health Science, Blackfeet Community College, Browning, MT 2025

Horn, Helen A., Registrar, 2014

- BA, Social WForK, The University of Montana, Missoula, MT, 2017
- AA, Social Work, Blackfeet Community College, Browning, MT, 2016
- Certificate, Behavioral Health Aide, Blackfeet Community College, Browning, MT, 2015
- AAS, Health, Wellness & Counseling, Blackfeet Community College, Browning, MT, 1997
- AA, General Studies, Blackfeet Community College, Browning, MT, 1992

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

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Lahr, Ron, Facilities Director, 2022

- Montana Boiler Operator 3rd Class/ High Pressure, 2016
- Certified Plumber, Bureau of Apprenticeship and Train, 1993

Last Star, Gerald, BNACTEP STEM Placement Specialist, 2019

- AA, Human Service/Criminal Justice, Blackfeet Community College, Browning, MT, 2019

Lian, Amos, Institutional Technology Director, 2024

- 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

Malaterre, Natalie, NARCH Program Director, 2022

- BA, Human Services, Salish Kootenai College, Pablo MT, 2004

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

Old Chief, Crystal, Math Science Administrative Assistant, 2007

- AAS, Secretarial Administration, Blackfeet Community College, Browning, MT 1993
- Certificate, Clerk Typist, Blackfeet Community College, Browning, MT, 1991

Old Chief, Kimberly, Library Technician, 2018

- AAS, Computer Science, Blackfeet Community College, Browning, MT 2017

Parsons, Ryann, Procurement Director, 2017

BFCC Personell

2024 - 2026

- BS, Liberal Studies, Montana State University, Billings MT, 2006

Polk, Yoletta, Workforce Development/ Meat Processing Administrative Assistant, 2023

- Browning High School, 1975

Pree, Chelsee, USDA Administrative Assistant

- AA, Piikani Studies and Language, Blackfeet Community College, 2025

Reevis, Sequoia, Enrollment Specialist, 2025

- AS, Health Science, Blackfeet Community College, Browning, Mt 2018
- 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

- AA, Liberal Arts, Blackfeet Community College, 2006
- AS, Business Management, Blackfeet Community College, 2025

Runningfisher, Toni - Mental Health Support Specialist, 2022

- BS, Counseling Psychology, University of Great Falls, 2000
- MS, Counseling, University of Great Falls, 2015

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

- Chemawas High School, Salem Oregon, 2006

Schildt, Desiree M., Interim 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

BFCC Personell

2024 - 2026

- AS, General Studies, Blackfeet Community College, Browning, MT, 1999
- AA, General Studies, Blackfeet Community College, Browning, MT 1988

Sinclair, Rhrista, Finance Technician, 2023

- Associate of Applied Science, Office Administration, Blackfeet Community College, 2013

Smith, Ali, Admissions Director, 2016

- AS, Computer Information Systems, Blackfeet Community College, 2009
- BS, Business Administration, Montana State University - Northern, Havre, MT 59501, 2022

Smith, Wayne, LifeLong Learning Director, 2014

- BA, Journalism, University of Montana, Missoula, MT 2009

Snow, Joslynn, Dual Enrollment/ Transfer Coordinator, 2025

- BS Social Work, Salish Kootenai College, Pablo, MT, 2021

Spoonhunter, Alden, Life Long Learning Piikani Language and Culture Coordinator

- American Indian Studies, Haskell Indian Nations University Lawrence, KS, 2013

Tatsey, Darick, Custodian, 2024

- Browning High School, 2010

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

- Heavy Equipment Operations - Blackfeet Community College, Browning, MT 2010
- Associate of Applied Science - Network Support Technician, BFCC, 2012

Weatherwax, Melissa G., Institutional Development Director, 2016

- BS, Elementary Education, Montana State University-Northern Havre, MT, 2003
- AA, Blackfeet Elementary Education, Blackfeet Community College, Browning, MT, 2002

BFCC Personell

2024 - 2026

- 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

- Master of Criminal Justice and Law Enforcement, Colorado State University Global, Aurora, Colorado, 2020

Wippert, Rachel, Executive Administrative Assistant for Academic Affairs, 2006

- AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2004

Yellow Kidney, Danae, Research Laboratory Technician, 2025

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

